



Ministerium Tuam Imple Love | Serve | Do the best that is possible

# Relationships and Sex Education (RSE) Policy

## Philosophy

The school recognises the importance that RSE can play in contributing to the development of healthy young people. This policy is designed to ensure that our pupils have access to all the teaching and resources that are required to enable them to understand, form and maintain safe and healthy relationships and make safe, informed and prudent judgements about relationships, sex and keeping themselves healthy.

*Christ's call to salvation is personal to each of us but is secured through our relationships with others (cf John 15:12; 1 John 4:20).*

## Introduction

RSE is compulsory in Local Authority state schools. RSE must be provided to all pupils as per the [Children and Social work act 2017](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

In June 2019, the DfE issued updated [statutory guidance](#) regarding the summary of requirements for the teaching of RSE and Health Education in maintained secondary schools. These requirements form the basis of this policy.

## Definition

*"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching" Sex and Relationships Education guidance 2000*

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

## Aims

1. To encourage a vision of close loving relationships as a special gift from God through:
  - Encouraging all of our students to take personal responsibility for all forms of behaviour and therefore be able to understand consequence for actions
  - Encouraging the development of self-esteem and confidence
  - Developing the students' responsibility, self-respect and self-discipline in their relationships with others
  - Encouraging equal respect /care and consideration for others.

- a) To regularly review the programme and resources for Relationships and Sex education in PSHE for Years 7 to 13 to ensure that the materials and the delivery fulfil all the stated aims of the policy.
  - b) To teach in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
2. To provide opportunities for students to develop the knowledge, understanding, skills and attitudes which will help them reflect on their relationships with others to understand physical, emotional and moral risks and to make informed choices through critical thinking. We aim to:
- a) Encourage all pupils to talk, listen and think about feelings and relationships
  - b) Provide knowledge and understanding of risks associated with all relationships and how to protect themselves.
  - c) Monitor and evaluate the effective delivery of the programme through learning walks, discussions with pupils and sharing of good practice through meetings.
  - d) Evaluate the success of the programme through carrying out a survey of parents, staff and students
  - e) Provide a PSHE programme which is appropriate to the age and gender of the student
3. To prepare students for the opportunities, responsibilities and experiences of life and the importance of marriage, family life and parenthood through:
- a) Providing opportunities to enable students to relate their learning to life and develop confidence and leadership qualities in this area.
  - b) Ensuring that pupils know who they can turn to for support on any RSE topic outside of the classroom.
  - c) Supporting any pupil who feels bullied in relation to any protected class from within the Equalities Policy. This will include acting against any perpetrator who is deemed to have caused unhappiness through comments either verbal, written or by using social media.
4. To provide support and information for students, staff and parents through:
- a) Understanding that some pupils are more vulnerable to abuse and exploitation than their peers. Identifying and distributing the signs through Safeguarding training.
  - b) Explaining to parents their legal right to withdraw their child from an RSE Course: publishing this on the school's website,
  - c) Providing individualised support for parents on a needs basis in the first instance through the Year leader and pastoral assistant.
  - d) Providing support for staff on a needs basis
  - e) Involving outside agencies where appropriate to help with the delivery of topics and to enhance the work being done in school
  - f) Using school assemblies and Collective Worship

In order to meet the aims and objectives outlined above RSE is delivered through the subject areas of Science, RE and PSHE. In so far as is practicable, the delivery of physiological information given in Science classes will be accompanied by moral and spiritual consideration in RE and PSHE lessons. In all cases the moral and ethical guidelines from the Church's teaching will be reinforced with the emphasis firmly placed on personal responsibility and following Jesus's example of love, tolerance and respect. Outside agencies and assemblies are used to supplement the RSE curriculum.

## **ROLES AND RESPONSIBILITIES**

### **Governors**

In accordance with the Education Act of 1993 the Governing Board will keep up to date the school's policy for RSE, in consultation with parents and will make copies of the policy available to them.

### **Headteacher**

The Headteacher will have overall responsibility for the delivery of RSE in accordance with statutory requirements and with the teaching of the Catholic Church. The Headteacher will delegate specific responsibilities appropriately.

### **Safeguarding / RSE / PSHE RESPONSIBILITY**

The PSHE Coordinator is Miss Naomi White, who has responsibility for the provision of the PSHE and RSE curriculum. All Form Tutors teach PSHE weekly. The designated Safeguarding lead is Mr Paul Knight, Assistant Headteacher. The PSHE/RSE link on the school's Leadership Group is Mrs Laura Maw, Assistant Headteacher.

### **Teachers**

Teachers have a responsibility of care. They should contribute to the guidance of the physical, moral and spiritual well-being of all their students throughout any lesson. Skills will be taught across the curriculum to support with decision making, care and concern and evaluation. Teachers who are asked to teach aspects of RSE through Science, RE or PSHE should ensure that they do so in accordance with the Catholic ethos of the School.

Staff training for the teaching of RSE is included in our CPLD calendar when appropriate, which may include training from visitors or outside professionals. Visitors and/or outside professional will be required to deliver any training within the Catholic context of the School, making their training materials available for advance checking and/or discussion where appropriate.

Staff were consulted using a feedback form during the development of the RSE curriculum. A staff feedback survey is conducted at the end of each cycle of RSE teaching.

All members of staff have a duty to support and or guide pupils to someone who can support them. The Year leader / Pastoral assistant will normally be the first port of call.

*'No school, or individual teacher, is under a duty to support promote or endorse marriage of same sex couples. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on RSE and to meet duties under equality and human rights law'. Sex and Relationships Education in schools briefing paper April 2016.*

### **Students**

Students should be willing to listen to the teaching of the Church, and they should have a concern for, and accept responsibility for, their knowledge and understanding of their sexual development. They should become aware and tolerant to a variety of other views regarding moral issues related to RSE.

Students were consulted using a feedback form during the development of the RSE curriculum. A pupil feedback survey is conducted at the end of each cycle of RSE teaching. There are also opportunities for pupils to join curriculum development focus groups in order to shape the curriculum and resources in particular subject content areas, for example, 'Representations of Males in RSE'. These are advertised and open to all pupils.

## **Parents**

Recognising that parents are the primary educators of their children, the school will seek, through its RSE programme, to support them. Students are encouraged by their teachers to discuss freely with their parents all matters concerning RSE. We are in ongoing open consultation with parents regarding teaching of RSE at St Paul's via our website; questions and feedback are welcomed as we continue to work in partnership with parents.

## **The Wider Community**

The school will make appropriate use of external agencies and their personnel, provided they are able to adhere to the school's guidelines which are rooted in the teachings of the Catholic Church.

This can include but is not limited to health professionals, social workers, youth workers, peer educators and counsellors.

We ask all concerned at the school with the education of our young people to be mindful of the great responsibility placed upon them by the church and to abide by these principles in their dealings with pupils.

## **Confidentiality and Advice**

While students will be offered sensitive and appropriate support, they must be made aware that certain information cannot be kept confidential and if disclosures are made, the following procedures will be adhered to:

- i. Disclosure or suspicion of possible abuse – the school Child Protection Officer will be informed. (See Child Protection/Safeguarding Policy)
- ii. Disclosure of Pregnancy or sexual activity
  - The school will encourage students to inform their parents
  - The member of staff to whom the disclosure has been made will consult with the Headteacher
  - If a pupil feels unable to talk with his/her parents, the Headteacher will seek to advise his/her in line with the teaching of the Catholic Church and, if thought necessary, will refer him/her to the GP or the school nurse and parents will be informed regardless of age.

Students thought to be 'at risk' will be supported by the Head of Year, Pastoral assistant and safeguarding lead other agencies (e.g. Police, Social Services) will be involved as necessary.

## **Complaints Procedure**

Any complaints about the delivery of RSE or the PHSE curriculum shall be made to the Headteacher who will follow the normal Complaints Procedure.

## **Withdrawal Procedures**

Parents have the right to withdraw their children from the components of sex education within RSE, which are not a statutory part of the Science curriculum, 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.

Students can only be withdrawn from the sex education elements of the RSE curriculum which, in the

curriculum at St Paul's, covers the following areas of focus:

- Year 7: No non-statutory sex education included
- Year 8: No non-statutory sex education included
- Year 9: Healthy Sexual Encounters (Mutual Pleasure),
- Year 10: Pornography, the Media and Sex (although there would be some relationships teaching within this lesson that would have to be completed if the student was withdrawn)
- Year 11: No non-statutory sex education included
- Parental withdrawal can only be requested on a small number of lessons as identified above. It cannot be requested as a blanket option for all lessons as these cover relationship or statutory sex education content which are not included under the withdrawal option.
- All parents who request the withdrawal of a child should be invited to a meeting with either JHY (head-teacher), LMW (assistant head-teacher) or NWE (RSE and PSHE lead).
- If SEND students (with more specific needs) are identified as requiring alternative delivery mechanisms or adaptations to the curriculum, for example in 1:1 or small group support, parents/guardians will be made aware.
- Students who are 16 (or three-terms younger) who have been withdrawn by parents, have the opportunity to opt themselves back in; students will be made aware of this if withdrawal is requested. For good practice, these students should be invited into the meeting with parents and guardians to provide full transparency.
- Parents/Guardians are welcome to request pdfs of the lessons, to either facilitate support at home, or to make their decisions about participation; these are available upon request: [naomi.white@st-pauls.org.uk](mailto:naomi.white@st-pauls.org.uk)

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action, or will delegate the matter to the assistant headteacher and Head of PSHE/RSE who will do the same on her behalf. Alternative work will be given to pupils who are withdrawn from sex education which may cover relationships or statutory sex education aspects of lessons they will be missing.

**Review: 2023-24 by the Governors' Curriculum and Teaching Committee**

## Appendix 1.

Extract from [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance \(DfE Statutory requirements published June 2019\)](#)

### By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<b>Families</b>	Pupils should know <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
<b>Respectful relationships, including friendships</b>	Pupils should know <ul style="list-style-type: none"><li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li></ul>

	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>



<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and</li> </ul>
	<p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>

<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> </ul>

	<ul style="list-style-type: none"> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

## Appendix 2

### Multi-disciplinary instances of content

#### RSE – Science Curriculum Common Content

- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy and miscarriage
- How different STIs, including HIV/AIDs are transmitted, how risk can be reduced through safe sex (including through condom use) and the importance of and facts about testing
- The characteristics of a healthy lifestyle and the links between inactive lifestyle and ill health, including cancer and cardio-vascular health
- About the science relating to blood, organ and stem cell donation
- How to maintain healthy eating and the links between poor diet and health risks, including tooth decay and cancer
- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- The facts and science relating to immunization and vaccination
- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females during adolescence and the implications for emotional and physical health

#### RSE – RE Curriculum Common Content

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is including their legal status eg that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalize non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, eg physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause

- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs) including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- How to critically evaluate when something they do or are involved in has positive or negative effects on their own and others' mental health



Appendix 3.  
PSHE and RSE Curriculum Map for Year 7 to 13

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Year 7</b>	<b>Transition and Learning Talents</b> <ul style="list-style-type: none"> <li>Introduction to PSHE at St Paul's</li> <li>Organisation</li> <li>Making the most of school</li> <li>Collaboration</li> <li>Managing distractions</li> <li>Perseverance and resilience</li> </ul>	<b>Developing Healthy Friendships</b> <ul style="list-style-type: none"> <li>Healthy friendships vs toxic friendships</li> <li>Conflict management</li> <li>Respectful relationships</li> <li>Bullying or banter: peer on peer abuse</li> <li>The dangers of physical conflict</li> <li>Peer pressure</li> <li>Self-awareness</li> <li>Care and concern for others (showing empathy)</li> </ul>	<b>RSE – Healthy Relationships</b> <ul style="list-style-type: none"> <li>Me and RSE</li> <li>My values and feelings</li> <li>Body talks</li> <li>Changing adolescent bodies: males</li> <li>Changing adolescent bodies: females</li> <li>Puberty and hygiene</li> </ul>	<b>RSE – Healthy Relationships</b> <ul style="list-style-type: none"> <li>Hormones and boundaries</li> <li>Gender and stereotypes</li> <li>My relationships</li> <li>Types of relationships</li> <li>Diversity and the family unit</li> </ul>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>Social media: mental health</li> <li>Trolling and cyber bullying</li> <li>Catfishing</li> <li>Online grooming – keeping safe</li> <li>False realities – social media</li> </ul>	<b>Healthy Living</b> <ul style="list-style-type: none"> <li>The importance of exercise</li> <li>What is healthy eating</li> <li>Dental hygiene</li> <li>The importance of sleep</li> <li>Basic First Aid</li> <li>Donation of blood, stem cells and organs</li> </ul>
<b>Year 8</b>	<b>Mental Health</b> <ul style="list-style-type: none"> <li>Introduction to Year 8 PSHE</li> <li>What is mental health</li> <li>Emotional wellbeing</li> <li>Anxiety</li> <li>Eating disorders</li> <li>Screen time and effects on mental health</li> </ul>	<b>Finance</b> <ul style="list-style-type: none"> <li>What influences my decisions?</li> <li>How can I make informed decisions</li> <li>Why do my decisions matter</li> <li>Saving and borrowing</li> <li>Credit and debit</li> <li>Budgeting</li> <li>Family budgeting</li> <li>Budgeting when gaming</li> </ul>	<b>RSE – Consent and Healthy Relationships</b> <ul style="list-style-type: none"> <li>Consent and respect</li> <li>Consent in relationships</li> <li>Consent and victim blaming</li> <li>Consent and sexual harassment</li> <li>Consent and body language</li> <li>Image sharing</li> </ul>	<b>RSE – Consent and Healthy Relationships</b> <ul style="list-style-type: none"> <li>Effective communication and expressing feelings</li> <li>What to do when you are concerned for yourself/others</li> <li>Is this consent?</li> <li>Misogyny and misandry</li> <li>Gender roles in relationships</li> </ul>	<b>Identity and Self</b> <ul style="list-style-type: none"> <li>Identity and self</li> <li>Role models</li> <li>British values</li> <li>Gender identities</li> <li>Sexuality and identity</li> </ul>	<b>Prejudice and Discrimination</b> <ul style="list-style-type: none"> <li>Prejudice and stereotyping</li> <li>Free speech and hate speech</li> <li>Disability discrimination</li> <li>Extreme Nationalism</li> <li>Understanding and preventing extremism</li> <li>Who commits crime and why are they punished</li> </ul>
<b>Year 9</b>	<b>The Growth Mindset</b> <ul style="list-style-type: none"> <li>Introduction to Year 9 PSHE</li> <li>How memory works</li> <li>Growth and fixed mindsets</li> <li>Empathy</li> <li>Metacognition</li> <li>Our moral foundations</li> <li>Other people's moral foundations</li> </ul>	<b>Real World Finance</b> <ul style="list-style-type: none"> <li>Income tax and NI</li> <li>Average cost of living</li> <li>Loans and borrowing</li> <li>Credit scores and debt</li> <li>How advertising influences our financial decisions</li> <li>Financial exploitation and fraud</li> <li>Universal credit</li> </ul>	<b>RSE – Sexual Relationships and Contraception</b> <ul style="list-style-type: none"> <li>Sexual intercourse and respect</li> <li>Consent and pressure</li> <li>Virginity and firsts</li> <li>Sexual Intercourse: mutual pleasure</li> <li>Contraception and pregnancy</li> <li>Hormonal contraception</li> </ul>	<b>RSE – Sexual Relationships and Contraception</b> <ul style="list-style-type: none"> <li>Healthy sexual encounters</li> <li>Coercive and controlling behaviours</li> <li>Sexual assault and rape</li> <li>'Is this rape?' activity</li> </ul>	<b>Alcohol, Tobacco and Gambling</b> <ul style="list-style-type: none"> <li>Alcohol</li> <li>Dangers of alcohol</li> <li>Smoking and vaping</li> <li>Gambling</li> <li>Impact of risky behaviours</li> </ul>	<b>County Lines and Gangs</b> <ul style="list-style-type: none"> <li>Gangs</li> <li>Teenage gangs: county lines</li> <li>Knife crime and preventing knife crime</li> <li>Young offenders and the law</li> <li>Joint enterprise</li> </ul>
<b>Year 10</b>	<b>Creating a GCSE vision</b> <ul style="list-style-type: none"> <li>Introduction to Year 10 PSHE</li> <li>Building confidence</li> <li>Goal setting</li> <li>Motivation</li> <li>Effort</li> <li>Building grit</li> <li>Your Revision Toolbox</li> </ul>	<b>Employability – Work Experience</b> <ul style="list-style-type: none"> <li>Being enterprising</li> <li>Job interviews</li> <li>Presenting yourself</li> <li>Online presence</li> <li>Online reputation</li> <li>The purpose of Work Experience</li> </ul>	<b>RSE – The Physical and Emotional Risk of Sex</b> <ul style="list-style-type: none"> <li>My relationships</li> <li>Physical risks of sex</li> <li>STDs and STIs</li> <li>Living with STDs and STIs</li> <li>Hormones and boundaries</li> </ul>	<b>RSE – The Physical and Emotional Risk of Sex</b> <ul style="list-style-type: none"> <li>Pornography, the media and sex</li> <li>Image sharing and sexting</li> <li>Revenge porn</li> </ul>	<b>Finance – Making Decisions</b> <ul style="list-style-type: none"> <li>Money and work</li> <li>Savings</li> <li>Financial risk and security</li> <li>Investing</li> <li>Future of money</li> </ul>	<b>Drugs and Addiction</b> <ul style="list-style-type: none"> <li>Drugs and the law</li> <li>Types of drugs</li> <li>Vaping</li> <li>Addiction</li> <li>Consequences of addiction</li> </ul>

		<ul style="list-style-type: none"> <li>• Work experience health and safety</li> </ul>				
<b>Year 11</b>	<b>Organising and management</b> <ul style="list-style-type: none"> <li>• Introduction to Year 11 PSHE</li> <li>• Creating an effective revision environment</li> <li>• SMART targets</li> <li>• Revision timetables</li> <li>• Creating revision notes</li> <li>• Retrieval practice</li> <li>• Managing stress</li> <li>• PPE reflection</li> <li>• The importance of sleep</li> <li>• The importance of diet</li> <li>• Resilience and coping with change</li> <li>• ASSEMBLY DELIVERY: careers and future pathways</li> <li>• Stepping up to sixth form 2</li> </ul>	<b>RSE – Pregnancy and Fertility</b> <ul style="list-style-type: none"> <li>• Pregnancy - the process</li> <li>• Pregnancy - the options</li> <li>• Pregnancy and adoption</li> <li>• Teenage pregnancy 1</li> <li>• Teenage pregnancy 2</li> <li>• Fertility</li> </ul>	<b>RSE – Pregnancy and Fertility</b> <ul style="list-style-type: none"> <li>• Infertility</li> <li>• Menopause 1</li> <li>• Menopause 2</li> <li>• Sexual health checks</li> <li>• Risky sexual behaviour</li> </ul>	<b>Mini Mindfulness Sessions (followed by revision time)</b> <ul style="list-style-type: none"> <li>• If/then statements</li> <li>• Proper breathing</li> <li>• Labelling emotions</li> <li>• Control the controllable</li> <li>• Get rid of your worries</li> </ul>		
<b>Year 12</b>	<b>NO RSE THIS HALF TERM</b>	<b>RSE Programme 1: Consent and Harassment</b> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Consent – alcohol and drugs</li> <li>• Image and video sharing</li> <li>• Respect and break ups</li> <li>• Revenge porn</li> <li>• Online dating and relationships</li> <li>• Sexual harassment and assault</li> </ul>	<b>RSE Programme 2: Healthy Sexual Relationships</b> <ul style="list-style-type: none"> <li>• Healthy sexual relationships</li> <li>• Sex: mutual pleasure and respect</li> <li>• Contraception and pregnancy</li> <li>• Hormonal contraception</li> <li>• Risky sexual behaviour</li> <li>• Living with STIs</li> </ul>	<b>RSE Programme 3: Coercive Behaviours</b> <ul style="list-style-type: none"> <li>• Coercive control in relationships</li> <li>• Coercive control and cohabitation</li> <li>• Coercive control and criminal prosecutions</li> <li>• Coercive control and male victims</li> </ul>	<b>NO RSE THIS HALF TERM</b>	<b>NO RSE THIS HALF TERM</b>
<b>Year 13</b>	<b>RSE Programme 4: Healthy and Unhealthy Relationships</b> <ul style="list-style-type: none"> <li>• Healthy communication in relationships</li> <li>• Healthy and unhealthy relationships</li> <li>• Gaslighting</li> <li>• Consent in relationships</li> <li>• Pornography and coercion</li> <li>• Pornography and addiction</li> <li>• Abusive relationships</li> </ul>			<b>RSE Programme 5: Fertility</b> <ul style="list-style-type: none"> <li>• Periods and period poverty</li> <li>• PMS and painful periods</li> <li>• PCOS and endometriosis</li> <li>• Miscarriage</li> </ul>	<b>RSE Programme 6: Staying Safe</b> <ul style="list-style-type: none"> <li>• Staying safe on a night out</li> <li>• Reporting rape and assault</li> <li>• Safe sex</li> <li>• Staying healthy away from home</li> <li>• Health screenings</li> </ul>	