

## Relationships, Sex & Health Education Policy

September 2020

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Associated Documents & Links to:	
<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy</li> <li>• Behaviour Policy</li> <li>• Whistleblowing policy</li> <li>• Data protection policy</li> <li>• E-safety policy</li> <li>• Anti-Bullying policy</li> </ul>	<p><b>Statutory DfE guidance:</b>  <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a></p> <ul style="list-style-type: none"> <li>• Science, ICT Curriculum, Character and Resilience, Physical Education, Social and Religious Studies, English and Drama.</li> <li>• Visitors Policy</li> </ul>

Approved by the Standards and Outcomes Committee of the Trust Board, June 2020

## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

#### In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

##### We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

##### We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

##### We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

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## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty and adulthood, give them an understanding of sexual development and the importance of both physical and mental health and hygiene so that they can make their own informed decisions.
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships including helping students to create healthy, nurturing relationships of all kinds.
- Teach students the correct vocabulary to describe themselves and their bodies

## 2. Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

## 3. Statutory requirements

As a secondary academy school we must provide RSE to all students as per s.34 [Children and Social Work Act \(2017.\)](#)

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in s.403 [Education Act \(1996\)](#).

At Hathaway Academy we teach RSE as set out in this policy.

## 4. Policy development

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

1. Review – the (Vice Principal/ Personal Development Lead) pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations through (not done due to COVID. Coordinators completed a mapping document.)
3. Parent/stakeholder consultation – parents and any interested parties were sent a letter with a link to the draft policy on the website asking for their feedback electronically at [admin@hathawayacademy.atrust.org.uk](mailto:admin@hathawayacademy.atrust.org.uk)
4. Student consultation – we investigated what exactly students want from their RSE by asking students during our student voice weekly activities.
5. Student reflection – we will ask students for feedback on the RSE sessions once they have been completed during the academic year and use this feedback to further inform future sessions. We will do this by carrying out a weekly student voice conducted by Assistant Principals and by form of an RSE questionnaire.

6. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **5. Definition**

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and relevant legislation, so that they are able to make their own, informed decisions throughout their lives.

RSE involves a combination of sharing information and exploring issues and values in an open safe non-judgemental developmentally appropriate environment.

RSE is NOT about the promotion of sexual activity.

## **6. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of our students and our community or issues that are highlighted nationally.

We have developed the curriculum in consultation with support from a Local Authority advisor, parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online or their peers which may not provide a true reflection of reality or explore related ethical issues the way in which a teacher can. This may include signposting students to a safe and reliable sources of information such as Brook or School Nursing teams where appropriate.

## **7. Delivery of RSE**

RSE is taught within the Character and Resilience programme. Biological aspects of RSE are taught within the Science curriculum, units such as internet safety and harm are taught in ICT and other units are included in Social and Religious studies and other department schemes of learning. (Please refer to individual department curriculum maps).

The content delivered will be age appropriate, with each year group following a bespoke programme. The delivery will take into account any additional needs of students in the class, such as SEND and will be tailored to suit the learner, being aware that students with additional needs are more at risk of bullying and exploitation. The delivery of these topics will be from staff within the Academy, as well as experts/advisors within particular fields, who will deliver stand-alone sex education sessions, to ensure students are privy to the most secure and apt information.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- For more information about our RSE curriculum, see Appendices 1 and 2.

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

## **8. Roles and responsibilities**

### **The local academy committee (LAC)**

The LAC will monitor the implementation of this policy on behalf of Trustees, whose responsibility it is to approve.

### **The Principal**

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Supporting the review and reflection process for student feedback after taught sessions.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Make students aware that if anything that is said during these sessions raises any concerns about themselves or about someone that they know they should talk to a trusted member of staff about it as per our safeguarding policy.

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

Staff Name	Job Title	Aspect of RSE (Science/PSHE)
<b>Engagement Faculty</b>		
Akeem Koiki	Assistant Principal	Character and Resilience/Assemblies
Sarah Watson	Progress Leader	Character and Resilience
Jeoffrey Islam	Teacher	Character and Resilience
Kieran Field	Teacher	Character and Resilience/PE
Jodi-Ann Gayle	Teacher	Character and Resilience
Naomi Pratchett	Teacher	Character and Resilience
Helen Ramsden	Teacher	Character and Resilience
Karra Smith	Teacher	Character and Resilience/Drama
Amanda Clark	Teacher	Character and Resilience
Alex Grbowski	Teacher	Character and Resilience
Charlotte Turnbull	Associate Assistant Principal, Maths	Character and Resilience
Ross Butler	Co-ordinator	Character and Resilience/Drama
<b>Purpose Faculty</b>		
Kevin Dyke	Assistant Principal	Character and Resilience/Assemblies
Joanne Potter	Progress Leader	Character and Resilience
Conor McGinn	Teacher	Character and Resilience
Elena Batalla	Teacher	Character and Resilience
Melanie Williams	Teacher	Character and Resilience/Social and Religious

Jacqui Culloty	Sub Co-ordinator	Character and Resilience/Social and Religious
Mark Black	Teacher	Character and Resilience/English
Debbie Haight	Teacher	Character and Resilience
Vicky Hopkins	Co-ordinator	Character and Resilience
Rhiannon Howarth	Lead Practitioner	Character and Resilience/English
Jenna Flack	Teacher	Character and Resilience
Sherene Hull	Associate Assistant Principal, English	Character and Resilience/English
Self-Worth Faculty		
Jo Convoy	Assistant Principal	Character and Resilience/Assemblies
Jermaine Constantine	Progress Leader	Character and Resilience
Pius Yeboah	Teacher	Character and Resilience/Science
Emma White	Cover Supervisor	Character and Resilience/Science
Ciara McAllister	Teacher	Character and Resilience/Science
Scott Greenwood	Teacher	Character and Resilience/Online Safety
Okiroro Odeje	Teacher	Character and Resilience/Science
Kevin Hughes	Coordinator	Character and Resilience/Online Safety
Nerissa Gunduz	Associate Assistant Principal, Science	Character and Resilience/Science
Lela Campbell	Teacher	Character and Resilience/Science
Monique Saunders	Teacher	Character and Resilience/Science



Emma Hughes	Sub Coordinator	Character and Resilience
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## Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Failure to behave appropriately will be dealt with in accordance to the Behavior Policy.

If gaining a wider awareness of positive relationships versus negative relationships causes any concern to any student about themselves or someone they know, they are encouraged to share these concerns with a trusted member of staff who will deal with them in accordance to the safeguarding policy.

## Students with an additional need including students with SEND and EAL

We aim to ensure that the curriculum is accessible for all students and are mindful that this is particularly the case for students with special educational needs and disabilities who may, due to their need, be more vulnerable to exploitation, bullying and other issues specific to their additional need.

We are mindful of the preparing for adulthood outcomes (as set out in the SEND Code of Practice); where relevant, the curriculum will be adapted to meet the specific developmental needs of SEND students to ensure that curriculum taught to SEND students is sensitive, age and developmentally appropriate and delivered with reference to the law. As part of this, we will work with the school SENCO, family and the student.

## 9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (not relationship education) 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 academy is required by law to arrange this. Sex Education is defined as being content such as "Intimate and sexual relationships, including sexual health" and "pornography" (noted under Online and Media) in a PSHE/RSHE classroom environment

Requests to withdraw children from statutory aspects of RSE are unlawful and will not be granted, this includes Relationship and Health Education (including puberty) and curriculum taught as part of the Science National Curriculum.

Requests for withdrawal should be put in writing detailing the reasons that you want to withdraw your child and addressed to the Principal. Wherever possible, a meeting will take place between a representative of the academy and family to address any concerns raised.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion.

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

## **10. Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE in line with the academy's Visitors Policy.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Akeem Koiki, Assistant Principal and Jenny Rose, Vice Principal through: Principal walks, work scrutinies, student voice and a staff feedback questionnaire.

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

This policy will be reviewed by Akeem Koiki, Assistant Principal and Jenny Rose Vice Principal bi-annually or sooner if as a result of student feedback, consultation feedback or a change in guidance from the DfE. At every review, the policy will be approved by the Trustees.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

#### Relationships Education, Relationships & Sex Education, and Health Education

Topic		Year Group					How it is delivered?	Who delivers it?	How is it recorded?
		7	8	9	10	11			
1. Families									
1.1	That there are different types of committed, stable relationships.	✓	✓	✓	✓		<b>C&amp;R</b> - Self-esteem, romance and friendships. To explore the positive qualities that people might bring to relationships and to promote self-esteem. To understand the importance of friendship as a basis for romantic relationships. (Yr7 Sum1) <b>C&amp;R</b> -To develop skills to manage changing friendships. (Yr9 Aut2) <b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. (Yr9 Spr1) <b>Drama</b> - KS3 – soap opera SOW when we look at the make-up of different families. <b>SR</b> - Year 7 Spring 2 <i>To understand the nature of friendship &amp; reflect on our strengths</i>	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>SR</b> - SR Teachers <b>MFL</b> – MFL Specialist teachers <b>Brook Education</b> – RSE Workshop.	<b>C&amp;R</b> - Students C&R books <b>Drama</b> – Performance <b>SR</b> - Part of a mini assessment and in books <b>MFL</b> - in response to tasks, listening, reading and writing. <b>Brook Education</b> – RSE Workshop will be followed up in C&R books.

						<p><b>MFL</b> - Year 7 – Vocab of family and discussion of “my family” and identifying members of described families.</p> <p><b>MFL GCSE</b> – My identity module includes family structure. Example tasks will have different and diverse examples of family structures.</p> <p><b>Brook Education</b> - Sexual health services and education – <b>Healthy Relationships - Year 7, 8 &amp; 10</b></p>		
1.2	How these relationships might contribute to human happiness and their importance for bringing up children.	✓	✓	✓	✓	<p><b>C&amp;R</b> - To explore the role of parents and the importance of stable long-term relationships for family life. (Yr10Sum1)</p> <p><b>C&amp;R</b> - Self-esteem, romance and friendships. To explore the positive qualities that people might bring to relationships and to promote self-esteem.</p> <p><b>C&amp;R</b>- To understand the importance of friendship as a basis for romantic relationships. (Yr7Sum1, Yr9Sum1)</p> <p><b>English:</b> A Christmas Carol (Year 7)</p> <ul style="list-style-type: none"> <li>• Cratchit Family</li> </ul> <p>An Inspector Calls (Yr. 10)</p> <ul style="list-style-type: none"> <li>• Birling Family – impact of family relationships on children’s social and political views</li> </ul> <p>Power and Conflict Poetry (Year 10)</p> <ul style="list-style-type: none"> <li>• Kamikazee</li> <li>• My Last Duchess</li> <li>• Poppies</li> </ul> <p>The Other Side of Truth (Yr. 8)</p> <ul style="list-style-type: none"> <li>• Loss of family through death and political upheaval</li> </ul> <p><b>SR</b> - Year 7 spring 2</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>English:</b> Delivered by English staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>SR</b> - Part of a mini assessment and in books.</p> <p><b>English:</b> Schemes of work &amp; students books.</p>

							<i>To understand the nature of friendship &amp; reflect on our strengths</i>		
1.3	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	✓	✓	✓	✓	✓	<p><b>C&amp;R</b> - To recognise and explore the different types of families in the UK today. (Yr10 Sum1)</p> <p><b>C&amp;R</b> - What marriage is, including their legal status Why marriage is an important relationship choice for many couples. (Yr11Spr2)</p> <p><b>English:</b> Of Mice and Men (Year 7)</p> <ul style="list-style-type: none"> <li>1930s marriage expectations, role of women</li> </ul> <p>Macbeth (Year 10)</p> <p>Contrast between modern day and medieval marriage contracts and role of women in these relationships</p> <p><b>SR</b> - Year 9 Summer Term</p> <p><i>Explore reasons why people marry.</i></p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>SR Teachers</b></p> <p><b>English:</b> Delivered by English staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>SR</b> - Mini assessment and in their books.</p> <p><b>English:</b> Schemes of work &amp; students books.</p>
1.4	Why marriage is an important relationship choice for many couples and why it must be freely entered into.			✓	✓	✓	<p><b>C&amp;R</b> - To recognise and explore the different types of families in the UK today. (Yr10 Sum1)</p> <p><b>C&amp;R</b> - What marriage is, including their legal status Why marriage is an important relationship choice for many couples. (Yr11Spr2)</p> <p><b>SR</b> - Year 9 Summer Term</p> <p><i>Investigate the purpose of marriage</i></p> <p><b>SR</b> - Year 10 Autumn 1</p> <p><i>Explore the ideas and realities of arranged marriages.</i></p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>SR Teachers</b></p> <p>GCSE RS Teacher</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>PE</b> GCSE specification links – lessons.</p> <p><b>SR</b> - Part of a mini assessment and in books</p>
1.5	The characteristics and legal status of other types of long-term relationships.			✓	✓	✓	<p><b>C&amp;R</b> - To recognise and explore the different types of families in the UK today. (Yr10 Sum1)</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>SR</b> - Part of a mini assessment and in books</p>

							<b>C&amp;R</b> - What marriage is, including their legal status Why marriage is an important relationship choice for many couples. (Yr11Spr2) <b>SR</b> - Year 9 summer Term <i>To investigate Christian views on Civil Partnerships</i> <b>SR</b> - Year 10 Autumn 1 Same sex marriages and Cohabitation.	<b>SR</b> – Teachers & GCSE RS Teacher	
1.6	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - Exploring family life: To explore the role of parents and the importance of stable long-term relationships for family life. (Yr7Sum2) <b>C&amp;R</b> - To understand the responsibilities and implications of parenthood, identify parenting skills and their importance to family life. (Yr10Sum1) <b>SR</b> - Year 10 Autumn Term Family, Christianity & Islam. <b>Food:</b> Healthy eating and nutrition. (Year 7-11)	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>SR</b> - SR Teachers & GCSE RS Teacher <b>Food:</b> Delivered by food staff	<b>C&amp;R</b> - Students C&R books <b>SR</b> - Part of a mini assessment and in books <b>Food:</b> In students books, practical lessons.
1.7	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.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - Exploring family life: To explore the role of parents and the importance of stable long-term relationships for family life. (Yr11Spr1, Yr7Sum2) <b>C&amp;R</b> - Tackling relationship myths and expectation. (Yr10 Spr1) <b>SR</b> - Year 7 Spring 2 <i>To examine how young people are treated in Society.</i> <b>English:</b> Lord of the Flies (Year 8) <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Group dynamics</li> </ul> Trust and betrayal. <b>ICT:</b> Using computers safely. Educating children how to avoid threats online. (Yr7-9)	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>SR</b> - SR Teachers. <b>English:</b> Delivered by English staff <b>ICT:</b> Delivered by ICT staff <b>Brook Education</b> – RSE Workshop.	<b>C&amp;R</b> - Students C&R books <b>SR</b> - Part of a mini assessment and in books. <b>English:</b> Schemes of work & students' books. <b>ICT:</b> Unit of work in KS3 <b>Brook Education</b> – RSE Workshop will be followed up in C&R books.

							<b>Brook Education</b> - Sexual health services and education – <b>Healthy Relationships - Year 7, 8 &amp; 10, 11</b>		
<b>2. Respectful relationships including friendships</b>									
2.1	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.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - Transition to secondary school: To begin, grow and maintain friendships in a new situation. (Yr7 Aut1) <b>C&amp;R</b> - To develop each student's identity as a student and to improve study skills and to develop student's personal responsibility for their own academic progress. (Yr7 Aut1) <b>C&amp;R</b> - To develop skills to manage changing friendships. (YR 9 Aut2) <b>C&amp;R</b> - To develop skills to manage changing friendships. (YR10 Spr1) <b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. (YR9 Sum2) <b>C&amp;R</b> - Self-esteem, romance and friendships. To explore the positive qualities that people might bring to relationships and to promote self-esteem. (Yr7 Sum2) <b>Drama</b> - KS3 & GCSE. Through all group work – working together and exploration in topics. <b>PE GCSE</b> – social and emotional benefits of sport <b>Core PE</b> – rules, regulations, recreational activity and competitive sport. <b>SR</b> - Year 9 Summer Term What is Love? Year 10 Autumn Term Different types of love and relationships. <b>English:</b> Lord of the Flies – Healthy friendships (Year 8)	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>Drama:</b> Drama Staff <b>SR Teachers</b> <b>PE:</b> Delivered by PE staff <b>English:</b> Delivered by English staff <b>Business management and studies:</b> Business staff <b>Brook Education</b> – RSE Workshop.	<b>C&amp;R</b> - Students C&R books <b>Drama</b> – Practical performance <b>PE</b> - GCSE lessons <b>English:</b> Schemes of work & student's books. <b>SR</b> - Part of a mini assessment and in books <b>Business management:</b> students' books/folders <b>Brook Education</b> – RSE Workshop will be followed up in C&R books.

							<ul style="list-style-type: none"> <li>• Team building</li> <li>• Bullying</li> <li>• Conflict</li> </ul> <p><b>Business management and studies:</b> Starting a business partnership together. Benefits and drawbacks</p> <p><b>Brook - Education</b> Sexual health services and education – <b>Healthy Relationships - Year 7, 8 &amp; 10</b></p>		
2.2	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓			<p><b>C&amp;R</b> - Self-esteem, romance and friendships. To explore the positive qualities that people might bring to relationships and to promote self-esteem. (Yr7 Sum2)</p> <p><b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. (YR9 Sum2)</p> <p><b>English:</b> Lord of the Flies (Year 8)</p> <p>Ralph and Piggy initiate team building to create a civilized society.</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>English:</b> Delivered by English staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books.</p> <p><b>English:</b> Schemes of work &amp; students' books.</p>
2.3	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	✓	✓	✓	✓	✓	<p><b>C&amp;R</b> - Valuing Difference: To develop the concept of diversity through exploring rights and responsibilities. (Yr9 Spr1)</p> <p><b>Drama</b> - GCSE – exploration of Noughts and Crosses</p> <p><b>PE GCSE</b> – Socio-economic and cultural factors within sport.</p> <p><b>SR</b> - Yr. 8 Spring Term</p> <p>Why are people prejudice? &amp; Kinds of prejudice.</p> <p><b>English:</b> Of Mice and Men (Year 7)</p> <ul style="list-style-type: none"> <li>• Ageism – Candy</li> <li>• Racism – Crooks</li> </ul>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>English:</b> Delivered by English staff</p> <p><b>PE:</b> Delivered by PE staff</p> <p><b>Drama:</b> Drama Staff</p> <p><b>SR</b> Teachers</p> <p><b>Media:</b> Delivered by Media staff</p> <p><b>Business:</b> Delivered by Business staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Drama</b> - In books notes and through practical exploration</p> <p><b>PE Lessons</b> – case studies and discussions.</p> <p><b>SR</b> - Part of a mini assessment and in books.</p> <p><b>Business:</b> Students' books/folders</p>



							<ul style="list-style-type: none"> <li>Sexism – Curley’s wife</li> <li>Disability – Candy/Crooks</li> </ul> <p>Lord of the Flies Disability – Piggy (Year 8)</p> <p><b>Media:</b> In lessons based around close study products when teaching representation in the media. Stereotypes are heavily integrated in several lessons. (Year 10 &amp;11)</p> <p><b>Business:</b> Discrimination in the work place. Employment law. (Year 10 &amp; 11)</p>		<p><b>English:</b> Schemes of work &amp; students’ books.</p> <p><b>Media:</b> Lesson power points and student workbooks</p>
2.4	<p><u><b>Laws relating to sex, sexuality, sexual health and gender identity. The different ways people can be identified.</b></u></p>			✓	✓	✓	<p><b>C&amp;R</b> Valuing Difference: - To develop a more mature understanding of identity. (Yr9 Spr1)</p> <p><b>C&amp;R</b> - Tackling homophobia, transphobia and sexism. (Yr9 Spr1)</p> <p><b>C&amp;R</b> - To understand gender identity, gender stereotyping and transphobia. (Yr9 Spr1)</p> <p><b>Media:</b> This is touched on during teaching of ‘Class’ CSP when discussing representation of LGBTQ+ in this media product. (Year 10 &amp;11)</p> <p><b>SR</b> - Year 9 Summer Term <i>Examine the history of homosexual</i> <i>Understand the meaning of ‘age of consent’.</i> Year 10 Autumn Term <i>Explore what human sexuality is</i></p> <p><b>Brook Education</b> - Sexual health services and education – <b>Sex and The Law Year 9</b></p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>SR</b> Teachers.</p> <p><b>Media:</b> Delivered by Media staff</p> <p><b>Brook Education</b> – RSE Workshop.</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>SR</b> - Part of a mini assessment and in books.</p> <p><b>Media:</b> Lesson power points and student workbooks</p> <p><b>Brook Education</b> – RSE Workshop will be followed up in C&amp;R books.</p>
2.5	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should	✓	✓	✓	✓	✓	<p><b>C&amp;R</b> - Valuing Difference: To develop the concept of diversity through exploring rights and responsibilities.</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>PE:</b> Delivered by PE staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Drama</b> Practical performances</p> <p><b>PE</b> - GCSE lessons</p>

	show due respect to others, including people in positions of authority and due tolerance of other people's beliefs						<p>To explore the nature of prejudice and discrimination and ways to challenge and manage them. (Yr7 Spr1)</p> <p><b>Drama</b> - KS3 &amp; GCSE. Through all group work – working together.</p> <p><b>PE GCSE/ Core PE</b> – Rules and regulations.</p> <p><b>Media:</b> This is touched on during teaching of 'Class' CSP. (Year 10 &amp;11)</p> <p><b>SR</b> - Year 8 Spring Term</p> <p>What is prejudice? &amp; What is discrimination?</p> <p><b>Business:</b> Discrimination in the work place. Employment Law. (Year 10 &amp; 11)</p>	<p><b>Media:</b> Delivered by Media staff</p> <p><b>SR Teachers</b></p> <p><b>Drama:</b> Delivered by Drama staff</p> <p><b>Business:</b> Delivered by Business staff</p>	<p><b>SR</b> - Part of a mini assessment and in books.</p> <p><b>Media:</b> Lesson power points and student workbooks</p> <p><b>Business:</b> Students' books/folders</p>
2.6	About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	✓	✓	✓	✓	✓	<p><b>C&amp;R</b> - Diversity, prejudice and bullying including cyber bullying: To explore the nature of bullying and to develop strategies for responding to situations where bullying is, or is perceived to be taking place. (Year 7 SPR1, SPR2)</p> <p>Managing on- and off-line friendships. To understand that there are different types of positive relationships and that they share common features. To understand conflict resolution strategies within the context of personal relationships. (Year 7 SPR1, SPR2)</p> <p><b>Maths:</b> Data collected from National Statistics Website</p> <p>Data could be collected on number of students affected by different types of bullying and comparisons made/ graphs drawn/ Interpreting data. (Year 10 &amp;11)</p> <p><b>English:</b> The Other Side of Truth (Year 8)</p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Attitudes to immigrants</li> </ul> <p>Lord of The Flies (Year 8)</p> <p>Poetry – My Last Duchess</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Maths:</b> Delivered by Maths teachers.</p> <p><b>SR Teachers</b></p> <p><b>ICT:</b> Delivered by ICT staff</p> <p><b>English:</b> Delivered by English staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>SR</b> - Part of a mini assessment and in books.</p> <p><b>Maths:</b> Work in student's books.</p> <p><b>ICT:</b> Unit of work in KS3</p> <p><b>English:</b> Schemes of work &amp; students books.</p>

							<b>SR - Year 7 Spring 2</b> <i>To identify the importance of having a variety of social and personal relationships</i> <b>ICT:</b> Using computers safely. Educating children how to avoid threats online – KS3		
2.7	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	✓	✓	✓	✓	✓	<b>C&amp;R -</b> Managing on- and off-line friendships. To understand conflict resolution strategies within the context of personal relationships. (Yr7 Spr1) <b>Maths:</b> Data collected from National Statistics Website Data could be collected on various crimes happening in England over two years and see how it has increased or decreased (Year 10 &11) <b>English:</b> Of Mice and Men (Year7) <ul style="list-style-type: none"> <li>• Curley and wife</li> </ul> Macbeth (Year 10) Macbeth and Lady Macbeth's relationship <b>SR - Year 11 Autumn Term</b> Good and evil intentions and actions, Reasons for crime. <b>ICT:</b> Using computers safely. Educating children how to avoid threats online – KS3 <b>Brook Education -</b> Sexual health services and education – <b>Healthy Relationships - Year 7, 8 &amp; 10, 11</b>	<b>Tutors –</b> Character and Resilience programme. (C&R) <b>Maths:</b> Delivered by Maths teachers <b>SR Teachers</b> GCSE RS teacher. <b>English:</b> Delivered by English staff <b>ICT:</b> Delivered by ICT staff <b>Brook Education –</b> RSE Workshop.	<b>C&amp;R -</b> Students C&R books <b>SR -</b> Part of a mini assessment and in books. <b>Maths:</b> Work in student's books. <b>English:</b> Schemes of work & student's books. <b>ICT:</b> Unit of work in KS3 <b>Brook Education –</b> RSE Workshop will be followed up in C&R books.
2.8	What constitutes sexual harassment and sexual violence and why these are always unacceptable	✓	✓		✓	✓	<b>Brook Education -</b> Sexual health services and education – <b>Healthy Relationships &amp; Sexual harassment - Year 7, 8 &amp; 10</b> <b>Business:</b> Discrimination in the work place. Employment law. (Year 10 & 11)	<b>Brook Education –</b> RSE Workshop. <b>Business:</b> GCSE Business teachers	<b>Brook Education –</b> RSE Workshop will be followed up in C&R books. <b>Business:</b> Students' books/folders
2.9	The legal rights and responsibilities regarding equality (particularly with		✓		✓	✓	<b>CR -</b> To develop a more mature understanding of identity. The law relating to sexuality, sexual health and gender identity. The legal rights and	<b>Tutors –</b> Character and Resilience programme. (C&R)	<b>C&amp;R -</b> Students C&R books

	reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.						responsibilities regarding equality (Equality Act 2010) Yr9 Spr1 <b>Business GCSE:</b> Through Business and the topic Principles of Employment Law. Specifically looking at Discrimination through employment and recruitment. Looking at the Equality Act 2010.	<b>Business:</b> GCSE Business teachers	<b>Business:</b> Students have work completed in their book which has been acknowledged by teachers. Students are able to answer exam questions in relation to the law.
<b>3. Online and media</b>									
3.1	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.		✓	✓	✓	✓	<b>C&amp;R</b> - To be able to stay safe and manage relationships online. Rights, responsibilities and opportunities online. Online risks, sharing materials and viewing harmful content. (Yr9 Sum1). <b>C&amp;R</b> - To support young people to manage their online safety. To support young people to take increased responsibility for their online safety and digital literacy. (Yr8 Spr1) <b>C&amp;R</b> - To understand how to recognise and respond to unwanted attention both on and off line. (Yr11 Spr1) <b>PE GCSE</b> – Commercialization and media in sport	<b>Tutors</b> – Character and Resilience programme. (C&R)  <b>PE:</b> Delivered by PE staff	<b>C&amp;R</b> - Students C&R books  PE GCSE lessons
3.2	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.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - To support young people to manage their online safety. To support young people to take increased responsibility for their online safety and digital literacy. (Yr8 Spr1) <b>C&amp;R</b> - To be able to stay safe and manage relationships online. Rights, responsibilities and opportunities online. Online risks, sharing materials and viewing harmful content. (Yr9 Sum1). <b>C&amp;R</b> - To understand how to recognise and respond to unwanted attention both on and off line. (Yr11 Spr1)	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>ICT:</b> ICT staff  <b>Brook Education</b> – RSE Workshop. <b>Online Digital life</b>	<b>C&amp;R</b> - Students C&R books <b>ICT:</b> Unit of work in KS3. In students' books/folders.  <b>Brook Education</b> – RSE Workshop will be followed up in C&R books.

							<b>ICT:</b> Using computers safely. Educating children how to avoid threats online. (KS3) <b>Brook Education</b> - Sexual health services and education – <b>Online Digital life Year 11, 10 &amp; 9</b>		
3.3	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - To support young people to manage their online safety. To support young people to take increased responsibility for their online safety and digital literacy. (Yr8 Spr1) <b>C&amp;R</b> - To be able to stay safe and manage relationships online. Rights, responsibilities and opportunities online. Online risks, sharing materials and viewing harmful content. (Yr9 Sum1). <b>C&amp;R</b> - To understand how to recognise and respond to unwanted attention both on and off line. (Yr11 Spr1) <b>ICT:</b> Using computers safely. Educating children how to avoid threats online. (KS3) <b>Brook Education</b> - Sexual health services and education – <b>Online Digital life Year 11, 10 &amp; 9</b>	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>ICT:</b> ICT staff <b>Brook Education</b> – RSE Workshop. <b>Online Digital life</b>	<b>C&amp;R</b> - Students C&R books. <b>ICT:</b> Unit of work in KS3. In students' books/folders. <b>Brook Education</b> – RSE Workshop will be followed up in C&R books.
3.4	What to do and where to get support to report material or manage issues online.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - To support young people to manage their online safety. To support young people to take increased responsibility for their online safety and digital literacy. (Yr8 Spr1) <b>C&amp;R</b> - To be able to stay safe and manage relationships online. Rights, responsibilities and opportunities online. Online risks, sharing materials and viewing harmful content. (Yr9 Sum1). <b>C&amp;R</b> - To understand how to recognise and respond to unwanted attention both on and off line. (Yr11 Spr1) <b>ICT:</b> Using computers safely. Educating children how to avoid threats online. (KS3) <b>Brook Education</b> - Sexual health services and education – <b>Online Digital life - Year 11, 10 &amp; 9</b>	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>ICT:</b> ICT staff  <b>Brook Education</b> – RSE Workshop. <b>Online Digital life</b>	<b>C&amp;R</b> - Students C&R books <b>ICT:</b> Unit of work in KS3. In students' books/folders.  <b>Brook Education</b> – RSE Workshop will be followed up in C&R books.

3.5	The impact of viewing harmful content.	✓	✓	✓	✓	<p><b>C&amp;R</b> - To support young people to manage their online safety. To support young people to take increased responsibility for their online safety and digital literacy. (Yr8 Spr1)</p> <p><b>C&amp;R</b> - The risks of STIs, sexting and pornography to be able to stay safe and manage relationships online. Rights, responsibilities and opportunities online. Online risks, sharing materials and viewing harmful content. (Yr9 Sum1).</p> <p><b>C&amp;R</b> - To understand how to recognise and respond to unwanted attention both on and off line. (Yr11 Spr1)</p> <p><b>ICT:</b> Using computers safely. Educating children how to avoid threats online. (KS3)</p> <p><b>Brook Education</b> - Sexual health services and education – <b>Consent - Year 8 &amp; 9</b></p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>ICT:</b> ICT staff</p> <p><b>Brook Education</b> – RSE Workshop. <b>Consent</b></p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>ICT:</b> Unit of work in KS3. In students' books/folders.</p> <p><b>Brook Education</b> – RSE Workshop will be followed up in C&amp;R books.</p>
3.6	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.		✓	✓	✓	<p><b>C&amp;R</b> - To support young people to manage their online safety. To support young people to take increased responsibility for their online safety and digital literacy. (Yr8 Spr1)</p> <p><b>C&amp;R</b> - The risks of STIs, sexting and pornography. To be able to stay safe and manage relationships online. Rights, responsibilities and opportunities online. Online risks, sharing materials and viewing harmful content. (Yr9 Sum1).</p> <p><b>C&amp;R</b> - To understand how to recognise and respond to unwanted attention both on and off line. (Yr11 Spr1)</p> <p><b>Brook Education</b> Sexual health services and education – <b>Pornography &amp; Sexting - Year 10 &amp; 8</b></p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Brook Education</b> – RSE Workshop. <b>Pornography &amp; Sexting</b></p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Brook Education</b> – RSE Workshop will be followed up in C&amp;R books.</p>
3.7	That sharing and viewing indecent images of children (included those		✓	✓	✓	<p><b>C&amp;R</b> - To support young people to manage their online safety. To support young people to take increased responsibility for their online safety and digital literacy. (Yr8 Spr1)</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>DIT:</b> Component 3 BTEC</p>

	created by children) is a criminal offence, which carries severe penalties including jail.						<p><b>C&amp;R</b> - The risks of STIs, sexting and pornography. To be able to stay safe and manage relationships online. Rights, responsibilities and opportunities online. Online risks, sharing materials and viewing harmful content. (Yr9 Sum1).</p> <p><b>C&amp;R</b> - To understand how to recognise and respond to unwanted attention both on and off line. (Yr11 Spr1)</p> <p><b>SR</b> - Year 11 Autumn Term</p> <p>Views about people who break the law for these reasons.</p> <p>Views about different types of crime.</p> <p><b>DIT</b>: Acceptable use policy</p> <p>Using computers in the workplace responsibly. (KS4)</p> <p><b>Brook Education</b> - Sexual health services and education - <b>Online Digital Year 11, 10 &amp; 9.</b></p> <p><b>Brook Education</b> - Sexual health services and education – <b>Pornography &amp; Sexting - Year 10 &amp; 9</b></p>	<p><b>SR</b> - SR Teachers</p> <p><b>DIT</b>: DIT staff</p>	<p><b>SR</b> - Part of a mini assessment and in books</p>
3.8	How information and data is generated, collected, shared and used online.		✓	✓	✓	✓	<p><b>C&amp;R</b> - To support young people to manage their online safety. To support young people to take increased responsibility for their online safety and digital literacy. (Yr8 Spr1)</p> <p><b>C&amp;R</b> - The risks of STIs, sexting and pornography. To be able to stay safe and manage relationships online. Rights, responsibilities and opportunities online. Online risks, sharing materials and viewing harmful content. (Yr9 Sum1).</p> <p><b>C&amp;R</b> - To understand how to recognise and respond to unwanted attention both on and off line. (Yr11 Spr1)</p> <p><b>DIT</b>: Acceptable use policy</p> <p>Using computers in the workplace responsibly (KS4)</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>DIT</b>: DIT staff</p> <p><b>Brook Education</b> – RSE Workshop. <b>Online Digital</b></p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>DIT</b>: Component 3 BTEC</p> <p><b>Brook Education</b> – RSE Workshop will be followed up in C&amp;R books.</p>

							<b>Brook Education - Sexual health services and education - Online Digital Year 10 &amp; 9</b>		
<b>4. Being safe</b>									
4.1	The concepts of, and the 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.	✓			✓		<b>C&amp;R</b> - Managing puberty and the issues of unwanted contact and FGM. To understand that young people have the right to protect their body from inappropriate and unwanted contact and to understand that actions such as female genital mutilation (FGM) are illegal and know how to get support if they have concerns for their own safety or that of others. (Yr7 Sum1, Yr10 Sum 2) <b>SR</b> - Year 10 Autumn Term Forced and Honour Marriage	<b>Tutors</b> – Character and Resilience programme. (C&R)  <b>SR</b> - SR Teachers	<b>C&amp;R</b> - Students C&R books <b>SR</b> - Part of a mini assessment and in books
4.2	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).		✓	✓		✓	<b>C&amp;R</b> - To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, includes the benefits of delaying sex. (Yr8 Sum1, Yr11Spr1) <b>C&amp;R</b> - Introduction to sexuality and consent: To understand what constitutes consent and how to recognise when consent is given or not given. (Yr9Sum1 & 11Spr1)	<b>Tutors</b> – Character and Resilience programme. (C&R)	<b>C&amp;R</b> - Students C&R books
<b>5. Intimate and sexual relationships, including sexual health</b>									
5.1	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which		✓	✓	✓	✓	<b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. (Yr9 Sum 1) <b>C&amp;R</b> - To understand what constitutes consent and how to recognise when consent is given or not given. (Yr9 Sum 2)	<b>Tutors</b> – Character and Resilience programme. (C&R)  <b>SR</b> - SR Teachers	<b>C&amp;R</b> - Students C&R books  <b>SR</b> - Part of a mini assessment and in books



	include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.						<b>C&amp;R-</b> Introduction to sexuality and consent. To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. (Yr8 Sum1, Yr11 Spr1) <b>C&amp;R</b> - Tackling relationship myths and expectations. (Yr10 Spr1) <b>SR</b> - Year 9 Summer Term <i>Understand the meaning of 'age of consent'</i> Year 10 Autumn Term		
5.2	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.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. Yr9 Sum 1) <b>C&amp;R</b> - To understand what constitutes consent and how to recognise when consent is given or not given. (Yr9 Sum 2) <b>C&amp;R-</b> Introduction to sexuality and consent. To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. (Yr8 Sum1, Yr. 11Spr1) <b>C&amp;R</b> - Tackling relationship myths and expectations. (Yr10 Spr1) <b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. (Yr9 Sum1) <b>C&amp;R</b> - To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. (Yr8 Sum2) <b>Brook Education</b> - Sexual health services and education – <b>Healthy Relationships &amp; Sexual harassment - Year 7, 8 &amp; 10</b>	<b>Tutors</b> – Character and Resilience programme. (C&R)  <b>Brook Education</b> – RSE Workshop.	<b>C&amp;R</b> - Students C&R books <b>Brook Education</b> – RSE Workshop will be followed up in C&R books.
5.3	The facts about reproductive health, including fertility and	✓	✓		✓		<b>Brook Education</b> - Sexual health services and education – <b>Healthy Relationships &amp; Sexual harassment - Year 7 &amp; 8, 10</b>	<b>Brook Education</b> – RSE Workshop.	<b>Brook Education</b> – RSE Workshop will be

	the potential impact of lifestyle on fertility for men and women								followed up in C&R books.
5.4	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	✓	✓	✓	✓	✓	<p><b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. Yr9 Sum 1)</p> <p><b>C&amp;R</b> - To understand what constitutes consent and how to recognise when consent is given or not given. (Yr9 Sum 2)</p> <p><b>C&amp;R</b>- Introduction to sexuality and consent. To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. (Yr8 Sum1, Yr11Spr1)</p> <p>C&amp;R - Tackling relationship myths and expectations. (Yr10 Spr1)</p> <p><b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. (Yr9 Sum1)</p> <p><b>C&amp;R</b> - To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. (Yr8 Sum2)</p> <p><b>Brook Education</b> - Sexual health services and education – <b>Healthy Relationships &amp; Sexual harassment - Year 7, 8 &amp; 9</b></p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Brook Education</b> – RSE Workshop.</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Brook Education</b> – RSE Workshop will be followed up in C&amp;R books.</p>
5.5	That they have a choice to delay sex or to enjoy intimacy without sex.		✓	✓	✓	✓	<p><b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. Yr9 Sum 1)</p> <p><b>C&amp;R</b> - To understand what constitutes consent and how to recognise when consent is given or not given. (Yr9 Sum 2)</p> <p><b>C&amp;R</b>- Introduction to sexuality and consent. To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex,</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Brook Education</b> – RSE Workshop.</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Brook Education</b> – RSE Workshop will be followed up in C&amp;R books.</p>

						<p>including the benefits of delaying sex. (Yr8 Sum1, Yr11Spr1)</p> <p><b>C&amp;R</b> - Tackling relationship myths and expectations. (Yr10 Spr1)</p> <p><b>C&amp;R</b> - To understand the importance of developing healthy, respectful relationships with sexual or romantic partners. (Yr9 Sum1)</p> <p><b>C&amp;R</b> - To learn about the consequences of different levels of intimacy, consent and 'readiness' for sex, including the benefits of delaying sex. (Yr8 Sum2)</p> <p><b>Brook Education</b> - Sexual health services and education – <b>Consent - Year 8 &amp; 9</b></p>		
5.6	The facts about the full range of contraceptive choices, efficacy and options available.		✓	✓	✓	<p><b>C&amp;R</b> - Introduction to contraception including condom and the pill. To develop knowledge and skills related to the condom and the pill - contraception choices, efficacy and options (Yr8 Spr2)</p> <p><b>Science:</b> It is delivered in science lessons under the topic of hormones in Year 10. Students learn about different types of contraception including the advantages and limitations of each type.</p> <p><b>SR</b> - Year 9 Summer Term</p> <p><i>Examine the different religious beliefs about contraception</i></p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Science:</b> Delivered by all science teachers.</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Science:</b> Students record notes in their books. They can make leaflets about it or evaluate their impact as an extended writing question.</p> <p><b>SR</b> - Part of a mini assessment and in books</p>
5.7	The facts around pregnancy including miscarriage.	✓		✓	✓	<p><b>C&amp;R</b> – To understand the options available following an unplanned pregnancy. (Yr10 Sum1)</p> <p><b>Science:</b> Students learn about pregnancy in year 7 under the topic of reproduction.</p> <p><b>SR</b> - Year 9 Autumn 2</p> <p>Miracles of life When does it begin?</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Science:</b> Delivered by all science teachers.</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Science:</b> Students record notes in their books. Diagrams are also provided.</p>

									<b>SR</b> - Part of a mini assessment and in books
5.8	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).			✓	✓	✓	<b>C&amp;R</b> – To understand the options available following an unplanned pregnancy. (Yr10 Sum1) <b>Maths:</b> Data collected from National Statistics Website Data on teen age pregnancy could be collected from different a parts of England and comparisons made. (KS4) <b>SR</b> - Year 9 Autumn 2 Abortion laws - Rights Arguments - Pro-life vs Pro choice	<b>Tutors</b> – Character and Resilience programme. (C&R)  <b>Maths:</b> Delivered by Maths teachers. <b>SR</b> - SR Teachers	<b>C&amp;R</b> - Students C&R books  <b>Maths:</b> Work in students books.
5.9	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.			✓	✓		<b>C&amp;R</b> - The risks of STIs, sexting and pornography. To evaluate the media's influence on sexual relationships. How the different sexually transmitted infections are transmitted, how risk can be reduced through safer sex. (Yr9 Sum1) <b>Science:</b> Students learn about this in year 9/10 under the topics of infection and response.	<b>Tutors</b> – Character and Resilience programme. (C&R)  <b>Science:</b> Taught by all science teachers.	<b>C&amp;R</b> - Students C&R books  <b>Science:</b> Notes are recorded in their books.
5.10	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			✓	✓		<b>C&amp;R</b> - The risks of STIs, sexting and pornography. To evaluate the media's influence on sexual relationships. How the different sexually transmitted infections are transmitted, how risk can be reduced through safer sex. (Yr9 Sum1) <b>Science:</b> Students learn about this in year 9/10 under the topics of infection and response.	<b>Tutors</b> – Character and Resilience programme. (C&R)  <b>Science:</b> Taught by all science teachers.	<b>C&amp;R</b> - Students C&R books  <b>Science:</b> Notes are recorded in their books.
5.11	How the use of alcohol and drugs		✓	✓	✓	✓	<b>PE GCSE</b> – Recreational drugs <b>Outside agency: Drug and Alcohol Education and Training speaker Year 8 &amp; 9</b>	<b>PE:</b> Delivered by PE staff <b>Drugs/Alcohol speaker</b> <b>Ace Drug Training School</b>	<b>PE</b> - GCSE lessons

	can lead to risky sexual behaviour								
5.12	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	✓	✓	✓			<b>C&amp;R</b> - To develop an awareness of the long term consequences of different sexual health choices and empower students to access appropriate services. (Yr9Sum1) <b>Brook Education</b> - Sexual health services and education – <b>Healthy Relationships - Year 7, 8 &amp; 9</b>	<b>Tutors</b> – Character and Resilience programme. (C&R)  <b>Brook Education</b> – RSE Workshop.	<b>C&amp;R</b> - Students C&R books <b>Brook Education</b> – RSE Workshop will be followed up in C&R books.
<b>6. Physical health and mental wellbeing</b>									
6.1	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - Self-esteem, romance and friendships. To encourage young people to take increased responsibility for their own physical health. (Yr7 Sum 1) <b>C&amp;R</b> - Mental health and emotional wellbeing, including body image. To develop additional strategies to promote mental health and resilience. To support greater awareness of mental and emotional wellbeing issues. To understand the importance of resilience in maintaining positive mental health. (Yr8 Aut2, Y 9 Spr1) <b>Drama</b> - KS3 & GCSE – class discussions around a range of topics and stimuli leading to creation of ideas.	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>Drama:</b> Delivered by Drama staff	<b>C&amp;R</b> - Students C&R books <b>Drama</b> Practical performances
6.2	That happiness is linked to being connected to others.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - To understand that there are different types of positive relationships and that they share common features. That happiness is linked to being connected to others. (Yr7 Spr2) <b>English:</b> Of Mice and Men (Year7) <ul style="list-style-type: none"> <li>Isolation of Crooks and Curley's wife</li> </ul> Lord of the Flies (Year 8) <ul style="list-style-type: none"> <li>Simon killed</li> </ul> Piggy excluded	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>PE:</b> Delivered by PE staff <b>English:</b> Delivered by English staff	<b>C&amp;R</b> - Students C&R books <b>PE</b> Practical <b>English:</b> Schemes of work & students books.

							<b>CORE PE</b> – Team belonging and social mixing/ inter-personal communication.		
6.3	How to recognise the early signs of mental wellbeing concerns.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - Mental health and emotional wellbeing, including body image. To develop additional strategies to promote mental health and resilience. To support greater awareness of mental and emotional wellbeing issues. To understand the importance of resilience in maintaining positive mental health. (Yr8 Aut2, Yr9 Spr1) <b>Drama</b> - KS3 & GCSE <b>Media</b> : Media of wellbeing workers and interventions all year.	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>Drama</b> : Delivered by Drama staff <b>Media</b> : Delivered by Media staff	<b>C&amp;R</b> - Students C&R books <b>Drama</b> Practical performances <b>Media</b> : Lesson power points and student workbooks
6.4	Common types of mental ill health (e.g. anxiety and depression)	✓	✓	✓	✓		<b>C&amp;R</b> - Mental health and emotional wellbeing, including body image. To develop additional strategies to promote mental health and resilience. To support greater awareness of mental and emotional wellbeing issues. To understand the importance of resilience in maintaining positive mental health. (Yr8 Aut2, Yr9 Spr1) <b>C&amp;R</b> -To develop strategies for safeguarding emotional and mental health, building on key stage 3 learning on unhealthy coping strategies; to understand what services are available and be able to access them independently. (Yr10 Aut2) <b>English</b> : Jekyll and Hyde (Year10) FACE – Martin’s disfigurement (Yr. 7) <b>CORE PE</b> – benefits of sports and activity on mental health and well-being	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>PE</b> : Delivered by PE staff <b>English</b> : Delivered by English staff	<b>C&amp;R</b> - Students C&R books <b>PE</b> Practical <b>English</b> : Schemes of work & students books.
6.5	How to critically evaluate when something they do or are involved in has a positive or negative	✓	✓	✓	✓	✓	<b>C&amp;R</b> - Mental health and emotional wellbeing, including body image. (Yr. 8 Aut2) <b>C&amp;R</b> - To develop additional strategies to promote mental health and resilience. To support greater awareness of mental and emotional wellbeing issues.	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>English</b> : Delivered by English staff	<b>C&amp;R</b> - Students C&R books <b>English</b> : Schemes of work & students’ books.

	effect on their own or others' mental health						To understand the importance of resilience in maintaining positive mental health. (Yr8 Aut1, Yr. 9Spr1) <b>Drama</b> - KS3 & GCSE Evaluations at the end of all work. <b>English</b> – Poems and texts (Year 7 - 11)	<b>Drama:</b> Delivered by Drama staff	<b>Drama</b> Practical performances
6.6	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - Mental health and emotional wellbeing, including body image. (Yr8 Aut2) <b>C&amp;R</b> - To develop additional strategies to promote mental health and resilience. To support greater awareness of mental and emotional wellbeing issues. To understand the importance of resilience in maintaining positive mental health. (Yr8 Aut1, Yr. 9Spr1) <b>Science:</b> We briefly discuss the importance of exercise in year 8 and year 10 when studying the structure and function of the heart and ways to improve lifestyle and reduce cholesterol. <b>Maths and Statistics:</b> Benefits of Physical exercise on Body fitness – data available from internet. Students asked to draw bar Chart, Pie chart and interpret information, or may be asked to present a poster. (Year 10 &11) <b>Drama:</b> KS3 and GCSE – all lessons begin with a warm up the focus being on concentration and focus, taking time to relax and prepare for the task. <b>CORE PE</b> – Benefits of sports and activity on mental health and well-being.	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>Science:</b> Delivered by all science teachers. <b>Maths:</b> Delivered by Maths teachers <b>PE:</b> Delivered by PE staff <b>Drama:</b> Delivered by Drama staff	<b>C&amp;R</b> - Students C&R books <b>Science:</b> Notes are recorded in student books. <b>Drama</b> Practical performances <b>PE</b> - GCSE lessons <b>MATHS:</b> Work in student's books
<b>7. Internet safety and harms</b>									
7.1	The similarities and differences between the online world and the physical world, including: the impact	✓	✓	✓	✓	✓	<b>Science:</b> We teach this in year 8 and 9/10. Students learn about BMI. <b>Media:</b> Body image and stereotypes are discussed when learning about certain CSPs such	<b>Science:</b> Delivered by all science teachers. <b>Media:</b> Delivered by Media staff	<b>Science:</b> Notes and BMI calculations are recorded in student books.

	of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.						as magazines and advertising and the negative effects of this. (KS4) <b>ICT:</b> Using computers safely. Educating children how to avoid threats online. (KS3)	<b>ICT:</b> ICT staff	<b>Media:</b> Lesson power points and student workbooks <b>ICT:</b> Unit of work in KS3
7.2	How to identify harmful behaviour online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviour.	✓	✓	✓	✓	✓	<b>ICT:</b> Using computers safely. Educating children how to avoid threats online. (KS3) <b>Brook Education</b> - Sexual health services and education – <b>Online Digital life Year 11, 10 &amp; 9</b>	<b>ICT:</b> ICT staff <b>Brook Education</b> – RSE Workshop.	<b>ICT:</b> Unit of work in KS3 <b>Brook Education</b> – RSE Workshop will be followed up in C&R books.
<b>8. Physical health and fitness</b>									



8.1	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	✓	✓	✓	✓	✓	<p><b>C&amp;R</b> - Diet, exercise and how to make healthy choices: To increase understanding of how lifestyle choices can affect health. To consider the impact of others (including the media) on our lifestyle choices. (Yr7 Aut2 &amp; Yr7 Spr1)</p> <p>To encourage young people to take increased responsibility for their own physical health. (Yr9 Aut2 &amp; Spr1)</p> <p><b>C&amp;R</b> - Mental health and emotional wellbeing, including body image. To develop additional strategies to promote mental health and resilience. (Yr8 Aut2)</p> <p><b>Maths:</b> Data collected from National Statistics Website</p> <p>Students asked to draw Pie chart to see the comparison of age categories affected by mental health / comparing men Vs women. (KS4)</p> <p><b>Drama:</b> KS3 and GCSE – all lessons begin with a warm up the focus being on concentration and focus, taking time to relax and prepare for the task.</p> <p><b>CORE &amp; GCSE PE</b> – Physical activity and benefits to social and emotional health.</p> <p><b>Business GCSE:</b> This is spoken about on a regular basis but especially when students are taking exams. The importance of going for a run or completing some exercise, will make you feel better but also help you to revise better.</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Maths:</b> Delivered by Maths teachers</p> <p><b>Business:</b> Year 10 &amp; year 11 Business teachers</p> <p><b>PE:</b> Delivered by PE staff</p> <p><b>Drama:</b> Delivered by Drama staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Drama</b> Practical</p> <p><b>PE</b> - GCSE lessons</p> <p><b>Business GCSE:</b> Verbal conversation with students about mental well-being and the importance of physical exercise.</p> <p><b>Maths:</b> Work in students books.</p>
8.2	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health,	✓	✓	✓	✓	✓	<p><b>C&amp;R</b> - Diet, exercise and how to make healthy choices: To increase understanding of how lifestyle choices can affect health. To consider the impact of others (including the media) on our lifestyle choices. (Yr7 Aut2 &amp; Yr7 Spr1)</p> <p>To encourage young people to take increased responsibility for their own physical health. (Yr9 Aut1 &amp; Aut2)</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Science:</b> Delivered by all science teachers.</p> <p><b>Maths:</b> Delivered by Maths teachers</p> <p><b>PE:</b> Delivered by PE staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Science:</b> Notes are recorded in student books.</p> <p><b>PE</b> - GCSE lessons.</p> <p><b>Maths:</b> Work in student's books.</p>

	including cancer and cardiovascular ill-health.						<b>C&amp;R</b> - Mental health and emotional wellbeing, including body image. To develop additional strategies to promote mental health and resilience. (Yr8 Aut2) <b>Science:</b> Students learn about this in year 9/10 under the topic of infection and response. Part of it is covered under the unit of cells. <b>Maths and Statistics:</b> To calculate BMI Year 10 Higher/ Year 10 Stats. <b>Drama</b> KS3 & GCSE – discussions around the importance of healthy performers and how actors maintain healthy lifestyles as part of their career. <b>GCSE PE</b> – risk of disease and sedentary lifestyle <b>Food:</b> Healthy diet, Eat well plate, Nutrition - Food produce, quality of food.	<b>Drama:</b> Delivered by Drama staff <b>Food:</b> Food prep and nutrition	<b>Drama:</b> Practical performances <b>Food:</b> Unit of work KS3 and KS4
8.3	About the science relating to blood, organ and stem cell donation.		✓		✓		<b>Science:</b> This is taught in year 8 and 10. Students learn about blood structure and function. In year 10 they learn about stem cells and evaluate its use.	<b>Science:</b> This is taught by all science teachers.	<b>Science:</b> Notes are recorded in student books.
<b>9. Healthy eating</b>									
9.1	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	✓	✓	✓	✓	✓	<b>C&amp;R</b> - Diet, exercise and how to make healthy choices: To increase understanding of how lifestyle choices can affect health. To consider the impact of others (including the media) on our lifestyle choices. (Yr7 Aut2 & Spr1) To encourage young people to take increased responsibility for their own physical health. (Yr9 Aut1 & Aut2) <b>C&amp;R</b> - Mental health and emotional wellbeing, including body image. To develop additional strategies to promote mental health and resilience. (Yr8 Aut2)	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>Science:</b> This is taught by all science teachers. <b>Maths:</b> Delivered by Maths teachers. <b>PE:</b> Delivered by PE staff <b>Food:</b> Food staff – food prep and nutrition	<b>C&amp;R</b> - Students C&R books <b>Science:</b> Notes are recorded in student books. <b>PE</b> - GCSE lessons. <b>Maths:</b> Work in student's books. <b>Food:</b> Unit of work KS3 and KS4

							<p><b>Science:</b> Students learn about this in year 8, 9 and 10. They learn about food groups and balanced diet. They learn about related diseases e.g. Obesity, diabetes etc.</p> <p><b>Maths:</b> Data collected from National Statistics Website</p> <p>Students asked to calculate percentages of each component in a balanced diet (Year 10 &amp;11)</p> <p><b>GCSE PE</b> – Diet and nutrition</p> <p><b>Food:</b> Healthy diet, Eat well plate, Nutrition - Food produce, quality of food. (Year 7-11)</p>		
<b>10. Drugs, alcohol and tobacco</b>									
10.1	The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	✓	✓	✓	✓	✓	<p><b>C&amp;R</b> - The risks of alcohol, tobacco and other substances. To develop skills to assess risks to health from substance use and to understand the laws relating to alcohol and tobacco use. To develop strategies for managing peer influence. To clarify values and challenge the representation of drug and alcohol use in the media. (Yr8 Spr2, Yr9 Spr2 &amp; Yr10 Spr2)</p> <p><b>Outside agency: Drug and Alcohol Education and Training speaker KS3</b></p> <p><b>Science:</b> This is covered in year 8 and 9 again in year 10. Students learn about types of drugs and classes of drugs. They learn about short term and long term effects and ways to quit.</p> <p><b>GCSE PE</b> – Recreation drugs/ alcohol and performance-enhancing drugs.</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Drugs/Alcohol speaker Ace Drug Training School</b></p> <p><b>Science:</b> This is taught by all science teachers.</p> <p><b>PE</b> : Delivered by PE staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Science:</b> Notes are recorded in student books. These may include leaflets.</p> <p><b>PE</b> - GCSE lessons</p>
10.2	The law relating to the supply and possession of illegal substances.	✓	✓	✓	✓		<p><b>C&amp;R</b> - The risks of alcohol, tobacco and other substances. To develop skills to assess risks to health from substance use and to understand the laws relating to alcohol and tobacco use. Alcohol</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p>

							and drug misuse and managing peer influence. To clarify values and challenge the representation of drug and alcohol use in the media. (Yr8 Spr2, Yr9 Spr2 & Yr10 Spr2) <b>English:</b> Jekyll and Hyde (Year10) FACE – Martin’s disfigurement (Year 7) Face – Drugs/gangs (Year 8) <b>Outside agency: Drug and Alcohol Education and Training speaker KS3</b>	<b>English:</b> Delivered by English staff <b>Drugs/Alcohol speaker</b> <b>Ace Drug Training School</b>	<b>English:</b> Schemes of work & students books.
10.3	The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	✓	✓	✓	✓	✓	<b>C&amp;R</b> - The risks of alcohol, tobacco and other substances. To clarify values and challenge the representation of drug and alcohol use in the media. (Yr8 Spr2, Yr9 Spr2 & Yr10 Spr2, Yr11Sum1)  <b>Outside agency: Drug and Alcohol Education and Training speaker. KS3</b> <b>Science:</b> Students learn about this in year 8. They learn about reasons for consuming alcohol, short and long term effects and ways to quit. <b>GCSE PE</b> – Alcohol and recreational drugs.	<b>Tutors</b> – Character and Resilience programme. (C&R)  <b>Drugs/Alcohol speaker</b> <b>Ace Drug Training School</b>  <b>Science:</b> This is taught by all science teachers. <b>PE</b> : Delivered by PE staff	<b>C&amp;R</b> - Students C&R books <b>Science:</b> Notes are recorded in student books. <b>PE</b> - GCSE lessons
10.4	The physical and psychological consequences of addiction, including alcohol dependency	✓	✓	✓	✓	✓	<b>C&amp;R</b> - The risks of alcohol, tobacco and other substances. To develop skills to assess risks to health from substance use and to understand the laws relating to alcohol and tobacco use. Alcohol and drug misuse and managing peer influence. To clarify values and challenge the representation of drug and alcohol use in the media. (Yr8 Spr2, Yr9 Spr2 & Yr10 Spr2, Yr11Sum1)  <b>Outside agency: Drug and Alcohol Education and Training speaker KS3</b> <b>Science:</b> Students learn about this in year 8. They learn about reasons for consuming alcohol, short and long term effects and ways to quit. <b>English:</b> Jekyll and Hyde	<b>Tutors</b> – Character and Resilience programme. (C&R). <b>English:</b> Delivered by English staff <b>PE:</b> Delivered by PE staff <b>Drugs/Alcohol speaker</b> <b>Ace Drug Training School</b>  <b>Science:</b> This is taught by all science teachers.	<b>C&amp;R</b> - Students C&R books <b>Science:</b> Notes are recorded in student books <b>English:</b> Schemes of work & students books.

						(Year 10) <ul style="list-style-type: none"> <li>Addiction</li> </ul> Power and Conflict Poetry - Remains – PTSD and drug and alcohol abuse. <b>GCSE PE</b> – Alcohol and recreational drugs.		
10.5	Awareness of the dangers of drugs which are prescribed but still present serious health risks.	✓	✓	✓	✓	<b>C&amp;R</b> - To assess and manage the risks related to using illegal drugs. To understand the impact of drug taking on individuals and the wider community. Alcohol and drug misuse and managing peer influence. To clarify values and challenge the representation of drug and alcohol use in the media. (Yr9 Spr2 & Yr10 Spr2, Yr11Sum1)  <b>Outside agency: Drug and Alcohol Education and Training speaker. KS3</b>	<b>Tutors</b> – Character and Resilience programme. (C&R). <b>Drugs/Alcohol speaker</b> <b>Ace Drug Training School</b>	<b>C&amp;R</b> - Students C&R books
10.6	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.	✓	✓	✓	✓	<b>C&amp;R</b> - The risks of alcohol, tobacco and other substances. To develop skills to assess risks to health from substance use and to understand the laws relating to alcohol and tobacco use. To develop strategies to manage peer and other influence around alcohol, tobacco and drug use. (Yr8 Spr2 & Yr10 Spr2)  <b>Outside agency: Drug and Alcohol Education and Training speaker. KS3</b> <b>Science:</b> Students learn about this in year 8 and year 10. They learn about reasons for smoking, short and long term effects and ways to quit. <b>GCSE PE</b> – effects of smoking and substance abuse	<b>Tutors</b> – Character and Resilience programme. (C&R) <b>Drugs/Alcohol speaker</b> <b>Ace Drug Training School</b>  <b>Science:</b> This is taught by all science teachers. <b>PE</b> : Delivered by PE staff	<b>C&amp;R</b> - Students C&R books <b>Science:</b> Notes are recorded in student books. <b>PE</b> - GCSE lessons

11. Health and prevention									
11.1	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	✓	✓	✓	✓	✓	<b>Science:</b> Students learn about this in year 8 and year 10. They learn about viruses, bacteria and fungi, including their structure, various diseases and ways to treat diseases. <b>History</b> - Year 10 History Public Health and the NHS <b>Food:</b> The importance of hygiene in practical lessons to avoid the spread of infection and illness. (Year 7-11)	<b>Science:</b> This is taught by all science teachers. <b>History</b> - GCSE History Teachers <b>Food:</b> Food staff	<b>C&amp;R</b> - Students C&R books <b>Science:</b> Notes are recorded in students' books. <b>History</b> - Tasks in class <b>Food:</b> Unit of work KS3 and KS4
11.2	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	✓	✓	✓			<b>National Smile Month</b> (18 <sup>th</sup> May -18 <sup>th</sup> June) Oral Health Foundation - Promote good oral health. Oral Health Awareness assemblies (Year 7-9) (K Dental Studios) (Yr7 Spr1, Yr8 Sum1, Yr9 Sum1)	<b>C&amp;R</b> <b>Oral Health Awareness assemblies</b>	<b>C&amp;R</b> -Assembly will be followed up in C&R books.
11.3	The benefits of regular self-examination and screening.	✓	✓	✓			<b>The Screening for Schools:</b> Hathaway Academy has signed up to Screening for Schools project. Specsavers has teamed up with Thomson Screening to deliver free vision-screening software to every primary and secondary school across the country. (Yr7 Spr2, Yr8 Sum2, Yr9 Sum2) <b>SchoolScreener EZ</b> is an on-line vision screening system created to enable schools to easily identify children who may have poor vision, including problems with colour vision.	<b>C&amp;R</b> - Tutors will carry out a three- minute preliminary test of each student's eyes. The screening includes a test for colour vision and can be used on all students.	<b>C&amp;R</b> - Students C&R books
11.4	The facts and science relating to immunisation and vaccination.		✓	✓	✓		<b>Year 8 and 9 – Immunisation.</b> <b>Science:</b> Students learn about this in year 8 and 10. They learn about diseases and treatments including vaccines. <b>History</b> - Year 10 History	<b>Science:</b> This is taught by all science teachers. <b>History</b> - GCSE History Teachers	<b>Science:</b> Notes are recorded in student's books. <b>History</b> - Tasks in class

							Jenner, Inoculations and vaccinations.		
11.5	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.				✓	✓	<b>GCSE PE</b> – Health and well-being and sedentary lifestyle factors	<b>PE</b> : Delivered by PE staff	<b>PE</b> - GCSE lessons
<b>12. Basic first aid</b>									
12.1	Basic treatment for common injuries.		✓		✓	✓	<b>CR</b> - To understand what to do in an emergency and to develop basic first aid and life-saving skills. To learn how to carry out basic first aid and life-saving skills. Basic treatment for common injuries. (Yr8 Spr1 & 8Spr2) <b>GCSE PE</b> – First aid, RICE and injury rehabilitation	<b>Tutors</b> – Character and Resilience programme. (C&R). <b>PE</b> : Delivered by PE staff	<b>C&amp;R</b> - Students C&R books <b>PE</b> - GCSE lessons
12.2	Life-saving skills, including how to administer CPR.		✓		✓	✓	<b>CR</b> - To understand what to do in an emergency and to develop basic first aid and life-saving skills. To learn how to carry out basic first aid and life-saving skills. Basic treatment for common injuries. (Yr8 Spr1 & 8Spr2)  <b>GCSE PE</b> – First aid	<b>Tutors</b> – Character and Resilience programme. (C&R). <b>PE</b> : Delivered by PE staff	<b>C&amp;R</b> - Students C&R books <b>PE</b> - GCSE lessons
12.3	The purpose of defibrillators and when one might be needed.		✓		✓	✓	<b>CR</b> - To understand what to do in an emergency and to develop basic first aid and life-saving skills. To learn how to carry out basic first aid and life-saving skills. Basic treatment for common injuries. (Yr8 Spr1 & 8Spr2)  <b>GCSE PE</b> – First aid	<b>Tutors</b> – Character and Resilience programme. (C&R). <b>PE</b> : Delivered by PE staff	<b>C&amp;R</b> - Students C&R books <b>PE</b> - GCSE lessons

13. Changing adolescent body									
13.1	Key facts about puberty, the changing adolescent body and menstrual wellbeing	✓		✓	✓		<p><b>C&amp;R</b> - Managing puberty and the issues of unwanted contact and FGM. To understand the physical and emotional changes young people experience and the importance of personal hygiene. (Yr7 Sum1)</p> <p><b>Science</b> - Students learn about this in year 7. They learn about puberty and menstruation. This is revisited in year 10.</p> <p><b>English:</b> Jekyll and Hyde (Year10)</p> <p>FACE – Martin’s disfigurement (Year 7)</p> <p><b>SR</b> - Year 7 Spring 2</p> <p>Body image</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p> <p><b>Science:</b> This is taught by all science teachers.</p> <p><b>SR</b> - SR Teachers</p> <p><b>English:</b> Delivered by English staff</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p> <p><b>Science:</b> Notes and diagrams are recorded in student diagrams.</p> <p><b>SR</b> - Part of a mini assessment and in books</p> <p><b>English:</b> Schemes of work &amp; student’s books.</p>
13.2	The main changes which take place in males and females, and the implications for emotional and physical health.	✓					<p><b>C&amp;R</b> - Managing puberty and the issues of unwanted contact and FGM. To understand the physical and emotional changes young people experience and the importance of personal hygiene. (Yr7 Sum1)</p>	<p><b>Tutors</b> – Character and Resilience programme. (C&amp;R)</p>	<p><b>C&amp;R</b> - Students C&amp;R books</p>



## Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<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>

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<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> <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>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<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> <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 information is targeted at them and how to be a discerning consumer of information online</li> <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>
Being safe	<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>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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</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>

Topic	Students Should know
Mental Wellbeing	<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>
Physical Health, Fitness and Healthy Eating	<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> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> <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>• The benefits of regular self-examination and screening (late secondary)</li> <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> <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>

Topic	Students Should know
Basic First Aid	<ul style="list-style-type: none"> <li>• Basic treatment for common injuries.</li> <li>• Life-saving skills, including how to administer CPR</li> <li>• The purpose of defibrillators and when one might be needed</li> </ul>
Drugs Alcohol and Tobacco	<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>