



**Bexhill**  
Academy

## Relationships and Sex Education (RSE) Policy

Adopted by Trustees:  
Adopted: December 2025  
Next Review: December 2026

Date	Changes	Page number
17.11.25	This is a whole new policy in line with the new statutory changes	

## **RSE Policy 2025-2026**

### **1. Aims**

The aims of relationships and sex education (RSE) at Bexhill Academy are to:

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

Bexhill Academy is a community school that recognises the staff, parents/carers and students play an important part in making it successful. We aim for an environment that enables and encourages all members of the community to have “Collective Responsibility”. For our students to be able to gain the most from their education it is vital they feel safe and secure whilst attending our academy. RSHE is underpinned by a clear set of embedded values and principles that complement the academy ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

### **2. Statutory requirements**

As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

### **3. Policy development**

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

1. Review – the PSHE Lead Team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – following an initial review of the policy by the Senior leadership Team, all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work. We use a spiral curriculum to ensure key topics are revisited repeatedly over time, with each encounter increasing in depth and complexity.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. These opportunities are outlined within Bexhill Academy's Personal Development Plans. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

RSE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. Resources used are approved through the PSHE Association.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

PSHE and RSE are assessed following the PSHE Association's guideline for assessment. At the end of the lesson or series of lessons, students have opportunities to demonstrate the progress they have made from their starting point assessed in a baseline activity. This activity can take a variety of forms, from questioning and brainstorming to storyboards, discussion on responding to pictures or video clips.

Students' self-assessment of their progress and understanding is recorded in their books on opinion lines in purple pen, in line with academy policy

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 and 3.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## **7. Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - o Safe and supported
  - o Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - o A whole-class setting
  - o Small groups or targeted sessions
  - o 1-to-1 discussions
  - o Digital formats
- Give careful consideration to the level of differentiation needed

## **8. Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## **9. Use of external organisations and materials**

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers



- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## 10. Roles and responsibilities

### 10.1 The governing board

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

### 10.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### 10.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non/statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Mrs Debbie Holter

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

The RSHE programme will be led by Mrs Steward, taught by a team of teaching staff and form tutors and supported by **visitors and outside agencies**. Staff involved in the delivery of RSHE have received training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Bexhill Academy. Whole staff and individual training needs will be identified through the academy's self-evaluation process and quality assurance programme. This work is overseen by Mrs Di Lindsay, Assistant Principal.

### 10.4 Pupils

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

### **11. Parents' right to withdraw**

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

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

### **12. Training**

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

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

### **13. Monitoring arrangements**

The delivery of RSE is monitored by Mrs Di Lindsay through:

- Developmental Drop Ins
- Learning Walks
- Book Scrutinies
- Student Voice

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

This policy will be reviewed by Trudy Hillman Deputy Head Teacher annually. At every review, the policy will be approved by Trust Board

## Appendix 1: By the end of secondary school pupils should know

Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to wellbeing, and their importance for bringing up children</p> <p>Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony</p> <p>That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</p> <p>That forced marriage and marriage before the age of 18 are illegal</p> <p>How families and relationships change over time, including through birth, death, separation and new relationships.</p> <p>The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.</p> <p>How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust</p>
Respectful relationships, including friendships	<p>About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships</p> <p>How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal</p> <p>The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others</p> <p>What tolerance requires, including the importance of tolerance of other people's beliefs</p> <p>The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict</p> <p>The different types of bullying (including online bullying), the impact of bullying, the</p>

	<p>responsibilities of bystanders to report bullying and how and where to get help</p> <p>Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</p> <p>The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay</p> <p>How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice</p> <p>How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others</p> <p>How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others</p> <p>How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers</p>
Online safety and awareness	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues</p> <p>Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images</p> <p>About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online</p> <p>That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images</p>

	<p>of people over 18 without their consent is also a crime</p> <p>How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared</p> <p>What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online</p> <p>About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them</p> <p>That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</p> <p>Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong</p> <p>That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</p> <p>How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns</p> <p>That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</p> <p>How information and data is generated, collected, shared and used online</p> <p>That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)</p> <p>That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion</p> <p>That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk</p>
Being safe	<p>How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early</p>

	<p>sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent</p> <p>That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others</p> <p>How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed</p> <p>How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</p> <p>What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it</p> <p>That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting</p> <p>About concepts and laws relating to:</p> <p>Sexual violence, including rape and sexual assault</p> <p>Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language</p> <p>Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour</p> <p>Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation</p> <p>Forced marriage</p> <p>Female genital mutilation (FGM), virginity testing and hymenoplasty</p> <p>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</p> <p>That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</p> <p>That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death</p> <p>That pornography presents some activities as normal which many people do not and</p>
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	<p>will never engage in, some of which can be emotionally and/or physically harmful</p> <p>How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault</p>
Intimate and sexual relationships, including sexual health	<p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</p> <p>The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex</p> <p>About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>That some sexual behaviours can be harmful</p> <p>The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making</p> <p>That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)</p> <p>About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma</p> <p>About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment</p> <p>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms</p> <p>How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment</p>



## Appendix 2: Parent/carer form requesting their child's withdrawal from sex education within RSE

Name of child		ass	
Name of parent/carer		te	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

Agreed actions from discussion with parents/carers	



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THE PSHE CURRICULUM OVERVIEW TABLE 2025-2026

End Point  Chunk of learning - topic	Key Knowledge What are they going to learn?	Key Skills How are they going to demonstrate it?	Key Vocabulary Knowledge and Skills	Oracy	Numeracy	Common misconceptions	Evidence of Learning / Assessment
YEAR SEVEN:							
YEAR 7 Term one							
	Transition to secondary school and personal safety in and outside school, including first aid Transition to secondary school and changing friendships Personal and fire safety First aid including CPR Health Education Making choices about diet and exercise/ maintaining physical health Outside agencies: Safer roads Sussex performance	How to identify, express and manage their emotions in a constructive way  how to manage the challenges of moving to a new school  how to establish and manage friendships  how to improve study skills  how to identify personal strengths and areas for development  personal safety strategies and travel safety, e.g. road, rail and water  how to respond in an emergency situation	Change, new, relationships, transition, routine, unknown, difference, support, guidance, Friendships, positive, respect, help, qualities, peer pressure, support, services  Fire, law, dangers, safety, risks, accidents, strategies  First aid, danger, recovery position, DRAB, safety, conscious, unconscious	Scenarios Discussions in class. Self-reflections Role play Think, pair, share Articulate	CPR Count Calories/diet	Emergency service number	Pink pen – impact: what has been learned  I can, I can now statements  Baseline assessments: Starter task asks what students know and then corrections are added in purple pen

		basic first aid	Diet, exercise, influences, choices, healthier, positive, negative, Barriers, influences, strategies, decisions, physical health				
YEAR 7 Term two							
	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations <ol style="list-style-type: none"> <li>1. Careers</li> <li>2. Money and saving</li> <li>3. Fraud</li> </ol> Outside agencies: Police Liaison officer – Online Safety during their one of their PSHE lessons throughout the year	how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices	Careers, values, industry, skills, role  Fraud, victim, perpetrator, consequences, crime, scam, Identity fraud, social media, online data, firewall, antivirus  Interest, economy, bank account, current account, interest, deposit	Scenarios Discussions in class. Self-reflections Role play Think, pair, share Articulate	Money counting, data	Calculating incorrectly	Pink pen – impact: what has been learned  I can, I can now statements  Baseline assessments: Starter task asks what students know and then corrections are added in purple pen

YEAR 7 Term three

	<p>Diversity</p> <p>Diversity, prejudice, and bullying</p> <ol style="list-style-type: none"> <li>1. Diverse society</li> <li>2. Identity and characteristics</li> <li>3. Stereotypes and prejudice</li> <li>4. Discrimination</li> <li>5. Bullying and abuse</li> </ol>	<p>about identity, rights and responsibilities</p> <p>about living in a diverse society</p> <p>how to challenge prejudice, stereotypes and discrimination</p> <p>the signs and effects of all types of bullying, including online</p> <p>how to respond to bullying of any kind, including online</p> <p>how to support others</p>	<p>Diversity, appreciate, differences, celebrate, multi-culturalism</p> <p>Prejudice, Discrimination, Stereotypes, Discrimination, characteristics, negative, unfair, identity, Genocide</p> <p>Bullying, abuse, homophobic, biphobia, transphobic, behaviours</p>	<p>Scenarios</p> <p>Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>	<p>Percentage s / proportion of people</p>	<p>Misconceptions and learned behaviour from home, other pupils.</p>	<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments : Starter task asks what students know and then corrections are added in purple pen</p>
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YEAR 7 Term four

	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</p> <p>how to manage influences relating to caffeine, smoking and alcohol (term 6)</p>	<p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>Scenarios</p> <p>Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>			<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task</p>
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							asks what students know and then corrections are added in purple pen
YEAR 7 Term five							
	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	how to develop self-worth and self-efficacy about qualities and behaviours relating to different types of positive relationships how to recognise unhealthy relationships how to recognise and challenge media stereotypes how to evaluate expectations for romantic relationships about consent, and how to seek and assertively communicate consent	Self-worth, boundaries, friendships, positive, unhealthy, healthy, consent, expectations	Scenarios Discussions in class. Self-reflections Role play Think, pair, share Articulate			Pink pen – impact: what has been learned  I can, I can now statements  Baseline assessments: Starter task asks what students know and then corrections are added in purple pen
YEAR 7 Term six							
	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	about medicinal and reactional drugs about the over-consumption of energy drinks about the relationship	Recreational, consumption, dependence, risks, e-cigarettes	Scenarios Discussions in class. Self-reflections Role play		Caffeine / legal drugs	Pink pen – impact: what has been learned  I can, I can now statements

		between habit and dependence how to use over the counter and prescription medications safely how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes how to manage influences in relation to substance use how to recognise and promote positive social norms and attitudes		<ul style="list-style-type: none"> <li>Think, pair, share</li> <li>Articulate</li> </ul>			Baseline assessments: Starter task asks what students know and then corrections are added in purple pen
YEAR EIGHT:							
YEAR 8 Term one							
	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies <ol style="list-style-type: none"> <li>Promoting emotional well-being and Digital resilience</li> <li>Attitudes towards mental health</li> <li>Healthy and Unhealthy coping strategies</li> <li>Grief</li> </ol>	about attitudes towards mental health how to challenge myths and stigma about daily wellbeing how to manage emotions how to develop digital resilience about unhealthy coping strategies (e.g. self-harm and eating disorders) about healthy coping strategies	Discrimination, mental health, emotional well-being, misconceptions, stereotypes  Mental health, emotional wellbeing, resilience, support strategies, self-esteem, Social media, 'like' culture, fear	Scenarios Discussions in class. Self-reflections Role play Think, pair, share Articulate	Percentages / proportion of people	Self-harm isn't just cutting it can be lack of sleep etc as well	Pink pen – impact: what has been learned  I can, I can now statements  Baseline assessments: Starter task asks what students know and then corrections are added in purple

			<p>of missing out (FOMO), body image, online, digital, resilience</p> <p>Unhealthy coping strategies, self-harm, eating disorders, anorexia nervosa, binge eating disorders, triggers, misconceptions, healthy coping strategies, warning signs, Healthy, coping strategies, techniques</p> <p>loss, bereavement, grief, sudden death, empathy</p>				pen
YEAR 8 Term two							
	<p>Discrimination</p> <p>Discrimination in all its forms.</p> <ol style="list-style-type: none"> <li>1. Discrimination and Equality act</li> <li>2. Homophobia, Transphobia and Biphobia and challenging racism</li> </ol>	<p>how to manage influences on beliefs and decisions about group-think and persuasion</p> <p>how to develop self-worth and confidence about gender identity, transphobia and gender-based</p>	<p>Discrimination, characteristics, negative, unfair, identity, Genocide, Equality, equality act, law, inequality, fairly</p>	<p>Scenarios Discussions in class. Self-reflections</p> <p>Role play Think, pair, share</p>	<p>Percentage s / proportion of people</p>	<p>Harmful names used as they are seen as the 'norm' learned behaviour from home/other pupils such as 'retard'</p>	<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p>

	3. Disability and self esteem	discrimination how to recognise and challenge homophobia and biphobia how to recognise and challenge racism and religious discrimination	Homophobic, biphobic, transphobic, bullying, discrimination, gender identity, sexual identity, impact and umbrella term  Diversity, inclusion, equality, learning disability, autism, neurodiversity disablist; stereotype	Articulate			Baseline assessments: Starter task asks what students know and then corrections are added in purple pen
YEAR 8 Term three							
	Emotional wellbeing and relationships 1. Friendship and empathy 2. Bullying and bystanders 3. Friendship challenges, Similarities, differences and peer influence 4. Consent and Avoiding assumptions 5. Freedom and capacity to consent 6. Feelings about sending nudes	I can identify a range of strategies for making and maintaining positive friendships I can describe or demonstrate how to empathise with peers I can analyse the effectiveness of strategies that can be used to include others I can identify bullying in all its forms and the potential impact on those involved	empathy, strategies, positive friendships, kindness, Self-advocacy, friendship, bystander, manipulation, bullying  conflict management, competing, evasive/avoiding, collaborating,	Scenarios Discussions in class. Self-reflections Role play Think, pair, share Articulate	Percentage s / proportion of people	Sending nudes is the norm, everyone does it attitude	Pink pen – impact: what has been learned  I can, I can now statements  Baseline assessments: Starter task asks what students know and then corrections are added in purple



		<p>describe skills and strategies to prevent bullying</p> <p>explain how and where to communicate concerns about friendships and bullying, including online</p> <p>identify how to distinguish between healthy and unhealthy communication within friendships, including online</p> <p>explain possible forms of communication used during friendship challenges or conflict, and their potential impact</p> <p>demonstrate conflict management skills and strategies to reconcile after disagreements</p> <p>evaluate exit strategies in risky situation and how to access support</p> <p>explain how a culture of equality and inclusion can reduce bullying</p> <p>describe strategies for managing peer influence, including online</p> <p>analyse the roles peers can play in supporting one another to resist</p>	<p>accommodating, compromising, exit strategies</p> <p>Equality, inclusion, culture, peer influence, bystander, banter</p> <p>Consent, Freedom, Capacity Freedom, capacity, consent, vulnerable, support</p> <p>nudes, peer pressure, challenge, misconceptions</p>				pen
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		<p>pressure and influence in relation to bullying</p> <p>Respectful relationships, including friendships the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. practical steps they can take in a range of different contexts to improve or support respectful relationships. 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.</p> <p>how people can actively communicate and recognise consent from</p>					
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		others, including sexual consent, and how and when consent					
YEAR 8 Term four							
	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	<p>about online communication</p> <p>how to use social networking sites safely</p> <p>how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</p> <p>how to respond and seek support in cases of online grooming</p> <p>how to recognise biased or misleading information online</p> <p>how to critically assess different media sources</p> <p>how to distinguish between content which is publicly and privately shared</p> <p>about age restrictions when accessing different forms of media and how to make responsible</p>	Communicate, grooming, exploitation, radicalisation, media	<p>Scenarios Discussions in class. Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>	Percentage s / proportion of people	<p>Understanding what we stay online stays (digital footprint is left)</p> <p>Gambling can happen in games</p>	<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task asks what students know and then corrections are added in purple pen</p>

		<p>decisions</p> <p>how to protect financial security online</p> <p>how to assess and manage risks in relation to gambling and chance-based transactions</p>					
YEAR 8 Term five							
	<p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>about equality of opportunity in life and work</p> <p>how to challenge stereotypes and discrimination in relation to work and pay</p> <p>about employment, self-employment and voluntary work</p> <p>how to set aspirational goals for future careers and challenge expectations that limit choices</p>	<p>Discrimination, voluntary, stereotypes, pay, challenge, expectations</p>	<p>Scenarios</p> <p>Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>			<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task asks what students know and then corrections are added in purple pen</p>
YEAR 8 Term six							
	<p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception</p>	<p>the qualities of positive, healthy relationships</p> <p>how to demonstrate positive behaviours in healthy relationships</p> <p>about gender identity and sexual orientation</p>	<p>Positive, sexting, contraception, consent, sexual orientation</p>	<p>Scenarios</p> <p>Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p>		<p>Misconception with gender identity – go by what their parents say about it/ what they see on TikTok.</p>	<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p>

		<p>about forming new partnerships and developing relationships</p> <p>about the law in relation to consent</p> <p>that the legal and moral duty is with the seeker of consent</p> <p>how to effectively communicate about consent in relationships</p> <p>about the risks of 'sexting' and how to manage requests or pressure to send an image</p> <p>about basic forms of contraception, e.g. condom and pill</p>		Articulate			Baseline assessments: Starter task asks what students know and then corrections are added in purple pen
YEAR NINE:							
YEAR 9 Term one							
	<p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <ol style="list-style-type: none"> <li>Grooming and exploitation (Alfie's story)</li> <li>The County lines gang</li> <li>Knife crime – run, hide, tell</li> </ol>	<p>Tactics groomers may use</p> <p>Consequences of getting involved with criminals</p> <p>I can recognise the risks of being involved in county lines</p> <p>Explain the steps of 'RUN HIDE TELL' and when it's appropriate to use them</p>	<p>Grooming, exploit, sexual, tactics, manipulation</p> <p>Drugs, gangs, exploitation, grooming, prison, abuse, criminal, manipulation</p>	<p>Scenarios Discussions in class. Self-reflections</p> <p>Role play Think, pair, share Articulate</p>	<ul style="list-style-type: none"> <li>Percentages / proportion of people</li> </ul>	<p>Grooming can start from buying people gifts</p>	<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task</p>

		<p>Explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife attack</p> <p>Identify what might be suspicious behaviour or a suspicious item and know what actions to take</p> <p>explain and challenge the reasons why some young people may want to carry a knife</p> <p>The potential consequences of carrying a knife and how young people can take steps to achieve their goals and live knife free</p> <p>assess a range of consequences of carrying or using a knife</p> <p>explain how young people can make the choice to be knife free</p>	Run, hide, tell, safety, police, incident, suspicious, Knife, crime, gang, consequences				asks what students know and then corrections are added in purple pen
YEAR 9 Term two							
	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <ol style="list-style-type: none"> <li>1. Sleep</li> <li>2. Cancer</li> <li>3. Testicular and breast cancer</li> </ol>	<p>Explain the impact of sleep on health and wellbeing</p> <p>Describe healthy sleep patterns and identify factors which can reduce sleep quality</p> <p>Describe a range of strategies for ensuring appropriate sleep patterns</p>	<p>Sleep, habits, healthy, well being, benefits</p> <p>Cancer, myth, facts, cells, genes, health, choices</p>	<p>Scenarios</p> <p>Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>	Percentage s / proportion of people	Everyone who has cancer dies	<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments:</p>

	<p>4. Exploring donation and donation and choices</p> <p>25<sup>th</sup> November 2024: Theatre production: Issues covered include harmful sexual behaviours, sexual harassment, sexual assault, pornography, consent, misogyny</p>	<p>Describe what cancer is and understand that it can happen to anyone</p> <p>Explain how cancer occurs using some correct terminology.</p> <p>Distinguish between facts and myths relating to cancer.</p> <p>Describe what cancer is and understand that it can happen to anyone</p> <p>Explain how cancer occurs using some correct terminology.</p> <p>Distinguish between facts and myths relating to cancer.</p> <p>Identify the steps involved in blood, organ and stem cell donation.</p> <p>Describe how it might feel to be part of the donation process.</p> <p>Analyse the importance of donation for individuals and for society.</p> <p>Explain choices available when it comes to donation</p> <p>Analyse some of the considerations involved in an individual's choice to donate</p> <p>Evaluate the law around organ donation in England</p>	<p>Testicular cancer, signs, hernia, doctor.</p> <p>Boobs, look, feel</p> <p>Donation, organs, stem cell, choice, decisions, choices, law, opt in, opt out, blood</p>				<p>Starter task asks what students know and then corrections are added in purple pen</p>
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YEAR 9 Term three							
	<p>Drug and alcohol education:</p> <ol style="list-style-type: none"> <li>1. Assessing knowledge about alcohol</li> <li>2. Alcohol, units and the law</li> <li>3. Drugs and young people's attitudes and behaviours regarding drug use including the potential legal consequences of using illegal drugs</li> </ol>	<p>list a number of reasons why people choose to drink or not. explain what a unit of alcohol is and identify the units in different drink describe how adults can reduce the risks associated with alcohol explain how alcohol can build up in the body and how it is broken down understand the risks of binge drinking explain the short- and long-term effects of alcohol on the body and behaviour. explain the potential consequences of drinking to excess for both the drinker and others around them. describe a strategy for avoiding peer pressure to drink alcohol. describe the laws relating to drinking and buying alcohol in pubs, bars and shops.</p>	<p>Alcohol, unit, binge drinking, hangover, paralytic</p> <p>short term, long term effects, peer pressure, law</p> <p>Drugs, effects, attitudes, illegal, legal, possession, intent to supply, consequences, criminal record</p>	<p>Scenarios Discussions in class. Self-reflections Role play Think, pair, share Articulate</p>	<p>Percentage s / proportion of people Alcohol units</p>	<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task asks what students know and then corrections are added in purple pen corrections are added in purple pen</p>	



		<p>explain the laws around others supplying young people with alcohol.</p> <p>explain why legality is not the only factor in decision-making</p> <p>describe the names, appearance and effects of a range of illegal drugs</p> <p>assess the reasons why young people might choose to use or not use drugs</p> <p>explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs</p> <p>explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs</p>					
YEAR 9 Term four							
	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</p> <p>about positive relationships in the</p>	<p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Scenarios</p> <p>Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>			<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline</p>

		<p>home and ways to reduce homelessness amongst young people</p> <p>about conflict and its causes in different contexts, e.g. with family and friends</p> <p>conflict resolution strategies</p> <p>how to manage relationship and family changes, including relationship breakdown, separation and divorce</p> <p>how to access support services</p>					<p>assessments: Starter task asks what students know and then corrections are added in purple pen</p>
YEAR 9 Term five							
	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>about myths and misconceptions relating to consent</p> <p>about the continuous right to withdraw consent and capacity to consent</p>	<p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Scenarios</p> <p>Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>		<p>Which STI'S you have for life</p> <p>Double condom means double protection</p>	<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task asks what students know</p>

		<p>about STIs, effective use of condoms and negotiating safer sex</p> <p>about the consequences of unprotected sex, including pregnancy</p> <p>how the portrayal of relationships in the media and pornography might affect expectations</p> <p>how to assess and manage risks of sending, sharing or passing on sexual images</p> <p>how to secure personal information online</p>					and then corrections are added in purple pen
YEAR 9 Term six							
	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>focussing on identifying personal strengths and managing online presence.</li> <li>Developing knowledge, skills and positive attributes relating to social media use can help students to understand how this can affect a person's employment opportunities in the future. In this lesson, students will consider how people can showcase personal strengths online.</li> </ul>	<p>identify risks and benefits of sharing material online that an employer, client or organisation may be able to see</p> <p>describe strategies to showcase personal strengths online</p> <p>explain how to create a positive first impression with potential employers or clients through social media</p>	Options, careers, progress, feedback	<p>Scenarios</p> <p>Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>			<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task asks what students know and then corrections are added in purple</p>

	<ul style="list-style-type: none"> <li>• Mobile phone contracts</li> <li>• Cryptocurrency</li> <li>• Financial exploitation</li> </ul>	<p>explain that what someone shares on social media now, may affect their employment opportunities in the future</p> <p>identify opportunities for cultivating careers online and associated challenges</p> <p>evaluate the benefits and challenges of maintaining a positive online presence</p> <p>Identify the costs of and requirements for having a mobile phone contract</p> <p>Compare different mobile phone contracts</p> <p>Suggest strategies to manage mobile phone costs</p> <p>Explain what cryptocurrency is and how it compares with traditional money</p> <p>Assess the factors that influence financial decisions</p> <p>Suggest ways to engage with crypto assets while managing risk</p>					pen
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		<p>Identify situations where young people are vulnerable to exploitation</p> <p>Explain the impact of financial exploitation</p> <p>Rehearse strategies to respond to unwanted pressures</p>					
YEAR TEN:							
YEAR 10 Term one							
	<p>Mental Health and ill health, stigma, safeguarding health</p> <ol style="list-style-type: none"> <li>1. New challenges and reframing negative thinking</li> <li>2. Recognising mental ill health and when to get help / emotional well-being and the media</li> </ol>	<p>describe different negative thinking patterns and consider their potential impact on wellbeing</p> <p>reframe negative thinking and identify ways to learn from setbacks</p> <p>different strategies to build resilience by reframing negative thinking</p> <p>recognise, explain and describe issues, signs and concerns regarding mental health.</p>	<p>Mental health, emotional well-being, wellness, support</p> <p>Emotional wellbeing, resilience, perseverance, self-confidence and managing disappointments</p> <p>Mental health, anxiety, depression, mood, disorders, stress, signs,</p>	<p>Scenarios Discussions in class. Self-reflections</p> <p>Role play Think, pair, share Articulate</p>	<p>Percentage s / proportion of people</p>		<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task asks what students know and then corrections are added in purple pen</p>

		differentiate between healthy and unhealthy coping strategies recognise the importance of using healthy ways to manage emotions.	symptoms, support, CBT  Mental health, emotional well-being, wellness, healthy/unhealthy coping strategies, reliability				
YEAR 10 Term two							
	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p> <p>Drug and alcohol education</p> <ol style="list-style-type: none"> <li>1. The effects of drinking too much alcohol</li> <li>2. Staying safe</li> <li>3. Cannabis</li> <li>4. Vaping</li> </ol> <p>Outside agencies: Police Liaison officer – Sex, consent and the law during tutor time</p>	<p>I can identify some reasons why people might choose to drink alcohol and why some reason are associated with higher risk. describe ways to reduce risk and stay safe when socialising, particularly when drinking. describe the signs of alcohol dependency and what to do in an emergency identify ways to help keep me safe when drinking alcohol know the different types, strengths and risks of cannabis products and synthetic cannabis (Spice)</p>	<p>Alcohol, unit, unconscious, binge, consumption</p> <p>Unit, alcohol, High risk, low risk, unsafe, safe, healthy and unhealthy</p> <p>Pressure, support, substance misuse, CBD and THC</p> <p>Vaping, nicotine, law, addiction, withdrawal</p>	<p>Scenarios Discussions in class. Self-reflections Role play Think, pair, share Articulate</p>	<p>Percentage s / proportion of people Units of alcohol/drugs</p>		<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task asks what students know and then corrections are added in purple pen</p>

		<p>understand what cannabis can do to a young person's body and mental health short and long term</p> <p>explain the difference between medicinal cannabis and street cannabis</p> <p>understand the law around possession of cannabis (fines, years in prison etc)</p> <p>know where to get information and support in relation to cannabis</p> <p>explain what vaping is and say what substances are in vape products</p> <p>describe the difference between regulated and unregulated vapes</p> <p>give a reason why young people specifically should avoid vaping</p> <p>give a reason why someone may choose to vape</p> <p>know where to go for more information and support</p> <p>give examples of the short-term effects of nicotine on health and</p>					
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		also the long-term effects					
YEAR 10 Term three							
	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <ol style="list-style-type: none"> <li>1. Rights and responsibilities</li> <li>2. Healthy and unhealthy relationships</li> <li>3. Qualities of a healthy relationship</li> <li>4. Abusive relationships <ul style="list-style-type: none"> <li>• Gaslighting</li> </ul> </li> </ol> <p>PSHE drop down: Consent, Contraception, Condoms.</p>	<p>understand what a relationship is.</p> <p>aware of my right to respect in a relationship.</p> <p>have an awareness of my responsibility to give respect in a relationship.</p> <p>know where to access appropriate support.</p> <p>understand what unhealthy behaviours are in relationships.</p> <p>identify unhealthy and healthy behaviours.</p> <p>know where to access appropriate support.</p> <p>know what makes a healthy and unhealthy relationship.</p> <p>understand the qualities of a healthy relationship &amp; partner.</p> <p>know where to access appropriate support.</p> <p>know what makes a healthy and unhealthy relationship.</p> <p>understand what an abusive relationship is.</p> <p>know how to support others.</p> <p>know where to access appropriate support.</p> <p>know what gaslighting is.</p>	Healthy Exploitation Relationship Responsibility	<p>Scenarios Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>	Percentage s / proportion of people	Which STI'S you have for life Double condom means double protection	<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task asks what students know and then corrections are added in purple pen</p>



		can recognise the signs of gaslighting. know how gaslighting features in unhealthy relationships. know where to access appropriate support					
YEAR 10 Term four							
	Addressing extremism and radicalisation Communities, belonging and challenging extremism	about communities, inclusion, respect and belonging about the Equality Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions how to manage conflicting views and misleading information how to safely challenge discrimination, including online how to recognise and respond to extremism and radicalisation	Belonging, equality act, diversity, conflict, discrimination, extremism, radicalisation	Scenarios Discussions in class. Self-reflections Role play Think, pair, share Articulate		Ethic background-stereotypical about race / muslims	Pink pen – impact: what has been learned  I can, I can now statements  Baseline assessments: Starter task asks what students know and then corrections are added in purple pen
YEAR 10 Term five							
	Relationships: Bullying	Bullying and its affects how to keep self and others safe in situations	Gangs, county lines, managing influence,	Scenarios Discussions in class.		Gangs can be young children as well	Pink pen – impact: what has been

	Challenging behaviour Gangs	that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction	strategies, pressure, dangerous, crime, bullying, cyberbullying	Self-reflections Role play Think, pair, share Articulate			learned  I can, I can now statements  Baseline assessments: Starter task asks what students know and then corrections are added in purple pen
YEAR 10 Term six							
	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	how to effectively budget and evaluate savings options  how to prevent and manage debt, including understanding credit rating and pay day lending  how data is generated, collected and shared, and the influence of targeted advertising  how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling	how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising  how thinking errors, e.g. gambler's fallacy,	Scenarios Discussions in class. Self-reflections Role play Think, pair, share Articulate			Pink pen – impact: what has been learned  I can, I can now statements  Baseline assessments: Starter task asks what students know and then corrections are added in purple pen

		<p>strategies for managing influences related to gambling, including online</p> <p>about the relationship between gambling and debt</p> <p>about the law and illegal financial activities, including fraud and cybercrime</p> <p>how to manage risk in relation to financial activities</p>	<p>can increase susceptibility to gambling strategies for managing influences related to gambling, including online about the relationship between gambling and debt about the law and illegal financial activities, including fraud and cybercrime how to manage risk in relation to financial activities</p>				
YEAR ELEVEN:							
YEAR 11 Term one							
	<p>Building for the future s</p> <ol style="list-style-type: none"> <li>1. Dealing with change</li> <li>2. Exam stress</li> <li>3. Sleep and Health Education</li> </ol> <p>Outside agencies: Safer roads Sussex performance</p>	<p>explain the importance of sleep for wellbeing and brain function — particularly during adolescence</p> <p>plan how lifestyle choices can</p>	<p>Change, new, relationships, transition, routine, unknown, challenge, expected, unexpected,</p>	<p>Scenarios Discussions in class. Self-reflections Role play Think, pair, share</p>	<p>Percentage s / proportion of people Number of hours sleep</p>		<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p>

		<p>affect sleep quality Can describe a range of strategies for ensuring appropriate sleep patterns and suggest advice for those struggling to sleep.</p> <p>can identify opportunities to maintain a healthier balance between activities, including time online, physical activity and exam preparation</p> <p>can describe how maintaining a healthier balance between types of activity can help to support wellbeing</p> <p>can develop a plan to support wellbeing during and leading up to examination periods</p> <p>can identify the benefits of maintaining physical health</p> <p>can explain how a range of factors can influence the health-related choices a person can make as they become more independent and how to manage these</p>	<p>support, adolescence</p> <p>Exams, pass, fail, stress, signs, symptoms, revision, conversations, relaxation, planning, organisation, strategies, support, management</p> <p>Influence, reliable/less reliable, health, mental health, physical health</p>	Articulate			<p>Baseline assessments: Starter task asks what students know and then corrections are added in purple pen</p>
YEAR 11 Term two							
	<p>Living in the wider world</p> <p>The impact of financial decisions, debt.</p>	<p>the main salary deductions / and explain key elements of ip</p>	<p>Gross pay, net pay. Deductions, income tax,</p>	<p>Scenarios Discussions in class.</p>	<p>Percentage s / proportion</p>		<p>Pink pen – impact: what has been</p>

	<div>1. Debt</div> <div>2. Salaries and payslips</div> <div>3. Bills and taxes</div>	<div>te income tax for different</div> <div>aries</div> <div>ve the difference between</div> <div>al needs and wants</div> <div>the importance/purpose of</div> <div>ing</div> <div>/ different ways to save for</div> <div>g term</div> <div>re different savings products</div> <div>ess best options for different</div> <div>what compound interest is</div>	<div>national</div> <div>insurance,</div> <div>pension,</div> <div>progressive</div> <div>taxation</div> <div>Budgeting, need,</div> <div>want, saving</div> <div>saving, loans,</div> <div>compound</div> <div>interest</div>	<div>Self-reflectio</div> <div>ns</div> <div>Role play</div> <div>Think, pair,</div> <div>share</div> <div>Articulate</div>	<div>of people</div> <div>Payslips,</div> <div>addition,</div> <div>subtraction</div> <div>,</div> <div>percentage</div> <div>s, VAT,</div> <div>interest</div>		<div>learned</div> <div>I can, I can now</div> <div>statements</div> <div>Baseline</div> <div>assessments:</div> <div>Starter task</div> <div>asks what</div> <div>students know</div> <div>and then</div> <div>corrections are</div> <div>added in purple</div> <div>pen</div>
YEAR 11 Term three							
	<div>Different types of relationships</div> <div>and parental responsibilities.</div> <div>Different families and parental</div> <div>responsibilities, pregnancy,</div> <div>abortion, fertility.</div> <div>1. Fertility and Routes to</div> <div>Parenthood</div> <div>2. Pregnancy Outcomes</div> <div>3. Pregnancy Choices</div>	<div>explain how fertility</div> <div>changes over a person’s</div> <div>lifetime and some of</div> <div>the factors affecting this</div> <div>explain how to maintain</div> <div>a healthy pregnancy</div> <div>describe different</div> <div>routes to parenthood</div> <div>identify the range of</div> <div>options available in the</div> <div>event of an unplanned</div> <div>pregnancy</div> <div>describe the range of</div> <div>emotions someone</div> <div>might feel in the event</div> <div>of an unplanned or</div> <div>unwanted pregnancy</div> <div>evaluate the different</div> <div>influences that might</div> <div>affect decisions about</div> <div>pregnancy</div>	<div>Fertility</div> <div>Abortion</div> <div>Choices</div> <div>Miscarriages</div> <div>Pregnant</div>	<div>Scenarios</div> <div>Discussions</div> <div>in class.</div> <div>Self-reflectio</div> <div>ns</div> <div>Role play</div> <div>Think, pair,</div> <div>share</div> <div>Articulate</div>	<div>Percentage</div> <div>s /</div> <div>proportion</div> <div>of people</div>	<div>Pull out</div> <div>method is not a</div> <div>method</div> <div>Getting</div> <div>pregnant on</div> <div>your period</div>	<div>Pink pen –</div> <div>impact: what</div> <div>has been</div> <div>learned</div> <div>I can, I can now</div> <div>statements</div> <div>Baseline</div> <div>assessments</div> <div>: Starter task</div> <div>asks what</div> <div>students</div> <div>know and</div> <div>then</div> <div>corrections</div> <div>are added in</div> <div>purple pen</div>

		<p>describe where and how to access impartial advice and support in relation to pregnancy</p> <p>recognise that miscarriage can occur and where to access support in the event of a miscarriage</p> <p>identify key legal considerations in relation to abortion</p> <p>explain why there are strongly held views on either side of the abortion debate</p> <p>explain where and how to access medical services and emotional support</p>					
YEAR 11 Term four							
	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>about core values and emotions</p> <p>about gender identity, gender expression and sexual orientation</p> <p>how to communicate assertively</p> <p>how to communicate wants and needs</p> <p>how to handle unwanted attention, including online</p> <p>how to challenge</p>	<p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Scenarios</p> <p>Discussions in class.</p> <p>Self-reflections</p> <p>Role play</p> <p>Think, pair, share</p> <p>Articulate</p>			<p>Pink pen – impact: what has been learned</p> <p>I can, I can now statements</p> <p>Baseline assessments: Starter task asks what students know and then</p>

		harassment and stalking, including online					corrections are added in purple pen
YEAR 11 Term five							
	Families  Marriage and forced marriage and changing relationships	about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities	Marriage and forced marriage and changing relationships	Scenarios Discussions in class. Self-reflection ns Role play Think, pair, share Articulate		Only happens in other countries	Pink pen – impact: what has been learned  I can, I can now statements  Baseline assessments: Starter task asks what students know and then corrections are added in purple pen