



# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

## 1. Purpose of the RSE Policy

All secondary schools are required to teach RSE and to produce an RSE policy.

### The purpose of the policy is to:

Give information to staff, parents and carers, governors, students and outside visitors about what is taught in RSE, how it is taught and who teaches it

Enable parents and carers to support their children in learning about Relationships and Sex Education

Give a clear statement on what the school aims to achieve from Relationships and Sex Education, the values underpinning it and why it is compulsory for all secondary schools to teach it

Set out how Relationships and Sex Education meets schools' legal requirements to:

- promote wellbeing (Children Act 2004)
- prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- meet the school's safeguarding obligations
- comply with the Equality Act 2010 to prevent discrimination, advance equality of opportunity and foster good relations between different groups

## 2. Development of the Policy

This policy was developed by a working group with representation from Senior Leaders, staff, parents and carers and governors and involved consultation with students, the wider staff group, parents and carers. We also consulted with Camden Learning, and a local Islamic religious head when developing and writing the policy.

### Our working group organised a series of consultations with

- The School council
- Parents and carers from different Key Stages
- Governing body
- Staff

### We have taken account of the:

- Statutory guidance on Relationships Education, RSE and Health Education (DfE June 2019)
- Camden's example policy 2020
- Equality Act 2010 and the Public Sector Duty

## 3. Links to other policies

This policy links to the PSHE and citizenship policy, the Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy, e-safety/online safety policy and Teaching and Learning policy.

Our provision of RSE is part of our approach to supporting the health and wellbeing of young people in our school and our commitment to being recognised as a healthy school, which was achieved in the September of 2019.

#### **4. Definition of RSE**

Relationships and Sex Education (RSE) is enabling young people to learn about making and maintaining healthy, happy and respectful relationships, knowing how to recognise unhealthy relationships and being able to seek support, and having the information and skills to be safe online and to take responsibility for their sexual health.

#### **RSE is learning about:**

- Different relationships (including friendship, family, intimate, marriage/civil partnerships) and how to make and maintain healthy, caring and respectful relationships
- Healthy and unhealthy relationships, including online
- How to recognise when a family, friend, intimate or other relationship is unhealthy or unsafe and how to seek help and report concerns or abuse
- How to recognise when a relationship is coercive or controlling and know this behaviour is unacceptable and criminal and how to seek help
- Stereotypes and how they can lead to prejudice and discrimination, e.g. based on sex, gender, race, religion, Special Educational Need (SEN), disability or sexual orientation
- Different types of bullying, the impact it has and how to prevent it, how to get help and how to report it
- The concepts and laws relating to sexual consent, sexual exploitation and sexual violence, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- Equality and protected characteristics\* and the importance of respecting difference
- Gender identity and building a positive sense of gender identity
- How to recognise risk and the negative impact of some online material (including on relationships) and understand what is legal and appropriate to share and the importance of respect for others online and where to get support
- The features of healthy one-to-one intimate relationships
- How to manage sexual pressure, including resisting pressure and the choice to delay sex or be intimate without sex
- Reproductive health including fertility and infertility and menopause
- What makes successful parenting and the roles and responsibilities of parents
- Contraceptive choices
- Pregnancy including miscarriage and pregnancy options (including abortion)
- STIs including HIV/AIDS, how they are transmitted, treated and prevented
- The impact of alcohol and drugs on sexual behaviour
- Where to get confidential sexual and reproductive health advice and treatment

*\*9 protected characteristics as defined in the Equality Act 2010-religion or belief, disability, sexual orientation, sex, gender reassignment, age, marriage and civil partnership, pregnancy and maternity, race*

#### **5. Why teach RSE at secondary school?**

The government has made Relationships and Sex Education a statutory part of the curriculum and we agree that this is a crucial aspect of the secondary curriculum.

Through Relationships Education young people develop the positive values and skills to make and maintain healthy, safe and respectful relationships and to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is and is not appropriate and about what is legal and illegal behaviour online and how to be safe online.

For these reasons parents do not have the right to withdraw their child from Relationships Education.

Through sex education young people learn information that will enable them to take responsibility for their sexual health and reduce the risk of sexually transmitted infections and unplanned pregnancy.

## **6. Values promoted through RSE**

Our ambition is for every student to feel included and supported and to develop healthy, respectful and caring relationships and to have the knowledge and skills to live healthy and safe lives. We are an inclusive school that promotes diversity and equality.

We want all students to feel that the content of RSE is relevant to them and their developing sexuality and that they understand the society in which they are living and growing up in, as well as be respectful of others and difference.

### **We believe that RSE promotes the aims and values of our school which include:**

- Respect for self and others
- Kindness and consideration for others
- Commitment, trust and love within relationships
- Promoting equality and respecting rights and responsibilities in relationships
- Respecting difference and diversity, including religion, race, gender identity and sexual orientation
- Preventing prejudice and discrimination based on sexual orientation, disability, religion or belief, sex and gender reassignment\*
- Promoting gender equality, challenging gender stereotypes and inequality
- Valuing family life and stable, loving and committed relationships, including marriage and civil partnerships, for bringing up children
- Everyone has the right to a healthy and safe relationship

*\*5 of 9 protected characteristics as enshrined in law through the Equality Act 2010 (others are age, marriage and civil partnership, pregnancy and maternity, race)*

## **7. Aims for RSE**

### **Our RSE programme aims to help young people:**

- Develop the confidence to talk, listen and think about relationships in a positive and supportive environment
- Develop the skills to make and maintain healthy, caring and respectful relationships-friendships, family and intimate relationships.
- Recognise unhealthy or unsafe relationships, including in friendships and within the family, with adults they may encounter (including online) and within intimate relationships, and how to seek help
- Manage sexual pressure, including resisting pressure and understand the choice to delay sex or be intimate without sex, with a specific link to peer on peer abuse.
- Respect different relationships including heterosexual, gay, lesbian and bisexual
- Challenge and prevent discrimination based on difference eg sexual orientation, sex, gender, race, SEN and disability
- Recognise and prevent all types of bullying and prejudice-based language including sexist, sexual, homophobic, biphobic and transphobic language and bullying and develop the confidence to report it
- Understand the spectrum of gender identity including transgender and challenge gender stereotypes and inequality and promote equality and respect in relationships
- Recognise risk and how to be safe online and behave appropriately and respectfully
- Know where and how to seek information and advice when they need help
- Understand what affects reproductive health

- Understand what makes successful parenting and the roles and responsibilities of parents
- Understand about pregnancy and the choices available
- Prevent the spread of sexually transmitted infections and prevent unplanned pregnancy

Students will also be taught about the emotional, social and physical changes at puberty which is a statutory part of Science and Health Education.

## **8. Content and Organisation of the RSE Programme**

### ***Where is RSE taught and what is taught?***

RSE will be taught as part of the planned PSHE curriculum in every Year covering knowledge and skills appropriate to the age and maturity of students. Each Year builds on what has been learnt in the previous Years.

Puberty will be taught through Science and PSHE lessons.

*See Appendix 1 Biological aspects of statutory Science*

*See Appendix 2 for the requirements for teaching statutory RSE and puberty (in Health Education)*

*See Appendix 3 RSE curriculum in each Year*

### ***Who teaches RSE?***

On most occasions, RSE will be taught by the form tutor or co-tutor.

Where possible and valuable, external agencies are used to support the learning of students and the teacher-led RSE. This can take a range of forms e.g. drop down days, assemblies, external visits and online webinars. This content can be presented by a range of professionals, including sexual health advisors from local sexual health clinics, Theatre in Education plays, workshops, police officers, doctors and people from the local community. We also arrange for students to visit sexual health clinics to find out about local services and then educate their peers in class.

Some aspects of the RSE curriculum will be taught through the use of assemblies in line with themes of the week. These are presented by a range of teachers, senior leadership, students and external agencies, and are followed up during tutor period on a more personal level throughout the week.

### **When visitors are involved in RSE we will:**

- Plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- provide follow up lessons

TAs and Learning Mentors support individual students to ensure the RSE meets their individual needs.

### ***How RSE is taught:***

- All students are taught in mixed groups to ensure that boys and girls learn the same information and have the opportunity to discuss and hear a range of viewpoints. However, in some circumstances, single sex classes delivered by a teacher of the same sex will be considered for Year 7. If this happens students will still cover the same content.

- Teachers set a group agreement or ground rules with students to ensure that an atmosphere is created where students feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality and do not discuss personal experiences or issues or ask information of each other or the teacher. Staff do not discuss details of their personal experiences or relationships with students.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the students. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate. We also use question boxes so that students can ask questions anonymously.
- Resources are chosen to ensure that they are appropriate to the age and maturity of students. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable students to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that students work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help students gain confidence to talk and listen to each other.
- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is inclusive, appropriate and relevant to all students, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all students feel valued and included, regardless of their sex, gender identity, sexual orientation, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of students and specialist resources may be used to respond to their individual needs. In some cases students have individual support or work in small groups.
- Teachers do not offer individual students advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.
- Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships we include an understanding of different types of relationships, including lesbian, gay and bisexual relationships. When teaching about families we include a broad range of family structures that reflect the diversity amongst students to ensure all students feel their family is valued. These include: families with a single parent; parents who are married, parents who are not married, parents who are divorced, lesbian, gay, bisexual or transgender parents; children living between two homes with step parents and step siblings; in foster homes; in residential homes and living with relations other than biological parents. When teaching about gender we include an understanding about gender identity and diversity. Through our teaching young people understand the society in which they are living and growing up in, as well as developing respect for others and difference.
- Homophobic, biphobic and transphobic references, language and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- We will emphasise the importance of strong and supportive relationships for family life, including marriage and civil partnership (both opposite and same-sex couples)

### ***Right to withdraw children from Sex Education***

Parents do not have the right to withdraw their child from Relationships Education but they have the right to withdraw their child from some or all of the sex education parts of statutory RSE.

**In this school the Sex Education parts of statutory RSE are defined as the teaching about:**

- The choice to delay sex or to be intimate without sex
- Pregnancy choices including abortion
- The impact of alcohol and drugs on sexual behaviour
- How and where to get confidential sexual and reproductive health advice and treatment

We hope that parents and carers will support this important part of young people's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children in these aspects of statutory sex education themselves and so parents have the right to request that their child is withdrawn from these aspects.

This right is available to parents up to and until three terms before the child turns 16. After that, if the child wishes to have sex education it will be provided.

If a parent wishes to withdraw their child from these sex education lessons they must arrange a meeting with a member of the Leadership Team who will talk through their concerns and discuss the benefits of their child learning about these aspects. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use these with their children at home. Parents can talk to the PSHCRE Coordinators about the resources to support this.

Even when a student has been withdrawn from sex education lessons, if the student should ask questions at other times, these questions would be answered honestly by staff in the context of the question being asked. Staff may talk to parents about the questions students are asking.

There may be exceptional circumstances when the school may not agree the request, based on the needs of the student and this will be discussed with the parent.

### **Science National Curriculum**

All secondary schools are required to teach the Science National Curriculum which covers biological aspects; human reproduction, menstrual cycle, fertilisation, pregnancy and birth, hormonal and non-hormonal methods of contraception, sexually transmitted infections (including HIV/AIDS). See Appendix 1. Parents do not have the right to withdraw from Science.

### **Health Education and Puberty**

All secondary schools are required to teach statutory Health Education that includes teaching about puberty. This is covered in Year 7.

Parents do not have the right to withdraw from Health Education.

## **How sex education, biological aspects of science and puberty is taught**

These are taught through PSHCRE and Science in mixed groups to ensure that boys and girls learn the same information. However, in some circumstances, it may be useful in Year 7 to include a time when single sex groups can discuss issues with a teacher of the same sex.

We provide a question box so that students can anonymously ask questions and these are then answered by the teacher.

### **9. Involving Students**

To ensure the RSE programme meets the needs of all students, the PSHCRE Coordinators involve the school council in reviewing and evaluating the programme each year.

We have an anti-bullying programme of student ambassadors (HABZ) who are involved in raising awareness about relevant RSE issues such as anti-bullying and healthy relationships with peers. Protected characteristic focus groups are being formed where students are able to join, lead and take part in discussions and action changes that could make school a happier and more inclusive space. Information about where to go to get health and wellbeing advice is displayed in the school, and publicised during lessons.

### **10. Confidentiality, safeguarding and child protection**

Although RSE is not about personal disclosures and personal issues, it is possible that a student may disclose personal information. Staff understand that they cannot promise students absolute confidentiality, and students know this too through the ground rules agreed at the start of the lesson. Students know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first, if possible, and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

If teachers are concerned in any way that a student is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures.

This school upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSE in the classroom they are bound by the school's RSE policy

### **11. Assessing RSE**

Students' progress in learning in RSE is assessed as part of the assessment of science and PSHE.

Students knowledge will be assessed by a variety of methods including: in class questioning, discussions, online quizzes, exit tickets, surveys and questionnaires and the quality of work produced in their books. This will be Assessment of students learning will also be evident through their behaviour in school and the wider community.

### **12. Monitoring and evaluating RSE**

The PSHCRE Coordinator monitors teachers' planning to ensure RSE is being taught. Students and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHCRE, which also involves the school council.

### **13. Training staff to deliver RSE**

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach RSE and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by Camden Learning and other external organisations.

#### **Training includes:**

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

### **14. Engaging and Involving Parents/Carers**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships and Sex Education and compliance with the statutory guidance and Equality Act.

#### **We will take every opportunity to inform and involve parents and carers by:**

- Consulting with parents when developing the RSE policy and when it is reviewed
- Publishing the RSE policy on the school's website
- Including a summary of the content and organisation of the RSE curriculum in school information
- Providing information about content of the RSE teaching programme as part of the termly information on the curriculum
- Inviting parents and carers to a workshop to find out about the RSE teaching programme

### **15. Disseminating the policy**

A copy of this policy is on the school website. It is included in:

- Staff Handbook
- Governor Handbook

A summary is included in the school prospectus and on the Parent's notice board. Copies are supplied to visitors who are involved in providing RSE in school.

When the policy is being reviewed, parents are informed through the newsletter and school's website.

### **Policy Review**

This policy was last reviewed and agreed by Governors Behaviour & Personal Development Committee on 16 November 2021 and agreed by the Governing Body on 1 December 2021. This policy will be reviewed on an annual basis. It is due to be reviewed again in the academic year 2022/2023



## **Appendix 1:**

### **Biological aspects of statutory Science**

#### **Key Stage 3**

##### Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

#### **Key Stage 4**

##### Health, disease and the development of medicines

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDS)

##### Coordination and Control

- hormones in human reproduction, hormonal and non-hormonal methods of contraception

## Appendix 2:

### Requirements for teaching statutory RSE and puberty (in Health Education)

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

Topics	Students should know
<b>Families</b>	<ul style="list-style-type: none"> <li>• 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 the raising 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> <p>*marriage including both opposite sex and same sex couples</p>
<b>Respectful relationships , including friendships</b>	<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>
<b>Online and media</b>	<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> </ul>

	<ul style="list-style-type: none"> <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 eg pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• how information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).</li> </ul>
<b>Intimate and sexual relationships , including sexual health</b>	<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>
<b>What students should know in Health Education by the end of SECONDARY SCHOOL</b>	
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>

### Appendix 3:

#### RSE curriculum in each Year

Year group	Topic / fertile Question	Content
7	Transition: How can I make sure I settle in well at my new school?	Students will cover respect and self-respect, giving them skills to be able to identify and maintain healthy and safe relationships with peers. Within this topic students will also learn about bullying and the impacts it has on others. Students will be given the tools to be confident in knowing what to do if they see or hear of bullying occurring.
7	Desert Island Living: How would you fare on a desert island?	Students explore the ideas of self and community within this topic. They learn about respect for ideas, cultures and beliefs, and how to compromise and work within a team.
7	Health and Lifestyle: What is happening to my body and how can I look after it?	Students learn about their bodies within this topic. They explore how the body changes within puberty and the emotional challenges that this might cause. Pupils will also learn about balanced diets, the importance of exercise and basic first aid.
7	Diversity and Equality: What does it mean to be British?	Students learn about diversity within Britain, equality, stereotypes and prejudice, and the importance of respecting this diversity.
7	Relationships: What types of relationships are there and how can we cope when these breakdown?	Students will learn about different types of relationships, focusing on different types of families, the traits of healthy relationships, and how to manage when relationships breakdown. Students will learn about committed, stable relationships, and the legal rights within each type of relationship.
8	Diversity and equality: What is prejudice and discrimination and how can we deal with this?	Students will learn about prejudice and discrimination, and of the protected characteristics, the dangers of stereotyping and the importance for breaking these stereotypes. Students will also learn about the declaration of human rights.
8	Social media: How can we make sure social media is always used for good?	Students explore social media and their digital footprint. Here they learn about online bullying, grooming, sharing information online and the laws surrounding this.
8	Knowing yourself: How can I make sure I am taking the best care of myself possible?	The topic aims to develop understanding of the need for hygiene, the importance of sleep and the use and impact of vaccination programmes. This is intended to coincide with vaccines that year 8 students will be having combatting cervical cancer and HPV.

8	Moral thinking: If you set out to fail and succeed, did you fail?	This topic is designed to allow students to reflect on their own personal values and morals. With this in mind there are no right or wrong answers, however teachers play a role in attempting to challenge student views in order to get them thinking about their decisions in depth. The aim of this topic is to allow students to make decisions, justify these, and realise the impacts that they may have on others.
8	Healthy lifestyle: What can we do to make sure we maintain our mental and physical health	This builds on information that students learned in year 7 and earlier in year 8. Students explore the impact of smoking, shisha, energy drinks, alcohol and drugs. This is tackled early in their academic life so that all students have the skills to deal with these issues effectively if and when they arise.
9	RSE: What relationships are there and how do I know if they are healthy?	The topic begins with types of relationships and how to identify them. From here we move to abusive relationships, how to identify them and what you can do if you are in one. There is time here to watch a documentary about an abusive relationship. This gives students an insight into how abusive relationships occur and why people don't leave when they're being abused. The topic then moved to ideas of consent and lastly sharing images and the laws behind this.
9	Diversity and Equality: How are we diverse and how can we stop discrimination?	We look here at racism and more closes, institutionalised racism. From here we look at LGBTQ+ rights and how these groups have been discriminated against in the past and up to present day. We then move to sexism and the gender pay gap and lastly finish on FGM and violence against women. We have chosen this order as it allows us to always refer back to the first lesson on racism, a concept which is easily understood by most of the school community.
9	Making good choices: How can I make choices that keep me safe?	We first begin with relationships we have with peers around school, looking deeply at aggression and violence on the corridors. From here we move to making sure students stay safe outside of school, linking what they have learned from the previous lesson. During lesson three we link the ideas of physical wellbeing to emotional wellbeing and discuss the dangers of sharing images with peers and others. This allows us in the fourth lesson to discuss grooming and the stages of this. Lesson five is an external agency that will discuss violence, gangs and knives. This links well as we are a vulnerable borough and so many of our students are at risk of being groomed. We finish with drugs and alcohol as this is often how grooming gangs coerce children. This topic is at this stage of the curriculum as it prepares them for the summer holidays. Within this half term, we also have CAMISH visit the school and host discussions on safe sex and STIs.

10	<p>Topic: Personal Hygiene</p> <p>Fertile question: why is it so important that we learn to take care of our personal hygiene?</p>	<p>Within this unit we explore the importance of caring for our personal hygiene, including the health and social benefits.</p>
10	<p>Topic: RSE #1</p> <p>Fertile question: why is it so important to understand what consent means and how do we know it's been given?</p>	<p>Within this unit we look at healthy and unhealthy relationships, look at scenarios involving different types of relationship, identifying unhealthy relationships and what to in order to seek help. In lesson 2 we look at what consent means, the law surrounding it and what it means to give consent. Within lessons 3 and 4 we look at various types of contraceptives, the advantages and disadvantages of each type and the health risks involved in unprotected sex, including different types of Sexually Transmitted Diseases and the methods of treatments, if any. In Lesson 5 we take a look at abortion, including the law and various religious views on abortion.</p>
11	<p>Topic: Online Safety</p> <p>Fertile question: what can we do to stay safe online and why is it so important?</p>	<p>This unit explores various aspects of staying safe online, beginning with looking at the impacts of 'online trolling', through the BBC documentary 'odd one out'. Lesson two continues to look at the effects of social media, including the exploration of what can happen we post something online and exploring ways of staying safe on social media. Lesson three explores identifying and exploring scams, including ways to keep yourself safe. Lesson four looks at Radicalisation and Extremism, the methods used and the dangers behind it through looking at case studies. Lesson five looks at blackmail and revenge porn and how to seek help.</p>
11	<p>Topic: RSE #2</p> <p>Fertile question: Why should we check ourselves for lumps and bumps?</p>	<p>This topic explores reproductive health, including checking our reproductive organs for cancer, including why it's so important. This unit also explores the impact that pornography can have on mental wellbeing and how it links to body dysmorphia.</p>
12	<p>Topic: RSE #3</p> <p>Fertile question: what are the key indicators of healthy and unhealthy relationships? Once consent has been given, can it be removed?</p>	<p>Within this unit we explore various types of relationships, looking at family, personal relationships and sexual relationships, including how to articulate their relationship values and to apply them in different types of relationships.</p> <p>This unit also focus on recognising respectful relationships and, if appropriate, challenge the ways different faith or cultural views influence relationships. Lesson three in this unit focus on managing personal safety in new relationships, including online activity when meeting someone for the first time whom they met online. Lesson four initially recaps consent, initially covered in year 10, before focusing on the moral and legal responsibilities</p>

		that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent. The last section in this unit is designed to evaluate different degrees of emotional intimacy in relationships, the role of pleasure and the difference between 'love' and 'lust'
12	<p>Topic: The impacts of pregnancy</p> <p>Fertile question: What option is the best option in dealing with pregnancy and why?</p>	<p>Within this unit we explore the various options available to us in later life when relating to pregnancy, including the implications of unintended pregnancy and young parenthood. We also look the advantages of delaying conception, whilst acknowledging the changes that can occur with fertility as we get older. This unit also aims to develop a young person's understanding of the most appropriate methods of contraception available to them in different circumstances including their effectiveness and proper use. This unit also aims to develop a student's capabilities to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner.</p>
13	<p>Topic: Exploring mental wellbeing #5</p> <p>Fertile question: How does mental wellbeing impact our relationships with others?</p>	<p>This unit has been split into two parts, the impacts that sexually explicit material, such as pornography, can have on not only ourselves, but can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. Within this unit we also look into understanding their rights in relation to harassment (including online) and stalking, including how to respond and access support.</p> <p>The second half of this unit focuses monitoring personal health and wellbeing, including breast awareness and self-examination, testicular self-examination and cervical screening.</p>
13	<p>Topic: RSE #4</p> <p>Fertile question: Why should we protect and care for our sexual health?</p>	<p>Within this unit we initially revisit the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent. We then explore this further through investigating the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent.</p> <p>Following on from the work covered in year 12, we further develop nuanced understanding of how to select appropriate contraception in different contexts and relationships including how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) and where, and how, to access local and national advice for their sexual health. This unit also focuses on how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities.</p> <p>The last aspect of this unit focuses on recognising forced marriage and 'honour' based violence; to get help for</p>

		themselves or others they believe to be at immediate or future risk.
13	<p>Topic: Workplace relationships</p> <p>Fertile question: what does a healthy workplace relationship look like?</p>	<p>In this unit we explore healthy and unhealthy workplace relationships, including the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships. This unit also aims to help students to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online.</p> <p>This unit also aims to explore, recognise and challenge prejudice, discrimination and sexual harassment within the workplace, through helping students to understand their rights and responsibilities, including seeking help and support.</p>