

Relationships and Sex Education Policy

Thomas Aveling School



Appendix 1: Curriculum map

Relationships and sex education curriculum map

<p>Each Term we try to teach similar topics, spiralled upwards so the older year groups build on previous year's learning. This is so that siblings can have similar conversations at home about the work they are doing and, if they prefer to speak to parents or siblings, those conversations are better matched. See next rows for examples of matched, spiralled planning.</p>		
Term 1	All Year groups	The topics all centre around accepting diversity and allowing each person the right to individual choice and preference.
Term 2	7 and 10	The topics touch on sexual relationships and the considerations young people may have to make if they wish to enter into a sexual relationship
Term 2	8 and 9	Careers in the NHS and First Aid – whilst focusing on different aspects, both consider health and well-being as career or volunteering choices
Term 3	7, 8 and 9	All topics deal with interpersonal relationships and big emotions. They spiral through dealing with your own emotions and friendships; to consent and respecting choice in intimate relationships; to recognising and dealing with coercive behaviour in intimate relationships
Term 3	Year 10	Not included in this spiral as they are preparing for Work Experience at this time. However, they do consider how their behaviour impacts others in the workplace. Can be informed by Year 8 Term 2.
Term 4	7 and 8	Both topics consider how to make financial exchanges work in a positive way and how to avoid making financial decisions you might later regret.
Term 4	9 and 10	Both topics consider well-being. Year 9 consider their own prejudices and acceptance of others, and how parenting can impact our lives. Year 10 are considering strategies to cope with big emotions and their responses to the opportunities offered on Work Experience

Term 5	7 and 8	Both topics consider physical well-being and resilience. Year 8 builds on Year 7
Term 5	9 and 10	Both topics consider mental well-being and dealing with stress – specifically exam stress in Year 10.
Term 6	All Year Groups	We reflect on Resilience, spiralling to a new understanding for each older Year group.

To assess student experience, small groups of students from all year groups will be given opportunity to discuss their PSHE experience and understanding. Any misconceptions or difficulties can be addressed at a class or year group level.

More classroom-based assessment is also followed including, but not limited to: Multiple choice quizzes, to check long term retention; Lesson Starters, to check short term retention and assess need to reteach topics; D.I.R.T tasks and feedback; peer assessment; self-assessment.

Year Group	Term	Topic	Lessons	Notes
7	1	Britishness/Diversity	Respect Lessons	What is respect? How do we show respect? How do our actions show respect? What are the benefits of respect? Respectfully disagreeing. Unhelpful ways of disagreeing. Tolerance of different beliefs and opinions. Agreeing to respect the right to a personal opinion.
			Britishness	What makes us British? Are we always British, no matter where we are? The British identity. What makes the British different to others? What makes the British the same as others? What makes us the same as each other? How have we put lots of identities together?

Year 7 Term 1

SRE requirements -

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
- 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

Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others

PSHE Skills

The intrapersonal skills required for self-management

- Critical, constructive self-reflection: be aware of our own needs, motivations, learning, strengths and next steps for development. How our peers influence us, perception of peer's behaviour.
- Learning from experience to seek out and make use of constructive feedback

The interpersonal skills required in a wide variety of settings

- Negotiation – flexibility, self-advocacy, compromise
- Active listening
- Empathy
- Communication – verbal and non-verbal, assertiveness, passive behaviour.

The skills of enquiry

- Evaluating social norms
- Formulating questions

7	2	Adolescence and Parenting	Adolescence (TA Values - Open-mindedness and curiosity)	Puberty – Physical, emotional and social changes. Hormones – their job and what they change. Becoming an adult. Mood swings – the effect of hormones and social pressure. Hygiene. Spots – physical changes.
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			Parenting	What skills does a good parent need? What responsibilities does a parent have? What rewards are there for a good parent? What might be difficult in parenting? What might be wonderful in parenting? Where can a parent get help and advice?
			Teen Parenting	The experiences of pregnant teens. Facts and figures – teen pregnancy. Brief comparison with the Netherlands. What would change in your life? What responsibilities would you have? What do babies need?

Year 7 Term 2

SRE Requirements

Families

Pupils should know:

- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how these relationships might contribute to human happiness and their importance for bringing up children.

Health and prevention

Pupils should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- **Intimate and sexual relationships, including sexual health**
Pupils should know:
 - 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)

Changing adolescent body

Pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing

- the main changes which take place in males and females, and the implications for emotional and physical health

PSHE Skills

The intrapersonal skills required for self-management

- Critical, constructive self-reflection: be aware of our own needs, motivations, learning, strengths and next steps for development. How our peers influence us, perception of peer’s behaviour.

The interpersonal skills required in a wide variety of settings

- Communication – verbal and non-verbal, assertiveness, passive behaviour. Presenting and communicating ideas, arguments and thoughts effectively

The skills of enquiry

- Analysis – separating facts from opinion
- Planning and deciding

7	3	Anger	Why do I feel angry?	What is friendship? How can friendship go wrong? Win/win situations. What makes you angry? Anger in real life.
			What can I do about it?	Disagreeing without fighting. Different points of view. Lose/lose situations. What could you do if..... Sanctions in school. Behaviour contract.
			Students make a difference	'Unbreakable rules'. Create a school reward and sanction system. Consider student on student violence.

Year 7 Term 3

SRE Requirements

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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

Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others

PSHE Skills

The intrapersonal skills required for self-management

- Recognising when our brain 'tricks' or 'traps' us in unhelpful thinking – generalisation, distortion, deletion of information, misconceptions, misperceptions.
- Resilience – self-motivation, adaptability, managing change, setbacks, stress

The interpersonal skills required in a wide variety of settings

- Negotiation – flexibility, self-advocacy, compromise
- Active listening
- Empathy
- Communication – verbal and non-verbal, assertiveness, passive behaviour. Presenting and communicating ideas, arguments and thoughts effectively

The skills of enquiry

- Planning and deciding
- Recalling and applying knowledge creatively and in novel situations

7	4	Critical Consumerism	Moral dilemmas	What would you do? – Moral dilemmas. Kohlberg Dilemmas (financial dilemmas).
			Palm Oil/Orangutan Habitat debate	Why should we stop cutting down the rainforest? Why should we allow the rainforest to be used for farming? What is more important – an animal species near extinction or company profits and cheap process? What should consumers consider when they shop?

Year 7 Term 4

SRE Requirements

Respectful relationships, including friendships

- 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

PSHE skills

The intrapersonal skills required for self-management

- Recognising and managing need for peer-approval
- Self organisation – time management, revision

The interpersonal skills required in a wide variety of settings

- Negotiation – flexibility, self-advocacy, compromise
- Communication – verbal and non-verbal, assertiveness, passive behaviour. Presenting and communicating ideas, arguments and thoughts effectively

The skills of enquiry

- Gathering and using data – assessing validity, reliability of sources of data, variety of sources
- Analysis – separating facts from opinion

7	5	Healthy Eating/Resilience	Growth mindset	How do we achieve? What are our brains made of? Neuroplasticity. Growth mindset. What does succeeding look like?
			Healthy Eating	What is healthy eating? What is your diet like? Why do teenagers need to eat well? Eat-Well Plate. Healthy lifestyle makes me.... Unhealthy lifestyle makes me....
			Resilience	What is resilience? Comfort Zones. There is no 'lose'. Pick three new challenges. Get passionate about your life. Find your purpose. Who are your people? What do they bring to you? Planning. Mindset: Rose tinted glasses. Yet. Physical activity. Practice scenarios.

Year 7 Term 5

SRE Requirements

Mental wellbeing

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health

Physical health and fitness

- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.

Healthy eating

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

PSHE skills

The intrapersonal skills required for self-management

- Learning from experience to seek out and make use of constructive feedback
- Setting challenging personal goals – strategies when we do not meet them
- Resilience – self-motivation, adaptability, managing change, setbacks, stress
- Self organisation – time management, revision

The interpersonal skills required in a wide variety of settings

- Recognising and utilising strategies for managing pressure, persuasion and coercion
- Responding to the need for positive affirmation in self and others

The skills of enquiry

- Evaluating social norms

7	6	Resilience/Independence	Choices/Actions/Resilience	Reflect on last term – resilience. Practice scenarios to promote discussion.
			Business skills/building confidence	Charbrew business plan. Skills and attitudes to be a businessperson. Growing through feedback.

			Reflection and moving forward	D.I.R.T. Planning to change based on feedback. Applying this in our lives.
<u>Year 7 Term 6</u>				
<u>PSHE skills</u>				
The <u>intrapersonal</u> skills required for self-management				
<ul style="list-style-type: none"> • Learning from experience to seek out and make use of constructive feedback • Setting challenging personal goals – strategies when we do not meet them • Making decisions – when to be flexible 				
The <u>interpersonal</u> skills required in a wide variety of settings				
<ul style="list-style-type: none"> • Team working – agreeing clear and challenging outcomes, facilitation, cooperation, networking, constructive feedback, different roles, learning from others’ experience. • Negotiation – flexibility, self-advocacy, compromise 				
The skills of <u>enquiry</u>				
<ul style="list-style-type: none"> • Formulating questions • Gathering and using data – assessing validity, reliability of sources of data, variety of sources 				
8	1	Looking after each other	Disagreeing	Discuss and consider – what happens when your friend disagrees with you? Lots of ways to get the same answer. Planning to show respect.
			Respect	What do you think ‘respect’ is? Earned or Automatic? Who gets respect? When we show respect, it shows who we are.
			Who helps Us	Service professions: Advocate, Police, Ambulance, Air Ambulance. Your future: your skills.

			Plan a rescue	How do we problem solve? How do work well together? Who needs our help the most? How do we decide what to do first? Who will help us?
<p><u>Year 8 Term 1</u></p> <p><u>SRE Requirements</u></p> <p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict 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><u>PSHE skills</u></p> <p>The <u>intrapersonal</u> skills required for self-management</p> <ul style="list-style-type: none"> Critical, constructive self-reflection: be aware of our own needs, motivations, learning, strengths and next steps for development. How our peers influence us, perception of peer's behaviour. Making decisions – when to be flexible Resilience – self-motivation, adaptability, managing change, setbacks, stress <p>The <u>interpersonal</u> skills required in a wide variety of settings</p> <ul style="list-style-type: none"> Team working – agreeing clear and challenging outcomes, facilitation, cooperation, networking, constructive feedback, different roles, learning from others' experience. Negotiation – flexibility, self-advocacy, compromise Recognising and utilising strategies for managing pressure, persuasion and coercion <p>The skills of <u>enquiry</u></p> <ul style="list-style-type: none"> Analysis – separating facts from opinion Planning and deciding Recalling and applying knowledge creatively and in novel situations 				
8	2	Step Into The NHS	Plan an advertisement for an NHS career	Research NHS Careers. Choose a career and make an advert for it. Creativity; knowledge; research; team work; artistic merit; neatness; SPaG. <i>This is a real competition run</i>

				<i>by the NHS each year. Students who complete work in good time are entered.</i>
<u>Year 8 Term 2</u>				
PSHE skills				
The <u>intrapersonal</u> skills required for self-management				
<ul style="list-style-type: none"> • Self organisation – time management, revision • Setting challenging personal goals – strategies when we do not meet them 				
The <u>interpersonal</u> skills required in a wide variety of settings				
<ul style="list-style-type: none"> • Communication – verbal and non-verbal, assertiveness, passive behaviour. Presenting and communicating ideas, arguments and thoughts effectively • Team working – agreeing clear and challenging outcomes, facilitation, cooperation, networking, constructive feedback, different roles, learning from others’ experience. • Negotiation – flexibility, self-advocacy, compromise 				
The skills of <u>enquiry</u>				
<ul style="list-style-type: none"> • Formulating questions • Gathering and using data – assessing validity, reliability of sources of data, variety of sources • Analysis – separating facts from opinion 				
8	3	Sexual Relationships	Relationships	What is a ‘relationship’? Different sorts of relationship. Media tricks. How our understanding is affected by media representations. Negative behaviour or attitudes in relationship. How good are my relationships for me? Where can I get help? Ending friendships. Romantic relationships. Get help, if you need it.
			Consent	What is ‘consent’? Coercion. Peer pressure. Application to scenarios
			Sexual Relationships	Recap consent. Why do people have sex: positive, neutral, negative reasons. Questions to ask yourself. Recognise

				pressure and coercion. Be ready with your spontaneous responses!
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Year 8 Term 3

SRE Requirements

Respectful relationships, including friendships.

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

Being safe

- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn.

Intimate and sexual relationships, including sexual health.

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex

The Law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- consent, including the age of consent.

PSHE skills

The intrapersonal skills required for self-management

- Self-regulation – strong emotions, negativity, impulse.
- Recognising and managing need for peer-approval

The interpersonal skills required in a wide variety of settings

- Active listening
- Empathy

The skills of enquiry

- Identification, assessment and management of risk – prediction of risk
- Formulating questions

8	4	Money	Banking	Banks and Building Societies. Current accounts and savings accounts. Transactions: making and checking. Debit cards. Credit cards. Cheques. Cash points. Overdrafts. Statements. Types of payments on your account. What to do if you notice anything odd. Interest. Telephone/online banking. ISAs. How to open/close an account. How to choose an account. Joint accounts.
			Needs and wants	Budgeting. Recognising what you need and what you want. Household budgets. Exemplar scenario.
			Living Independently – financial requirements	Living independently. Household budget. Budgeting exemplar scenarios.

Year 8 Term 4

PSHE skills

The intrapersonal skills required for self-management

- Making decisions – when to be flexible
- Recognising when our brain ‘tricks’ or ‘traps’ us in unhelpful thinking – generalisation, distortion, deletion of information, misconceptions, misperceptions.

The interpersonal skills required in a wide variety of settings

- Negotiation – flexibility, self-advocacy, compromise
- Recognising and utilising strategies for managing pressure, persuasion and coercion

The skills of enquiry

- Gathering and using data – assessing validity, reliability of sources of data, variety of sources
- Evaluating social norms

8	5	Look After Your Body	Immunisation	What is immunisation? Jenner and Phipps: smallpox. What is our blood? How do we fight disease? How do white blood cells and antibodies work? Immune. Vaccination. Why might some people worry about vaccinations?
			Respect in Sexual Relationships	Sexual relationships: what do I deserve? Informed consent. Abuse of power. Pressure and coercion. Safe/unsafe relationships and situations.
			Drugs	What is a drug? Drug abuse. Why do people become addicted to drugs? Effects of different drugs. Physical damage and different drugs. Why do people start to take drugs? Drug use and crime. Reductions in drug use by each generation. Opinions and ideas.

Year 8 Term 5

SRE Requirements

Health and prevention

- the facts and science relating to immunisation and vaccination

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught:

- consent, including the age of consent
- substance misuse

Intimate and sexual relationships, including sexual health

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice

Internet safety and harms

Pupils should know:

- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

the similarities and differences between the online world and the physical world, including: how people may curate a specific image of their life online, over-reliance on online relationships including social media.

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological consequences of addiction
- awareness of the dangers of drugs which are prescribed but still present serious health risks

PSHE skills

The intrapersonal skills required for self-management

- Self-regulation – strong emotions, negativity, impulse.
- Recognising and managing need for peer-approval

The interpersonal skills required in a wide variety of settings

- Communication – verbal and non-verbal, assertiveness, passive behaviour. Presenting and communicating ideas, arguments and thoughts effectively

The skills of enquiry

- Analysis – separating facts from opinion

8	6	Resilience	Keep going	Resilience. How to master a skill. Getting back up makes you stronger. Role models: Resilience. Things resilient people do.
			Inside me: Outside me	Who am I? How do I present myself to the outside world? What hopes/wishes/dreams/skills/experiences do I have that I don't talk about?
			Developing Resilience Strategies	Assess real resilience strategies in a document created by an English Council for use with students post-lockdown. Which would be useful? What can you add? Which ones will you use?

Year 8 Term 6

PSHE skills

The intrapersonal skills required for self-management

- Critical, constructive self-reflection: be aware of our own needs, motivations, learning, strengths and next steps for development. How our peers influence us, perception of peer's behaviour.
- Self-regulation – strong emotions, negativity, impulse.
- Recognising and managing need for peer-approval

The interpersonal skills required in a wide variety of settings

- Recognising and utilising strategies for managing pressure, persuasion and coercion

- Responding to the need for positive affirmation in self and others

The skills of enquiry

- Formulating questions
- Gathering and using data – assessing validity, reliability of sources of data, variety of sources
- Analysis – separating facts from opinion
- Planning and deciding

9	1	Inclusiveness	Manners	Manners. Courtesy. Respect. Why are manners important? Exemplar scenarios. How do you behave/what would you do? How do manners affect your opportunities?
			Diverse Community Project	Is our school an Inclusive Community? How is our school community diverse? Teamwork: our ideas about diversity and inclusiveness.

Year 9 Term 1

SRE Requirements

Respectful relationships, including friendships

Pupils should know:

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs
- 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion

about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- hate crime

PSHE skills

The intrapersonal skills required for self-management

- Learning from experience to seek out and make use of constructive feedback
- Recognising and managing need for peer-approval

The interpersonal skills required in a wide variety of settings

- Active listening
- Empathy

The skills of enquiry

- Planning and deciding
- Recalling and applying knowledge creatively and in novel situations
- Drawing and defending a conclusion using evidence (not assertion)

9	2	First Aid	Up-standing, not by-standing	Why help people? First Aid – how does it fit in to our attitudes/school. Are you a By-stander? Helping and staying safe.
			Basic First Aid and Getting Help	What sort of emergencies you can help with. Calling the emergency services. Being a First Attender: DRAB. Recovery position. AED.
			Kindness	How does it make you feel? What do teenagers think about kindness? What do you think about kindness? International kindness: other cultures. How could you be kind this week?

Year 9 Term 2

SRE Requirements

Basic First Aid

Pupils should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR (*Online 'experts' [St John's Ambulance material created for this purpose] are used during the current infection control regime*)
- the purpose of defibrillators and when one might be needed

PSHE skills

The intrapersonal skills required for self-management

- Resilience – self-motivation, adaptability, managing change, setbacks, stress
- Self-regulation – strong emotions, negativity, impulse.

The interpersonal skills required in a wide variety of settings

- Team working – agreeing clear and challenging outcomes, facilitation, cooperation, networking, constructive feedback, different roles, learning from others' experience.

The skills of enquiry

- Planning and deciding
- Recalling and applying knowledge creatively and in novel situations

9	3	Staying Safe	Coercion and unhealthy relationships	Coercion in relationships. False relationships. Being lied to. Being groomed. Online grooming. Where to get help and advice: CEOPS, Childline, Think You Know.
			Relationship Abuse	Relationship Abuse. Recap Lesson 1. The differences in healthy/unhealthy relationships. What behaviours warn about relationship abuse? What if it is you? What if it is your friend? Emotional and physical abuse. Controlling behaviour. Asking for Help.
			Making display material and personal research	Reflection and personal research. Display material for our class.

Year 9 Term 3

SRE Requirements

Intimate and sexual relationships, including sexual health

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)

Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary

that happiness is linked to being connected to others

PSHE skills

The intrapersonal skills required for self-management

- Recognising and managing need for peer-approval
- Recognising when our brain 'tricks' or 'traps' us in unhelpful thinking – generalisation, distortion, deletion of information, misconceptions, misperceptions.

The interpersonal skills required in a wide variety of settings

- Recognising and utilising strategies for managing pressure, persuasion and coercion
- Responding to the need for positive affirmation in self and others

The skills of enquiry

- Identification, assessment and management of risk – prediction of risk.
- Planning and deciding

9	4	Being A Parent	<i>Was 'Baby Diary' but we no longer have resources for it. Another similar lesson needs to be created</i>	The responsibilities of parenthood. Life changes when you become a parent. Why being responsible for a baby can intrude on your plans and future.
			Controlling Teens – the parent's point of view	Who is responsible for the behaviour of teenagers? Assess real advice given to parents of teenagers to discipline and guide them? Why do parents need advice? Is it good advice? Would you be happy if your parents followed this advice? Would you change this advice to make it better? How can a parent guide a teenager's behaviour?
			Discipline and Punishment	The difference between discipline and punishment. How would you punish a child? Why would you need to punish a child? Corporal punishment. Pros and cons of punishment. Discipline – pros and cons. Why parents choose discipline. Exemplar scenario: what would you do?

Year 9 Term 4

SRE Requirements

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion

about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: consent, including the age of consent

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.

Intimate and sexual relationships, including sexual health

- 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)

PSHE skills

The intrapersonal skills required for self-management

- Making decisions – when to be flexible
- Critical, constructive self-reflection: be aware of our own needs, motivations, learning, strengths and next steps for development. How our peers influence us, perception of peer’s behaviour.

The interpersonal skills required in a wide variety of settings

- Active listening
- Empathy

The skills of enquiry

- Evaluating social norms

9	5	Mental Health	Good mental health/ Examples of mental unwellness	Mental health. Depression. How does depression affect people? Who is affected by depressions?
			Self-harm	Self-harm. Dermatillomania. Why do people self-harm? Why is it often secret? How can you help someone who is elf- harming? Where can you get help?

			Mental health and stress	Recap mental health. Stigma. Stress. What causes you stress? Physical symptoms of stress. Evolutionary history of stress. Stress management. Where can you get support? Destressing activities.
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Year 9 Term 5

SRE Requirements

Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

PSHE skills

The intrapersonal skills required for self-management

- Resilience – self-motivation, adaptability, managing change, setbacks, stress
- Self-regulation – strong emotions, negativity, impulse.
- Recognising and managing need for peer-approval

The interpersonal skills required in a wide variety of settings

- Negotiation – flexibility, self-advocacy, compromise
- Recognising and utilising strategies for managing pressure, persuasion and coercion

The skills of enquiry

- Evaluating social norms

Reviewing progress against objectives.

9	6	Resilience	What is resilience?	What is it? Identify aspects of resilience from a scenario. When might you find a situation difficult? How could you show resilience in these situations?
			Applying resilience to your life	Resilience scenarios. Resilience role models. Aim for a distant goal.

Year 9 Term 6

PSHE skills

The intrapersonal skills required for self-management

- Resilience – self-motivation, adaptability, managing change, setbacks, stress
- Recognising and managing need for peer-approval
- Self organisation – time management, revision

The interpersonal skills required in a wide variety of settings

- Negotiation – flexibility, self-advocacy, compromise
- Recognising and utilising strategies for managing pressure, persuasion and coercion
- Responding to the need for positive affirmation in self and others

The skills of enquiry

- Planning and deciding
- Recalling and applying knowledge creatively and in novel situations

10	1	Diversity	Respect	How do you recognise respect? Is respect shown the same way in every situation? Respect in the wider community. Respect in a diverse society. How would you encourage respect in school?
			Cohesive society – Plan a Cultural Festival	What is diversity? Our local community. Celebrating our differences and similarities.

Year 10 Term 1

SRE Requirements

Respectful relationships, including friendships

Pupils should know:

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs
- 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

PSHE skills

The intrapersonal skills required for self-management

- Critical, constructive self-reflection: be aware of our own needs, motivations, learning, strengths and next steps for development. How our peers influence us, perception of peer’s behaviour.
- Recognising when our brain ‘tricks’ or ‘traps’ us in unhelpful thinking – generalisation, distortion, deletion of information, misconceptions, misperceptions.

The interpersonal skills required in a wide variety of settings

- Recognising and utilising strategies for managing pressure, persuasion and coercion
- Responding to the need for positive affirmation in self and others

The skills of enquiry

- Evaluating social norms

10	2	Sexual Health	Contraception	Who might need contraceptives? Different types of contraception: how do they work; what do they look like; advantages/disadvantages. Success rate.
			FGM	What is FGM? Who carries it out? Is it legal? Who is it done to? Are there health benefits? Myths and Facts. Why should I have an opinion on this? Case studies.
			STIs	Common STIs. Symptoms. Treatment, likely outcome. How are they caught? Who do they affect? How to recognise them. Who can help.

Year 10 Term 2

SRE Requirements

Intimate and sexual relationships, including sexual health

- the facts about the full range of contraceptive choices, efficacy and options available
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- female genital mutilation (FGM)

PSHE skills

The intrapersonal skills required for self-management

- Self-regulation – strong emotions, negativity, impulse.
- Critical, constructive self-reflection: be aware of our own needs, motivations, learning, strengths and next steps for development.
How our peers influence us, perception of peer's behaviour.

The interpersonal skills required in a wide variety of settings

- Active listening
- Empathy

- Communication – verbal and non-verbal, assertiveness, passive behaviour. Presenting and communicating ideas, arguments and thoughts effectively

The skills of enquiry

- Recalling and applying knowledge creatively and in novel situations

10	3	Work Experience	Preparations for Work Experience: Personal skills; workplace skills; employer expectations; health & safety at work.	Know your skills/experience/qualities. Common problems on Work Experience and what to do. Your responsibilities. Who to ask for help in school. What do employers want? Health and Safety signs. My positive characteristics. FAQs. How to present yourself positively. Your expectations. Recap Health and Safety signs. Health and Safety: your responsibilities. Bullying/Harassment at work.
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Year 10 Term 3

PSHE skills

The intrapersonal skills required for self-management

- Learning from experience to seek out and make use of constructive feedback
- Setting challenging personal goals – strategies when we do not meet them

The interpersonal skills required in a wide variety of settings

- Responding to the need for positive affirmation in self and others
- Active listening

The skills of enquiry

- Recalling and applying knowledge creatively and in novel situations
- Formulating questions

10	4	Work Experience Debrief	Discussion of Work Placement	Thank You letter. What have you gained from this experience?
		Anger	Resilience Strategies	Problem solving. Teamwork. Self-Talk. Plan Bs.
			Impulse Response	What are impulses? How will you react: scenarios.

			Empathy	What do I like/dislike about myself? Recognising emotions. Who am I emotionally connected to?
<u>Year 10 Term 4</u>				
<u>PSHE skills</u>				
The <u>intrapersonal</u> skills required for self-management				
<ul style="list-style-type: none"> • Resilience – self-motivation, adaptability, managing change, setbacks, stress • Learning from experience to seek out and make use of constructive feedback 				
The <u>interpersonal</u> skills required in a wide variety of settings				
<ul style="list-style-type: none"> • Negotiation – flexibility, self-advocacy, compromise • Recognising and utilising strategies for managing pressure, persuasion and coercion 				
The skills of <u>enquiry</u>				
<ul style="list-style-type: none"> • Identification, assessment and management of risk – prediction of risk. 				
10	5	Mental Health	Depression and poor mental health How to support good mental health.	What is mental health? You can't always tell. Being an ally. How to get help. Statistics around mental health. Depression. How to support your own mental well-being. Stigma.
			Dealing with Stress	What causes stress? Eustress. What feeds into our stress negatively? Core beliefs. Thinking errors. Balanced thinking. Feelings: how they affect us.
			Mental well-being strategies and stigma.	It affects us all. Mental health continuum. Case studies: strategies.
<u>Year 10 Term 5</u>				
<u>SRE Requirements</u>				
Mental wellbeing				
Pupils should know:				
<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary 				

- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

PSHE skills

The intrapersonal skills required for self-management

- Critical, constructive self-reflection: be aware of our own needs, motivations, learning, strengths and next steps for development. How our peers influence us, perception of peer’s behaviour.
- Recognising when our brain ‘tricks’ or ‘traps’ us in unhelpful thinking – generalisation, distortion, deletion of information, misconceptions, misperceptions.
- Resilience – self-motivation, adaptability, managing change, setbacks, stress

The interpersonal skills required in a wide variety of settings

- Recognising and utilising strategies for managing pressure, persuasion and coercion
- Responding to the need for positive affirmation in self and others

The skills of enquiry

- Identification, assessment and management of risk – prediction of risk.

10	6	Resilience	Don't Give Up	Giving up. Famous failures. Seven routes towards success. My plan to succeed.
			Success self-coaching	Planning to be my own cheerleader. How to learn. Revision techniques.
			Goals	The coming year. SMART goals. Visualise success for next year.

Year 10 Term 6

PSHE skills

The intrapersonal skills required for self-management

- Recognising when our brain ‘tricks’ or ‘traps’ us in unhelpful thinking – generalisation, distortion, deletion of information, misconceptions, misperceptions.

- Resilience – self-motivation, adaptability, managing change, setbacks, stress

The interpersonal skills required in a wide variety of settings

- Negotiation – flexibility, self-advocacy, compromise
- Recognising and utilising strategies for managing pressure, persuasion and coercion

The skills of enquiry

- Identification, assessment and management of risk – prediction of risk.

Evaluating social norms

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	