

## Relationships, Sex & Health Education Policy

September 2023

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

### Our context

Westbourne Academy is slightly larger than the average secondary school. Westbourne Academy converted to become an academy on 1 February 2013 and became part of the Academy Transformation Trust in April 2013. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with the national average. The majority of pupils are of White British heritage. There are an increasing number of pupils who join the school, often partway through the year, who speak English as an additional language. The proportion of disadvantaged pupils supported by the pupil premium, at around one third of the cohort, is above the national average.

### Introduction

Our Trust believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. Our Trust recognises that physical health and mental wellbeing are interlinked, so it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa.

Our Trust has a responsibility under the Equality Act (2010) to ensure the best for all pupils at our academies, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

Our Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies and will make every attempt to be appropriately sensitive. Equally, it is essential that children and young

people have access to the learning they need to stay safe, healthy and understand their rights as individuals. Our Trust believes that our pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual, and transgender (LGBT) issues, the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBT.

The policy will be reviewed annually and parents will be consulted in advance about significant changes.

## **Our Vision**

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring inclusive and effective education for our Westbourne learners.

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

In all we do we are:

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

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

### **Education**

We are:

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

### **Operations**

We are:

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

### **Financial**

We are:

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

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## Aims and Objectives

Through the delivery of high-quality, evidence-based, and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships, and to ensure pupils know how and when to ask for help and where to access support. By the end of their education, the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

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

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

## Statutory Requirements

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

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

At Westbourne we teach RSE as set out in this policy.

## Definitions

Relationships Education at the primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults, and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound Relationships, RSE, Physical Health & Mental Wellbeing Policy 6 decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with other people, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time. RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

## Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust and academy community are set out in detail below.

**Board of Trustees:** Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Principals to account for the implementation of the policy.

**The Chief Executive Officer (CEO):** The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

**Local Governing Boards:** Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular feedback from the academy Principal on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise, and act as a point of challenge for decisions taken by the Principal. The Local Governing Board will annually feedback its findings to the Board of Trustees.

## **The Principal**

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

Our process for this is as follows:

Information and parental guidance/support on PSHE/RSE curriculum emailed to parents and put on the website



Letter distributed 6 weeks before teaching of RSE advising of process



Meetings arranged with parents with any concerns



Decision made

## **Staff**

Staff are responsible for:

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

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

Staff Name	Job Title	Aspect of RSE
Jamie Clarke	Associate Assistant Principal and Team Leader of Religious Studies	PSHE School lead
Paul Strutt	Team Leader PSHE	Training, monitoring RSE, parental liaison
Mark Bouckley	Principal	PSHE
Andy Smith	Assistant Principal	PSHE
Richard Hawkes	Assistant Principal	PSHE
Danny Payne	Teacher/Head of House	PSHE
Jeremy Farinos	Teacher	PSHE
Tolia Price	Teacher	PSHE
Paul Emery	Teacher	PSHE
Heather Paine	Teacher	PSHE and English
Amy Meitiner-Harvey	Teacher	PSHE and English
Marc Emmanuel	Teacher	PSHE and English
Sarah Logan	Teacher	PSHE
Jonathan Burrows	Teacher	PSHE
Sharon Rock	Teacher	PSHE
Gary Russell	Teacher	Science
Sophie Walker	Teacher	Science
Helen Feakes	Teacher	Science
Luke Fulford	Teacher	Science
Jorge Pashler	Teacher	Science
Joshua McLean	Teacher	Science

Tom Wilmot	Teacher	Science
Tim Yeo	Teacher	Science
Annie Malik	Teacher	Science
Kymerleigh Lewis-Burling	Teacher	English
Lyrica Wilsdon	Teacher	English
Rachel Green	Vice Principal	English
Sarah Bird	Teacher	English

**Parents:** The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

**Pupils:** Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's Behaviour Policy.

## Curriculum

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

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

## Delivery of RSE

RSE is taught within the personal, social, health and economic education part of the curriculum which we refer to as enrichment lessons. Biological aspects of RSE are taught within the science curriculum at Key stage 3 and is then reinforced through GCSE science lessons. Other aspects are included in religious studies.

SEN, EAL and other vulnerable students that need more support will form their own specific targeted groups. They will also receive stand-alone sex education sessions delivered by trained professionals.

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

- Families
- Respectful relationships, including friendships
- Online and media

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

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

#### **Pupils with an additional need including SEND and EAL**

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

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

#### **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (not relationship education) up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the academy is required by law to arrange this. Sex Education is defined as being content such as "Intimate and sexual relationships, including sexual health" and "pornography" (noted under Online and Media) in a PSHE/RSHE classroom environment.

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

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

A copy of withdrawal requests will be placed in the pupil's educational record. The principal and PSHE leads will discuss the request with parents and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion. The principal has the final say in managing requests to withdraw from RSE lessons.

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

#### **Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar as a half-termly meeting.

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

Opportunities shall be sought to further develop the knowledge and understanding of those teaching PSHE through the local RSE network, PSHE Association and other external CPD providers as appropriate.



## **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE lead and PSHE Team Leader through:

- Learning walks
- Work scrutiny
- Quality assurance etc.

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

This policy will be reviewed by the PSHE Lead bi-annually or sooner if as a result of pupil feedback, consultation feedback or a change in guidance from the DfE. At every review, the policy will be approved by the LAC.

## **Equal opportunities**

Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

## **Complaints**

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Principal in accordance with the Trust's Complaints Policy.

## Appendix 1: RSE Secondary Core Curriculum

### Year 7

	Week	Week Number	Scheme of work overview:						
			M	T	W	T	F	Year 7 PSHE	
									GLH
August	28/08/2023	1							
September	4/09/2023	1						Year 7 PSHE Introduction 15mins max – Start lesson 2	1
	11/09/2023	2						Organisation at Westbourne and at home. /Using technology to improve	2
	18/09/2023	1						Organising friendship groups – The qualities of a good friend	3
	25/9/2023	2						Managing relationships - conflict	4
October	2/10/2023	1						Team building activity – organise an event	5
	9/10/2023	2						Health and wellbeing introduction	6
	16/10/2023	1						The modern-day family	7
	23/10/2023								
	30/10/2023	2						Falling in love and romantic feelings	8
November	6/11/2023	1						Marriage	9
	13/11/2023	2						Sex education – How our bodies change	10
	20/11/2023	1						Periods and menstruation	11
	27/11/2023	2						Sex education – Healthy adult relationships and owning our own bodies	12
December	4/12/2023	1						Revision /End of term test /Reflection	13
	11/12/2023	2						Quiz of the year or catch up opportunity	14
	18/12/2023								
	25/12/2023								
January	1/01/2024	2						What are acts of kindness? What does kindness look like?	15
	9/01/2024	1						British values and the rule of law	16
	16/01/2024	2						British values – freedom of faith	17
	23/01/2024	1						Kindness and values at Westbourne	18
	30/01/2024	2						Constructive feedback	19
February	5/02/2024	1						Oracy /What do we mean by effective communication?	20
	12/02/2024	2						Improving my own communication skills	21
	19/02/2024								
	26/02/2024	1						Communicating in learning	22
March	4/03/2024	2						It’s ok to proof-read	23
	11/03/2024	1						Youth parliament – Getting young voices out there*	24
	18/03/2024	2						Coping with change	25
	25/03/2024	1						Revision /End of term test /Reflection	26
April	1/04/2024								
	8/04/2024								
	15/04/2024	2						What is resilience?	27
	22/04/2024	1						How can I be more resilient?	28
	29/04/2024	2						How do I react when things go wrong?	29
May	6/05/2024	1						What is taking the initiative?	30
	13/05/2024	2						Screen time	31
	20/05/2024	1						What is leadership and why is it important?	32
	27/05/2024								
June	3/06/2024	2						Good and bad leaders	33
	10/06/2024	1						Democracy	34
	17/06/2024	2						Who am I as a leader?	35
	24/06/2024	1						Road safety	36
July	1/07/2024	2						Revision /End of term test /Reflection and Review of the year	37
	8/07/2024	1						Summer safety	38
	15/07/2024	2							

## Year 8

	Week	Week Number	Scheme of work overview:						
			M	T	W	T	F	Year 8 PSHE	
									GLH
August	28/08/2023	1							
September	4/09/2023	1						Year 8 PSHE Introduction 15mins max – Start lesson 2	1
	11/09/2023	2						Leadership styles	2
	18/09/2023	1						Micro leadership	3
	25/9/2023	2						Gang life and the consequences	4
October	2/10/2023	1						Cyberstalking, online bullying and trolling	5
	9/10/2023	2						Social Media	6
	16/10/2023	1						Masculinity – Being a great man	7
	23/10/2023								
	30/10/2023	2						Boys Puberty	8
November	6/11/2023	1						Relationships – Same sex couples	9
	13/11/2023	2						Grooming	10
	20/11/2023	1						Sex education – Harassment and the law	11
	27/11/2023	2						Sex education – A basic guide to contraception	12
December	4/12/2023	1						Revision /End of term test /Reflection	13
	11/12/2023	2						Quiz of the year or catch up opportunity	14
	18/12/2023								
	25/12/2023								
January	1/01/2024	2						Introduction to debating	15
	9/01/2024	1						Using debating skills to improve my work	16
	16/01/2024	2						Emotional literacy – Self-awareness and sensitivity	17
	23/01/2024	1						Confidence and achievement	18
	30/01/2024	2						Human rights	19
February	5/02/2024	1						British values – The criminal justice system	20
	12/02/2024	2						British values – Tolerance	21
	19/02/2024								
	26/02/2024	1						The value of money	22
March	4/03/2024	2						The importance of sleep and routines	23
	11/03/2024	1						Gaming addiction	24
	18/03/2024	2						Jesy Nelson – Odd one out part 1	25
	25/03/2024	1						Revision /End of term test /Reflection	26
April	1/04/2024								
	8/04/2024								
	15/04/2024	2						Jesy Nelson – Odd one out part 2	27
	22/04/2024	1						Reducing our carbon footprint	28
	29/04/2024	2						Vaccinate or not to vaccinate that is the question	29
May	6/05/2024	1						Infection control	30
	13/05/2024	2						Growth mindset	31
	20/05/2024	1						Evaluate my strengths and weaknesses	32
	27/05/2024								
June	3/06/2024	2						Maximising output	33
	10/06/2024	1						Problem solving	34
	17/06/2024	2						Body Image	35
	24/06/2024	1						Personal safety – basic first aid and CPR	36
July	1/07/2024	2						Revision /End of term test /Reflection and Review of the year	37
	8/07/2024	1						Staying safe for the summer	38
	15/07/2024	2							

## Year 9

	Week	Week Number	Scheme of work overview:						
			M	T	W	T	F	Year 9 PSHE	
									GLH
August	28/08/2023	1							
September	4/09/2023	1						Year 9 PSHE Introduction 15mins max – Start lesson 2	1
	11/09/2023	2						Respect for each other	2
	18/09/2023	1						Open and closed characters and the importance of seeing the human first	3
	25/9/2023	2 UPD						Cancer awareness	4
October	2/10/2023	1						Knife crime	5
	9/10/2023	2						Male body image	6
	16/10/2023	1 UPD						Misogyny	7
	23/10/2023								
	30/10/2023	2						Relationships – Managing Break ups	8
November	6/11/2023	1						Sex education – Dealing with pressures to have sex	9
	13/11/2023	2						Sex education – Contraception and unplanned pregnancy	10
	20/11/2023	1						Sex education – Delaying Sexual Activity	11
	27/11/2023	2						Sex education – Separating fact from fiction, the dangers of pornography*	12
December	4/12/2023	1						Revision /End of term test /Reflection	13
	11/12/2023	2						Quiz of the year or catch up opportunity	14
	18/12/2023								
	25/12/2023								
January	1/01/2024	2						British values – What it means to be British	15
	9/01/2024	1						Controlling anger	16
	16/01/2024	2						Global conflict – Blood diamonds	17
	23/01/2024	1						Global conflict – Israel /Palestine	18
	30/01/2024	2						The role of the police and a how a court of law works	19
February	5/02/2024	1						Crime and punishment – PMNW reflection	20
	12/02/2024	2						Different types of work	21
	19/02/2024								
	26/02/2024	1						The world of work	22
March	4/03/2024	2						Further education – Life after school	23
	11/03/2024	1						Careers Options – Introducing Kudos – Completing personal tests	24
	18/03/2024	2						Career Options – Comparing skills and personal qualities	25
	25/03/2024	1						Revision /End of term test /Reflection	26
April	1/04/2024								
	8/04/2024								
	15/04/2024	2						Careers Options – Developing Kudos – researching possible careers	27
	22/04/2024	1						Careers - Work related skills part 1 of 2	28
	29/04/2024	2						Careers - Work related skills part 2 of 2	29
May	6/05/2024	1						Pathways lesson –Picking my GCSE Options	30
	13/05/2024	2						Lifestyle choices – drugs and alcohol	31
	20/05/2024	1						Class C drugs	32
	27/05/2024								
June	3/06/2024	2						Discrimination in sport	33
	10/06/2024	1						Prevent – Propaganda and conspiracy theories*	34
	17/06/2024	2						Prevent – The far right*	35
	24/06/2024	1						Prevent – Faith and hate crimes*	36
July	1/07/2024	2						Revision /End of term test /Reflection and Review of the year	37
	8/07/2024	1						Summer safety	38
	15/07/2024	2							

## Year 10

	Week	Week Number	Scheme of work overview:						
			M	T	W	T	F	Year 10 PSHE	
									GLH
August	28/08/2023	1							
September	4/09/2023	1						Introduction to citizenship	1
	11/09/2023	2						Rights and responsibilities	2
	18/09/2023	1						Introduction to Government and politics	3
	25/9/2023	2						What is money?	4
October	2/10/2023	1						Tax	5
	9/10/2023	2						UK economy	6
	16/10/2023	1						Personal finance	7
	23/10/2023								
	30/10/2023	2						Economic booms and recessions	8
November	6/11/2023	1						How the economic system works	9
	13/11/2023	2						Inflation and interest	10
	20/11/2023	1						Foreign exchange	11
	27/11/2023	2						Financial planning	12
December	4/12/2023	1						Life stages of finance	13
	11/12/2023	2						Revision /End of term PRE - test	14
	18/12/2023								
	25/12/2023								
January	1/01/2024	2						Revision /Reflection	15
	9/01/2024	1						Finance test	16
	16/01/2024	2						Online safety	1
	23/01/2024	1						Understanding and managing risk	2
	30/01/2024	2						Mental health – Self esteem	3
February	5/02/2024	1						Mental health – Resilience	4
	12/02/2024	2						Mental health – Body image and eating disorders	5
	19/02/2024								
	26/02/2024	1						The structure of a debate	6
March	4/03/2024	2						Using debate to improve school work	7
	11/03/2024	1						How to write a newspaper article	8
	18/03/2024	2						Knife crime	9
	25/03/2024	1						County lines part 1	10
April	1/04/2024								
	8/04/2024								
	15/04/2024	2						County lines part 2	11
	22/04/2024	1						Mental health – The dangers of gambling	12
	29/04/2024	2						Sex education – Contraception	13
May	6/05/2024	1						Sex education – Parenthood and teenage pregnancies	14
	13/05/2024	2						Sex education – STIs	15
	20/05/2024	1						Sex education – Accessing support for sexual health concerns	16
	27/05/2024								
June	3/06/2024	2						Sex education – FGM	17
	10/06/2024	1 UPD						Sex education – CSE	18
	17/06/2024	2						Sex education – Sending nudes and its consequences*	19
	24/06/2024	1						Life style choices - alcohol	20
July	1/07/2024	2						End of year 10 PSHE review	21
	8/07/2024	1						Life style choices - drugs	22
	15/07/2024	2							

## Year 11

	Week	Week Number	Scheme of work overview:						GLH
			M	T	W	T	F	Year 11 PSHE	
August	28/08/2023	1							
September	4/09/2023	1						Starting a CV	1
	11/09/2023	2						Developing a CV	2
	18/09/2023	1						Cover letters and application forms	3
	25/9/2023	2						Plans beyond school - Applying to University or College	4
October	2/10/2023	1						Healthy eating /Obesity	5
	9/10/2023	2 UPD						Healthy eating on a budget	6
	16/10/2023	1 UPD						Social media and loneliness	7
	23/10/2023								
	30/10/2023	2						Stress and exam performance	8
November	6/11/2023	1						Accommodation choices – part 1 Home owner	9
	13/11/2023	2						Accommodation choices – part 2 Private rent	10
	20/11/2023	1						Accommodation choices – part 3 Council rent	11
	27/11/2023	2						How to revise – Part 1	12
December	4/12/2023	1						How to revise – Part 2	13
	11/12/2023	2						Revision /Catch up lesson	14
	18/12/2023								
	25/12/2023								
January	1/01/2024	2						British values – rule of law	15
	9/01/2024	1						Unhealthy relationships	16
	16/01/2024	2						Relationships – stalking and harassment	17
	23/01/2024	1						Relationships – Sexuality and gender identity	18
	30/01/2024	2						Relationships – Online dating – keeping safe	19
February	5/02/2024	1						Sex education – what makes good sex? *	20
	12/02/2024	2						Sex education – revenge porn	21
	19/02/2024							-	
	26/02/2024	1						Sex education – The role of pleasure	22
March	4/03/2024	2						Health – The effects of smoking and drugs during pregnancy	23
	11/03/2024	1						Radicalisation – The Manchester terrorist attack	24
	18/03/2024	2						The consequences of gang crime - London 2018 – Part 1	25
	25/03/2024	1						The consequences of gang crime - London 2018 – Part 2	26
April	1/04/2024								
	8/04/2024								
	15/04/2024	2						Mental health – Suicide	27
	22/04/2024	1 UPD						Managing grief and bereavement	28
	29/04/2024	2						Managing risk in new situations – Part 1	29
May	6/05/2024	1						Managing risk in new situations – Part 2	30
	13/05/2024	2						Road safety: Speed and seatbelts*	31
	20/05/2024	1						Road safety: Distractions on the road*	32
	27/05/2024								
June	3/06/2024	2						Contracts and Employment law*	33
	10/06/2024	1						Updating my CV	34
	17/06/2024	2						Revision for exams	35
	24/06/2024	1							
July	1/07/2024	2							
	8/07/2024	1							
	15/07/2024	2							

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</li> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>



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