

MOORLANDS SCHOOL

Relationships and Sex Education Policy



Policy date	Sept 23
Policy review	Annually
Date ratified	Sept 23
Ratified by	Mrs N Ashfaq (Acting Assistant Head)
Review date	Sept 2024
Related policies	Safeguarding, Anti-Bullying, Behaviour, Curriculum, Equal Opportunity, PHSE

Definition: Relationships Education

At Moorlands School we believe that our high-quality Relationship & Sex Education will stay with our pupils for life. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. At MS we are committed to the important role that RSE plays in pupils' holistic education and we aim to build on the RSE programmes each year.

Relationships and Sex Education

RSE at Moorlands School provides a curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. RSE is **not** about encouraging young people to become sexually active nor is it about promoting any particular lifestyle or relationship choice. The theme of consent underpins our RSE modules. We introduce pupils to the importance of consent, and this is revisited on a yearly basis and adapted to the age of each year group.

This policy currently applies to the provision for Years 7, 8 and 9 and will be reviewed as Moorlands school expands.

Aims and Objectives

At Moorlands School our Relationships and Sex Education Programme seeks to:

Whole School Aims (from the Primary phase into Secondary)

- Ensure there is progression in delivery through the school from Primary phase into Secondary and further.
- Be age appropriate and differentiated to the needs of the pupils including SEN, autistic, vulnerable, visually impaired students and any other disabilities that require a bespoke curriculum.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- To ensure that BAME, LGBTQ+ and people with disabilities are positively represented in our curriculum.
- Ensure pupils can identify the qualities of healthy and unhealthy relationships.
- Prepare pupils for the journey from adolescence to adulthood.
- Provide pupils with a safe environment to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBTQ+ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Place paramount importance on online safety and the risks of using social media.

Secondary Education specific aims

- Be fully inclusive of all genders, sexual orientations and all types of families (LGBTQ+ inclusive).
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent.
- Represent all types of families and to explore the different methods for starting a family.
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity.
- Make pupils aware of how and where to seek help if they are in an unhealthy or abusive relationship.
- Ensure that pupils have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Ensure students understand the different risks associated with various types of sexual activity and

understand how to engage in safe sexual activity by understanding a range of contraception.

- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes.
- Develop pupils' understanding of the dangers of pornographic material.

Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' became statutory. This document clearly sets out the curriculum content that schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including student referral units.

See appendix for further information on curriculum content.

Course Content

Detailed content of the Relationships & Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in '*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*'

See appendix for our programme of study in each year group.

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Relationships and RSE curriculum for SEND pupils:

As with any lesson, teachers will differentiate for students with SEND and those who are vulnerable. This may mean differentiated work or alternative delivery depending on the nature of the need. The SENCo and PSHE Lead will make the relevant plans at the start of each academic year, in consultation with parents.

Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupil questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others.
5. Teachers and pupils will show respect for all genders, sexualities and different types of families.
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.

7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.

Organisation and Delivery

1. Relationships & Sex Education will be taught in Y7-9 through PSHE lessons and as part of the daily tutor time as required.
2. All pupils within the school have equal access to Relationships & Sex Education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities. The curriculum is progressive.
3. Identified SEND or vulnerable pupils will receive a differentiated RSE programme as required (outlined in section 5 Course Content).
4. The PSHE lead or form tutors deliver PSHE to their tutor group. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy.
5. The School, where required, will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice (see below).

Working with Parents

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters.
2. A PSHE overview of the learning will be available to parents; this will include the content for the RSE element of the course.
3. Parents are encouraged to provide feedback or raise questions regarding the course content. As key to maintaining effective relationships with our parent body, all views are listened to.
4. Parents/guardians are welcome to explore our RSE curriculum further by requesting to view it alongside the teaching materials.
5. Parents will be encouraged to participate in discussions relating to the RSE curriculum that their child is receiving. Where appropriate, resources will also be shared with the parent body.

Right to Withdraw

1. Parents do not have the right to withdraw their child from Relationships or Health education.
2. Parents have the right to request that their child be withdrawn from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum.
3. Before granting any such request, our practice would be to discuss the request with parents, and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
4. Any concerns raised by parents will be addressed by the PSHE Lead who will raise the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.
5. Parents with concerns or considering withdrawing their child from Sex Education should in the first instance contact their child's Form Tutor or the PSHE Lead, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concern but should parents still wish to withdraw their child then a request should be made in writing to the Headteacher.
6. Once all discussions have taken place, the school would respect the parents' right to withdraw the child.
(NB. Although this policy currently covers provision for Years 7, 8 and 9 the school is aware that the right to withdraw applies up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than being withdrawn, the school would make

arrangements to provide the education during one of those terms.)

7. The above process would be the same for pupils with SEN. There may however be exceptional circumstances to consider dependent on individual pupil needs.

8. Where a pupil has been withdrawn from sex education, the school will ensure the pupil receives appropriate education during those times.

Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see, and in some circumstances to treat, young people confidentially. Part of this process includes counselling and discussion about talking to parents.

2. When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen year old student is contemplating having sexual intercourse with a student below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

The Role of Health Professions in the Delivery of Relationships and Sex Education

Where required, the school will work with health professionals in the development and implementation of the schools Relationships & Sex education programme. Any visitors used to help in the delivery of the Relationships and Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance. The school may consider work with charities, for example, Brook, or with a local Police Liaison Officer

Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of policy review that apply to all areas of the curriculum. The school will establish opportunities to garner parental feedback regarding the RSE curriculum. The schemes will be frequently updated in accordance with changes in legislation. Monitoring and evaluation will be used to ensure that all teachers are delivering the PSHE curriculum effectively. This will take the form of lesson drop in, learning walks and the sharing of effective resources and best practices.

The policy will also be reviewed in light of the expansion of the pupil age range at Moorlands School.

Statutory RSE Curriculum

Secondary schools should continue to develop knowledge on topics delivered in primary school and in addition, by the end of secondary school 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 eg, 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.
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.

	<ul style="list-style-type: none"> • 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).
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 and menopause. • 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.

Programme of Study for RSE at Moorlands School – Years 7 and 8

	KS3					
	AUTUMN		SPRING		SUMMER	
	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
<u>Year 7</u>	<u>Transition and safety</u> Transition to secondary school and personal safety in and outside school, including first aid	<u>Developing skills and aspirations</u> Careers, teamwork and enterprise skills, and raising aspirations	<u>Diversity</u> Diversity, prejudice, and bullying	<u>Health and puberty</u> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<u>Building relationships</u> Self-worth, romance and friendships (including online) and relationship boundaries	<u>Financial decision making</u> Saving, borrowing, budgeting and making financial choices
<u>Year 8</u>	<u>Drugs and alcohol</u> Alcohol and drug misuse and pressures relating to drug use	<u>Community and careers</u> Equality of opportunity in careers and life choices, and different types and patterns of work	<u>Discrimination</u> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<u>Emotional wellbeing</u> Mental health and emotional wellbeing, including body image and coping strategies	<u>Identity and relationships</u> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<u>Digital literacy</u> Online safety, digital literacy, media reliability, and gambling hooks
<u>Year 9</u>	<u>Peer influence, substance use and gangs</u> Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation	<u>Setting goals</u> Learning strengths, career options and goal setting as part of the GCSE options process	<u>Respectful relationships</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<u>Healthy lifestyle</u> Diet, exercise, lifestyle balance and healthy choices, and first aid	<u>Intimate relationships</u> Relationships and sex education including consent, contraception, the risks of STIs and attitudes to pornography	<u>Employability skills</u> Employability and online presence

YEAR 7 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn....	Quality Assured resources to support planning
Autumn 1 - Health & wellbeing	<p>Transition and safety</p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p>	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/first-aid-learning-young-people-british-red-cross</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/british-heart-foundation-%E2%80%98call-push-rescue%E2%80%99</p>

<p>Autumn 2 - Living in the wider world</p>	<p>Developing skills and aspirations</p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p>	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/econome-bank-england</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/lifskills-created-barclays</p>
<p>Spring 1 – Relationships</p>	<p>Diversity</p> <p>Diversity, prejudice, and bullying</p>	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination including LGBTQ • the signs and effects of all types of bullying, including online bullying & sexual orientation bullying. • how to respond to bullying of any kind, including online • how to support others 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/childnet-crossing-line-online-safety-pshe-toolkit</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/home-office-somethings-not-right-abuse-disclosure</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2 - Health & wellbeing</p>	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/fgm-and-forced-marriage-lesson-plans-freedom</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/fgm-schools-resource-pack-forward</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-teacher-guidance-lesson-plans-and</p>
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			https://www.pshe-association.org.uk/content/drug-and-alcohol-education
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1 – Relationships</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks3-lessons-%E2%80%98making-choices-sex-relationships https://www.pshe-association.org.uk/curriculum-and-resources/resources/%E2%80%98send-me-pic%E2%80%99-rse-resource-nca-ceop-ks3 https://www.pshe-association.org.uk/curriculum-and-resources/resources/fastn-ks3-relationships-resource-commitment-what https://www.pshe-association.org.uk/curriculum-and-resources/resources/home-office-somethings-not-right-abuse-disclosure

			https://www.pshe-association.org.uk/curriculum-and-resources/resources/preventing-involvement-serious-and-organised-crime
Summer 2 – Living in the wider world	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/lifeskills-created-barclays</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/econome-bank-england</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/media-smart-piracy-what%E2%80%99s-big-deal-ks3-lesson</p>

YEAR 8 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn....	Quality Assured resources to support planning
Autumn 1 - Health & wellbeing	<p>Drugs and alcohol</p> <p>Alcohol and drug misuse and pressures relating to drug use</p>	<ul style="list-style-type: none"> • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/content/drug-and-alcohol-education</p>
Autumn 2 - Living in the wider world	<p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/lifeskills-created-barclays</p>
Spring 1 – Relationships	<p>Discrimination</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/imwithsam-%E2%80%93-anti-disability-discrimination</p>

		<ul style="list-style-type: none"> • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination 	
Spring 2 - Health & wellbeing	<p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/movember-happier-healthier-longer-lesson-pack</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/media-smart-ks3-body-image-and-advertising</p>
Summer 1 – Relationships	<p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception</p>	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p>

		<ul style="list-style-type: none">• that the legal and moral duty is with the seeker of consent• how to effectively communicate about consent in relationships• about the risks of 'sexting' and how to manage requests or pressure to send an image• about basic forms of contraception, e.g. condom and pill	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks3-lessons-%E2%80%98making-choices-sex-relationships</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/%E2%80%98send-me-pic%E2%80%99-rse-resource-nca-ceop-ks3</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/fastn-ks3-relationships-resource-commitment-what</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/home-office-somethings-not-right-abuse-disclosure</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2 – Living in the wider world</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p>	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/cifas-anti-fraud-education-lesson-plans-ks34</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/childnet-crossing-line-online-safety-pshe-toolkit</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/every-mind-matters-teaching-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-cybercrime-ks3-lesson-plans-national</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks3-lessons-%E2%80%98making-choices-sex-relationships</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/%E2%80%98send-me-pic%E2%80%99-rse-resource-nca-ceop-ks3</p> <p>https://www.pshe-association.org.uk/curriculum-and-</p>
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			resources/resources/media-smart-piracy-what%E2%80%99s-big-deal-ks3-lesson
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YEAR 9 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn....	Quality Assured resources to support planning
Autumn 1 - Health & wellbeing	<p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about ‘group think’ and how it affects behaviour • how to recognise passive aggressive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	

Autumn 2 - Living in the wider world	<p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	
Spring 1 – Relationships	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	

<p>Spring 2 - Health & wellbeing</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self examination 	
<p>Summer 1 – Relationships</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs and attitudes to pornography</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	

Summer 2 – Living in the wider world	Employability skills Employability and online presence	<ul style="list-style-type: none">• about young people’s employment rights and responsibilities• skills for enterprise and employability• how to give and act upon constructive feedback• how to manage their ‘personal brand’ online• habits and strategies to support progress• how to identify and access support for concerns relating to life online	
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