

Cross Keys Learning

Relationship and Sex Education Policy

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This policy will be reviewed at least annually for the first 3 years from September 2022 and then every 3 years from 2025 or following any updates to national and local guidance and procedures.

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Statement of intent

At Cross Keys Learning, we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- Ensuring that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all teaching staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The Headteacher in capacity as DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.
- Organising a safe space for pupils to go should they need additional support or time to talk after an RSHE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.

Teachers of RSHE will be responsible for:

- Overseeing the delivery of RSHE by planning, preparing and delivering effective lessons
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Resourcing the teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.

- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE to a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Providing an inclusive approach to their lesson delivery.
- Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

The SENDCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of LSAs in order to meet pupils' individual needs.

Organisation of the RSHE curriculum

For the purpose of this policy:

- **"RSHE"** is used to refer to the overall programme of relationships, sex and health education.
- **"RSE"** refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- **"Health education"** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

The school will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters

The majority of the RSHE curriculum is delivered in Health lessons, with additional elements taught via the science curriculum.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of

pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, pupils will 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.
- What marriage is, including its 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent; and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.

- That in school and 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 show 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including imprisonment.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, pupils will know:

- About 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 – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will 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 outlooks, sex, and friendship.

- That all aspects of health can be affected by choices they make in sex and relationships, positively and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and the options available.
- The facts around pregnancy, including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate impartial information on all options, including parenthood, adoption, abortion and where to get further help.
- How different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of 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.

RSE programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of pupils and includes the statutory content outlined in the 'RSE subject overview' section of this policy. The 5 year health and wellbeing curriculum programme is in Appendix 1

Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, pupils will 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.
- About 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.
- About the benefits and importance of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them, and how to be a discerning consumer of information online.
- 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.

Physical health and fitness

By the end of secondary school, pupils will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- About the purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

Health education programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in the 'Health education subject overview' section of this policy.

Delivery of the curriculum

Through effective organisation and delivery of the RSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on pupils' physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any pupils with SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

The RSHE curriculum will play a vital role in preventative education which will prepare pupils for life in modern Britain and create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

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

The procedures for assessing pupil progress are outlined in the 'Assessment' section of this policy.

Curriculum organisation

The RSHE programme is delivered through a variety of opportunities including:

- Designated health lessons
- Form time activities
- Use of external agencies and services
- School ethos
- Interventions
- Cross-curricular links
- Assemblies
- Enrichment days or weeks

Terminology

Pupils will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure pupils are not left vulnerable.

Dealing with difficult questions

It is important that all school staff feel comfortable to take RSHE classes and answer questions from pupils. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the pupils, and their learning will be compromised.

The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader.

Curriculum links

The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects:

- **SMSC** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions. Pupils learn about respect and difference, values, and characteristics of individuals.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.

- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

Working with parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and give them regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to enquiries@kms.kent.sch.uk, or contact the school office to arrange a meeting with the headteacher.

Working with external agencies

Working with external agencies will be used to enhance the school's delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the pupils.

- That the materials the expert intends to use, as well the lesson plan, meet all pupils' needs.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Withdrawal from lessons

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the RSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Safeguarding and confidentiality

All pupils will be taught about keeping themselves and others safe, including online, as part of a broad and balanced curriculum.

To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy. Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

In relation to safeguarding, the RSHE curriculum will cover the following aspects:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to:
 - Sexual consent
 - Sexual exploitation
 - Abuse
 - Grooming
 - Coercion
 - Harassment
 - Rape
 - Domestic abuse
 - So called 'honour'-based violence, e.g. forced marriage and FGM, and how to access support

- What constitutes sexual harassment and sexual violence and why these are always unacceptable

The RSHE curriculum will be kept under constant review and the school will consider scenarios in which safeguarding concerns and patterns of concerning behaviours, e.g. reports of sexual harassment, should be addressed by updating relevant parts of the RSHE curriculum.

Assessment

The school will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSHE; however, to assess pupil outcomes, the school will capture progress using both formative and summative assessments.

Staff training

Training will be identified for relevant members of staff to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum.

Monitoring and review

This policy will be reviewed by the headteacher in conjunction with the RSHE subject leader on an annual basis until December 2025.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.

The next scheduled review date for this policy will be December 2025

APPENDIX 1

5 YEAR CURRICULUM

HEALTH AND WELLBEING

	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p><u>Relationships</u></p> <p>Week 1: Bullying or Banter? What is and isn't acceptable?</p> <p>Week 2: How can we prevent online bullying?</p> <p>Week 3: To be able to identify romance, love, new feelings and teen relationships.</p> <p>Week 4: Families – what are the different types, and does</p>	<p><u>Puberty</u></p> <p>Week 1: To be able to describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</p> <p>Week 2: To be able to describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p> <p>Week 3:</p>	<p><u>Relationships</u></p> <p>Week 1: To be able to identify body image issues that affect males and females</p> <p>Week 2: To be able to recognize and prevent the development of eating disorders.</p> <p>Week 3: To be able to tell the difference between healthy and abusive relationships.</p> <p>Week 4:</p>	<p><u>Contraception</u></p> <p>Week 1: To understand what can happen if you do not use protection during sexual intercourse. Know the different types of contraception available.</p> <p>Week 2: To understand what can happen if you do not use protection during sexual intercourse. Know the different types of contraception available.</p> <p>Week 3:</p>	<p><u>Drugs</u></p> <p>Week 1: To describe the different drugs available and the effects of these drugs.</p> <p>Week 2: To describe the different drugs available and the effects of these drugs.</p> <p>Week 3: To be able to identify how criminals exploit young people, how county Lines works and where you can get help if you think someone is involved.</p>

	<p>it matter what kind of family I have?</p> <p><u>Week 5:</u> How to maintain genuine friendship and avoid toxic ones.</p> <p><u>Week 6:</u> How can we keep safe and positive relationships?</p> <p><u>Week 7:</u> What does it mean to be a British Citizen?</p>	<p>To be able to recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal body.</p> <p><u>Week 4:</u> To understand what a loving relationship is and that there are many types of relationships.</p> <p><u>Week 5:</u> To understand what a sexual relationship is and who can have a sexual relationship</p> <p><u>Week 6:</u> To be able to describe the process of human reproduction, from conception to birth.</p>	<p>To be able to identify how powerful peer pressure can be and how to overcome it.</p> <p><u>Week 5:</u> To be able to recognize child sexual exploitation and how easily it can happen.</p> <p><u>Week 6:</u> To understand what LGBTQAI+ stands for and what we need to know.</p>	<p>To consider different types of contraception and understand their effectiveness.</p> <p><u>Week 4:</u> To consider different types of contraception and understand their effectiveness.</p> <p><u>Week 5:</u> To describe the importance of using a condom during sexual intercourse.</p> <p><u>Week 6:</u> To understand the differences between different contraceptive methods.</p> <p><u>Week 7:</u> To understand the differences between different contraceptive methods.</p>	<p><u>Week 4:</u> To be able to identify how criminals exploit young people, how county Lines works and where you can get help if you think someone is involved.</p> <p><u>Week 5:</u> To correctly identify the penalties and fines for class A, B and C drugs in the UK.</p> <p><u>Week 6:</u> To correctly identify the penalties and fines for class A, B and C drugs in the UK.</p> <p><u>Week 7:</u> To identify the different types of drugs, how they are used and how they can affect people.</p>
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<p>Term 2</p>	<p style="text-align: center;"><u>Self-Awareness</u></p> <p><u>Week 1:</u> Why is self-awareness and sensitivity important?</p> <p><u>Week 2:</u> Managing my behaviours to achieve my targets.</p> <p><u>Week 3:</u> How can I improve my skills and behaviour? Analysing and planning my personal development.</p> <p><u>Week 4:</u> What do we need to know about personal safety and first aid?</p> <p><u>Week 5:</u> How can boosting self confidence boost our achievement?</p> <p><u>Week 6:</u></p>	<p style="text-align: center;"><u>Body Image</u></p> <p><u>Week 1:</u> To understand what positive body image is.</p> <p><u>Week 2:</u> To understand what positive body image is.</p> <p><u>Week 3:</u> To explain how media images of body image are often unattainable.</p> <p><u>Week 4:</u> To explain how media images of body image are often unattainable.</p> <p><u>Week 5:</u> To be able to identify the potential problems caused by getting tattoos and body piercings at a young age.</p> <p><u>Week 6:</u> To be able to use knowledge and sources</p>	<p style="text-align: center;"><u>Equality in Society</u></p> <p><u>Week 1:</u> To be able to understand that everyone has a unique blend of abilities and needs.</p> <p><u>Week 2:</u> To be able to explain reasons for different protestant attitudes to the roles of men and women and to decide whether women should have different roles in society.</p> <p><u>Week 3:</u> To understand how disabled people are portrayed in the media.</p> <p><u>Week 4:</u> To understand how we are protected from discrimination.</p> <p><u>Week 5:</u> To understand how to use the internet</p>	<p style="text-align: center;"><u>Affection, Intimacy and Respect</u></p> <p><u>Week 1:</u> To be able to correctly identify reasons why stereotypes are wrong, and the idea of racism is wrong.</p> <p><u>Week 2:</u> To be able to correctly identify the different LGBTQAI+ identities and what the community wants us to know about these.</p> <p><u>Week 3:</u> To be able to describe what is meant by sexual bullying and to give advice for those who may be suffering from it.</p> <p><u>Week 4:</u> To understand domestic abuse and how to tell the difference between healthy and abusive relationships.</p>	<p style="text-align: center;"><u>Screen Time</u></p> <p><u>Week 1:</u> To understand why my digital footprint is important.</p> <p><u>Week 2:</u> To understand why gambling is so addictive and how online gambling sites hook people in.</p> <p><u>Week 3:</u> To understand what the dark web is and what we need to know about it.</p> <p><u>Week 4:</u> To understand what social anxiety is and how it can be managed.</p> <p><u>Week 5:</u> To understand what time management is and how I can organise myself to succeed.</p> <p><u>Week 6:</u></p>
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	<p>What exactly is cancer? Is there anything we can do to prevent it?</p> <p><u>Week 7:</u> Smoking and vaping – is smoking really that bad and is vaping ok?</p>	<p>of information to create a leaflet.</p> <p><u>Week 7:</u> To be able to use knowledge and sources of information to create a leaflet.</p>	<p>responsibly, including potential risks and how to stay safe online.</p> <p><u>Week 6:</u> To understand how to keep safe and positive relationships.</p> <p><u>Week 7:</u> To know what it means to be a British Citizen.</p>	<p><u>Week 5:</u> To understand the differences between forced and arranged marriages.</p> <p><u>Week 6:</u> To understand the difference between stalking and harassment, what these are and how the law protects us.</p> <p><u>Week 7:</u> To understand how to recognise child sexual exploitation (CSE) and how easily it can happen.</p> <p><u>Week 8:</u> To describe and evaluate the dangers of pornography and sexting.</p>	<p>To understand what screen time is, know how much is too much and why it matters.</p> <p><u>Week 7:</u> To understand social media, the pressure of life online and keeping up with other people.</p>
<p>Term 3</p>	<p style="text-align: center;"><u>Introduction to RSE Online Relationships</u></p> <p><u>Week 1:</u> To demonstrate awareness of online relationships and how these differ from other relationships.</p>	<p style="text-align: center;"><u>Mental Health</u></p> <p><u>Week 1:</u> To describe the differences between mental and physical health.</p> <p><u>Week 2:</u></p>	<p style="text-align: center;"><u>Alcohol</u></p> <p><u>Week 1:</u> To begin to describe the effects of alcohol on the mind, body and NHS.</p> <p><u>Week 2:</u></p>	<p><u>Week 9:</u> What is revenge porn?</p> <p><u>Week 10:</u> To understand what honor-based violence is.</p>	<p style="text-align: center;"><u>Alcohol</u></p> <p><u>Week 1:</u> To be able to describe short term effects of alcohol.</p> <p><u>Week 2:</u> To research the long-term effects of alcohol.</p>

	<p><u>Week 2:</u> To know the precautions needed when forming online relationships.</p> <p><u>Week 3:</u> To know precautions needed when forming online relationships.</p> <p><u>Week 4:</u> To know the concept of privacy.</p> <p><u>Week 5:</u> To know how to report abuse and use the vocabulary needed to do so.</p> <p><u>Week 6:</u> To create a poster or set of instructions to stay safe online.</p>	<p>To assess stereotypes and myths surrounding mental health.</p> <p><u>Week 3:</u> To describe reasons why young people may suffer from mental health issues.</p> <p><u>Week 4:</u> To start to discuss different mental health disorders and the characteristics of both.</p> <p><u>Week 5:</u> To describe and evaluate what makes us stressed at school.</p> <p><u>Week 6:</u> What do you do? What strategies can be used to help cope with stress and anxiety?</p>	<p>To be able to provide reasons for why some teenagers choose to drink alcohol and why some do not.</p> <p><u>Week 3:</u> To understand what binge drinking is.</p> <p><u>Week 4:</u> To be able to describe some of the laws associated with drinking in the UK.</p> <p><u>Week 5:</u> To be able to describe some of the effects of drinking alcohol.</p> <p><u>Week 6:</u> To understand alcohol addiction and how to get help.</p>	<p><u>Week 11:</u> What is consent?</p> <p><u>Week 12:</u> To understand grooming.</p> <p><u>Week 13:</u> To have an understanding and awareness of rape.</p>	<p><u>Week 3:</u> To be able to outline the laws around alcohol, including legal age in the UK and drink-driving laws.</p> <p><u>Week 4:</u> To describe the psychological effects of alcohol.</p> <p><u>Week 5:</u> What is Foetal alcohol syndrome?</p> <p><u>Week 6:</u> To create an information leaflet or poster describing the dangers and effects of alcohol.</p>
<p>Term 4</p>	<p><u>Introduction to RSE Family Types</u></p> <p><u>Week 1:</u></p>	<p><u>Relationships</u></p> <p><u>Week 1:</u></p>	<p><u>First Aid</u></p> <p><u>Week 1:</u></p>	<p><u>Drugs and Alcohol</u></p> <p><u>Week 1:</u></p>	<p><u>Equality and Diversity in Society</u></p> <p><u>Week 1:</u></p>

	<p>What is a family?</p> <p><u>Week 2:</u> Is there such a thing as a normal family?</p> <p><u>Week 3:</u> To describe and compare my own family with others.</p> <p><u>Week 4:</u> To understand different families around the UK.</p> <p><u>Week 5:</u> To understand what makes a family.</p> <p><u>Week 6:</u> To understand why families are important for children growing up.</p> <p><u>Week 7:</u> To gain an understanding of foster and adoptive families.</p> <p><u>Week 8:</u></p>	<p>To describe the different types of relationships.</p> <p><u>Week 2:</u> To understand what makes a good friend.</p> <p><u>Week 3:</u> To gain an understanding of romantic relationships.</p> <p><u>Week 4:</u> To outline the different types of families (including marriage) and how they may be formed.</p> <p><u>Week 5:</u> To understand the difference between healthy and unhealthy relationships.</p> <p><u>Week 6:</u> To know how to use technology safely and maintain safe online relationships.</p>	<p>To describe what is meant by first aid and the aims of its use.</p> <p><u>Week 2:</u> To know the steps to administering first aid (DR ABC).</p> <p><u>Week 3:</u> To know when to call 999.</p> <p><u>Week 4:</u> To understand when and how to use the recovery position.</p> <p><u>Week 5:</u> To understand CPR and how to administer it correctly.</p> <p><u>Week 6:</u> To be able to describe the use of an AED during CPR.</p> <p><u>Week 7:</u></p>	<p>To discuss prior knowledge of drugs and alcohol</p> <p><u>Week 2:</u> What is a drug?</p> <p><u>Week 3:</u> What is alcohol?</p> <p><u>Week 4:</u> To discuss the effects of addiction.</p> <p><u>Week 5:</u> To be equipped with the tools and confidence to cope with situations around alcohol and drugs.</p> <p><u>Week 6:</u> To gain an understanding of the different influences surrounding us.</p>	<p>To be able to show awareness and tolerance of those that identify differently to us.</p> <p><u>Week 2:</u> To be able to discuss and have an opinion gender stereotyping, violence, exploitation, the law and discrimination.</p> <p><u>Week 3:</u> To understand sexism and gender prejudice.</p> <p><u>Week 4:</u> To identify strategies to be able to deal with change.</p> <p><u>Week 5:</u> To understand the relationship between self-esteem and body image.</p> <p><u>Week 6:</u> To know how to challenge negative messages from peers, the media and society.</p>
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<p>Term 5</p>	<p>What is a blended or stepfamily?</p> <p><u>Week 9:</u> To discover how same sex couples can have a family.</p> <p><u>Weeks 10:</u> Does a family always involve children?</p> <p><u>Week 11:</u> To gain an understanding of different families around the world.</p> <p><u>Week 12:</u> What does your future family look like?</p>	<p style="text-align: center;"><u>Smoking</u></p> <p><u>Week 1:</u> To evaluate some of the reasons why people smoke, including stress and peer pressure.</p> <p><u>Week 2:</u> To understand the laws around smoking, including legal age and public place restrictions.</p> <p><u>Week 3:</u> To outline the differences and similarities between smoking and vaping.</p> <p><u>Week 4:</u> To understand why smoking is so bad for our health.</p> <p><u>Week 5:</u> To outline why smoking is addictive.</p> <p><u>Week 6:</u></p>	<p>To be able to identify short-term and long-term health conditions.</p> <p><u>Week 8:</u> To understand how to respond and treat burns and scalds.</p> <p><u>Week 9:</u> To understand how to respond to a casualty that is bleeding.</p> <p><u>Week 10:</u> To be able to identify what should be in a first aid kit.</p> <p><u>Week 11:</u> St John's ambulance Visit</p>	<p style="text-align: center;"><u>Mental Health</u></p> <p><u>Week 1:</u> To be able to identify some of the triggers that cause stress at school.</p> <p><u>Week 2:</u> To identify triggers that may cause stress during exam periods.</p> <p><u>Week 3:</u> To gain skills and develop strategies in order to prepare and cope with assessments and exams.</p> <p><u>Week 4:</u> To demonstrate awareness of revision techniques that allow for consistency and flexibility, to limit exam stress.</p> <p><u>Week 5:</u> To describe what is meant by resilience.</p> <p><u>Week 6:</u></p>	<p style="text-align: center;"><u>Relationship Abuse, Consent and Rape</u></p> <p><u>Week 1:</u> To understand what makes a healthy relationship.</p> <p><u>Week 2:</u> To understand some of the challenges of long-term relationships/commitments.</p> <p><u>Week 3:</u> To understand the different types of abuse.</p> <p><u>Week 4:</u> To describe the laws surrounding abuse, consent and rape.</p> <p><u>Week 5:</u> To be able to identify cases where sexual boundaries have been crossed and a crime has been committed.</p> <p><u>Week 6:</u> To understand what FGM is and the laws surrounding it.</p>
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		To gain an understanding of the diseases linked to smoking.		To be able to provide advice to someone who may be experiencing stress and anxiety due to pressures at school.	
Term 6	<p><u>Introduction to RSE</u> <u>Self-Worth</u></p> <p><u>Week 1:</u> To understand what makes us special.</p> <p><u>Week 2:</u> To discuss positive personal attributes.</p> <p><u>Week 3:</u> To understand who I am.</p> <p><u>Week 4:</u> To be able to outline self-esteem.</p> <p><u>Week 5:</u> To discuss the differences between self-worth and self-esteem.</p> <p><u>Week 6:</u></p>	<p><u>Health and Sport</u></p> <p><u>Week 1:</u> To be able to describe the difference between health and fitness.</p> <p><u>Week 2:</u> To gain an understanding of the different body systems and how they work together.</p> <p><u>Week 3:</u> To outline the short and long-term effects of sport and exercise.</p> <p><u>Week 4:</u> To understand how to maintain a healthy lifestyle.</p> <p><u>Week 5:</u></p>	<p><u>Mental Health</u></p> <p><u>Week 1:</u> To understand what mental health is and identify different disorders.</p> <p><u>Week 2:</u> To be able to identify physical and mental symptoms of anxiety and ways to deal with it.</p> <p><u>Week 3:</u> To be able to recognize the signs of depression.</p> <p><u>Week 4:</u> To understand self-harm and why some people do it.</p> <p><u>Week 5:</u></p>	<p><u>Sources of Advice and Support</u></p> <p><u>Week 1:</u> To know the sources of support available at school.</p> <p><u>Week 2:</u> To research what help is available to those with drug and alcohol problems.</p> <p><u>Week 3:</u> What help and support is available to young people?</p> <p><u>Week 4:</u> Know how to access sexual health services in the local area including services for</p>	<p><u>Parenting and Pregnancy</u></p> <p><u>Week 1:</u> To be able to identify what makes good, safe and healthy sex.</p> <p><u>Week 2:</u> To understand how sexual intercourse can lead to pregnancy and the stages of pregnancy, labor and birth.</p> <p><u>Week 3:</u> To understand how sexual intercourse can lead to pregnancy and the stages of pregnancy, labor and birth. Continued.</p> <p><u>Week 4:</u> To be able to identify the options that are available if a pregnancy is unwanted.</p>

	<p>To understand why goals and aspirations are important.</p>	<p>To understand the benefits of a warm-up and cool down.</p> <p><u>Week 6:</u> Why do different sports suit different people?</p>	<p>To be able to describe options and help/treatments available to people who suffer with mental health disorders.</p> <p><u>Week 6:</u> To be able to identify various charities/groups and organisations that are available for those suffering with Mental Health disorders.</p>	<p>contraception and abortion.</p> <p><u>Week 5:</u> To know where to go to seek help for mental health and know charities/governmental groups associated with it.</p> <p><u>Week 6:</u> To be able to advise peers on where they could go or find help and support for several differing needs.</p>	<p><u>Week 5:</u> To be able to identify some of the challenges a new parent can face.</p> <p><u>Week 6:</u> To understand that there are different parenting styles.</p>
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APPENDIX 2

5 YEAR CURRICULUM

SMSC

	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p><u>Introduction to Citizenship</u></p> <p>Week 1: To understand what citizenship is.</p> <p>Week 2: To know how I can get involved with school community.</p> <p>Week 3: To explore how our school could help in the community.</p> <p>Week 4:</p>	<p><u>Rules and Rights</u></p> <p>Week 1: To know why we need rules.</p> <p>Week 2: To know the rights we are entitled to (UN Right of the Child).</p> <p>Week 3: To know what I can do as a citizen to protect the rights of others.</p> <p>Week 4:</p>	<p><u>Types of government</u></p> <p>Week 1: To understand what government is.</p> <p>Week 2: To understand what an elected democracy is (Republic) and the role of MPs.</p> <p>Week 3: To understand what a democracy with a monarchy is.</p> <p>Week 4: To understand what an absolute monarchy is.</p>	<p><u>What is government?</u></p> <p>Week 1: To know how Britain is ruled.</p> <p>Week 2: To know what happens if the people in charge don't do their job effectively.</p> <p>Week 3: To know what the difference between a direct and representative democracy is.</p> <p>Week 4:</p>	<p><u>Law and Media</u></p> <p>Week 1: To know how we can improve democracy within the UK.</p> <p>Week 2: To understand the differences between criminal and civil law.</p> <p>Week 3: To explore if law in the UK needs updating.</p> <p>Week 4: To know what responsible journalism is.</p>

	<p>To understand how plastic is damaging the environment.</p> <p><u>Week 5:</u> To explore why some people question climate change.</p> <p><u>Week 6:</u> To explore how being vegetarian could help the planet.</p> <p><u>Week 7:</u> To understand how to be an active citizen to help the environment.</p>	<p>To understand why the right to vote is so important.</p> <p><u>Week 5:</u> To understand who the Suffragettes were.</p> <p><u>Week 6:</u> To know how to stay safe on the internet and how this relates to rights and laws.</p>	<p><u>Week 5:</u> To understand what a dictatorship is.</p> <p><u>Week 6:</u> To understand what communism is and how communist societies work.</p>	<p>To explore whether elections are truly fair.</p> <p><u>Week 5:</u> To know how other places around the world are ruled.</p> <p><u>Week 6:</u> To know how other places around the world are ruled.</p>	<p><u>Week 5:</u> To explore whether the media should ever be censored.</p> <p><u>Week 6:</u> To create my own nation and explore how to rule it.</p>
<p>Term 2</p>	<p><u>Careers and Finance</u></p> <p><u>Week 1:</u> To be able to identify and understand what a career is.</p> <p><u>Week 2:</u> To be able to identify and discuss my best skills.</p>	<p><u>Careers and Finance</u></p> <p><u>Week 1:</u> To know the different sectors of employment and labour market in Britain.</p> <p><u>Week 2:</u></p>	<p><u>Local Government and The Media</u></p> <p><u>Week 1:</u> To understand how local government is different to national government.</p> <p><u>Week 2:</u> To know what local councils do.</p>	<p><u>Responsibilities and Rights</u></p> <p><u>Week 1:</u> To know what changemakers are.</p> <p><u>Week 2:</u> To explore whether protesters should ever break the law.</p>	<p><u>Careers and Finance</u></p> <p><u>Week 1:</u> To understand the post16 pathways and what colleges and universities are</p> <p><u>Week 2:</u> To know what makes a good CV.</p>

	<p><u>Week 3:</u> To be able to discuss what I do outside school and the skills I use.</p> <p><u>Week 4:</u> To be able to discuss what I have achieved so far.</p> <p><u>Week 5:</u> To understand the importance of goal setting.</p> <p><u>Week 6:</u> To be able to set a future goal and plan the steps I need to get there.</p>	<p>To be able to identify and understand what jobs of the future are.</p> <p><u>Week 3:</u> To understand what working in the creative sector entails. (What are the hidden jobs in businesses.)</p> <p><u>Week 4:</u> To be able to identify and understand what transferable skills are and the importance of good communication skills.</p> <p><u>Week 5:</u> To be able to develop a can-do attitude.</p> <p><u>Week 6:</u> To be able to recap and review my goals from last time and discuss changes that have happened.</p>	<p><u>Week 3:</u> To explore the impact and changes made recently within the local council.</p> <p><u>Week 4:</u> To understand the process local councils follow to make improvements and changes within the local community.</p> <p><u>Week 5:</u> To understand the role the media plays in democracy.</p> <p><u>Week 6:</u> To explore whether we should believe everything we read in the news and how media can prejudice against different groups.</p>	<p><u>Week 3:</u> To understand what Human Rights are.</p> <p><u>Week 4:</u> To explore whether fast fashion breaks human rights.</p> <p><u>Week 5:</u> To know what causes poverty.</p> <p><u>Week 6:</u> To explore how homelessness can be helped.</p>	<p><u>Week 3:</u> To develop presentation and interview skills</p> <p><u>Week 4:</u> To understand why you pay insurance</p> <p><u>Week 5:</u> To understand how mortgages and loans work.</p> <p><u>Week 6:</u> To know how public taxes are raised and spent by government, locally and nationally.</p>
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Term 3	<p style="text-align: center;"><u>Prejudice</u></p> <p><u>Week 1:</u> To understand what stereotypes are.</p> <p><u>Week 2:</u> To know what prejudice means.</p> <p><u>Week 3:</u> To explore the kinds of prejudice people in the UK face.</p> <p><u>Week 4:</u> To know what racism is.</p> <p><u>Week 5:</u> To know what the major religions of the world are.</p> <p><u>Week 6:</u> To explore the kinds of prejudice people face based in their religions.</p>	<p style="text-align: center;"><u>Prejudice</u></p> <p><u>Week 1:</u> To know what the Equality Act is.</p> <p><u>Week 2:</u> To explore how much progress has been made towards equality.</p> <p><u>Week 3:</u> To understand the threat minority groups abroad face.</p> <p><u>Week 4:</u> To know what prejudices migrants and refugees face.</p> <p><u>Week 5:</u> To know what support is available for migrants.</p> <p><u>Week 6:</u> To explore how migration should be controlled.</p>	<p style="text-align: center;"><u>Responsibilities and Rights</u></p> <p><u>Week 1:</u> To understand what crime is and understand the reasons behind criminal behavior.</p> <p><u>Week 2:</u> To know what role the police play in dealing with crime and understand what happens when someone is arrested for a crime.</p> <p><u>Week 3:</u> To know what happens if I carry a knife.</p> <p><u>Week 4:</u> To explore what successful crime prevention strategies look like.</p> <p><u>Week 5:</u> To explore whether the death penalty would be a</p>	<p style="text-align: center;"><u>Prejudice</u></p> <p><u>Week 1:</u> To explore the value of diversity.</p> <p><u>Week 2:</u> To understand what hate crime is.</p> <p><u>Week 3:</u> To understand why there has been a rise in Islamophobia.</p> <p><u>Week 4:</u> To understand what Holocaust Memorial Day is.</p> <p><u>Week 5:</u> To understand what right-wing extremism is.</p> <p><u>Week 6:</u> To explore radicalisation.</p>	<p style="text-align: center;"><u>Prejudice</u></p> <p><u>Week 1:</u> To know how the law deals with young offenders.</p> <p><u>Week 2:</u> To understand how society treats ex-convicts.</p> <p><u>Week 3:</u> To know what classism is.</p> <p><u>Week 4:</u> To know what sexism is.</p> <p><u>Week 5:</u> To know what ableism is.</p> <p><u>Week 6:</u> To understand how to celebrate uniqueness (Rose Ayling and being deaf).</p>
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			<p>successful crime prevention strategy.</p> <p><u>Week 6:</u> To know how communities, pressure groups and individuals can influence change.</p>		
<p>Term 4</p>	<p><u>RE: Christianity</u></p> <p><u>Week 1:</u> To be able to identify some Christian traits.</p> <p><u>Week 2:</u> To be able to describe some differences between the Christian denominations.</p> <p><u>Week 3:</u> To be able to identify the 3 different parts of Trinity.</p> <p><u>Week 4:</u> To understand the Ten Commandments and their origin.</p>	<p><u>Culture around the World</u></p> <p><u>Week 1:</u> To be able to discuss and explore Bhutan’s unique cultural emphasis on happiness, its traditional dress, music, and food.</p> <p><u>Week 2:</u> To be able to explore Mali’s deep musical traditions, its customs of storytelling, and traditional West African food.</p> <p><u>Week 3:</u> To understand Georgia’s unique musical style, its</p>	<p><u>RE: Judaism</u></p> <p><u>Week 1:</u> To explore why key elements are important in Judaism.</p> <p><u>Week 2:</u> To explain why interpreting the Torah and Tanakh requires much study and learning.</p> <p><u>Week 3:</u> To be able to describe Abraham’s life story.</p> <p><u>Week 4:</u> To understand why Jerusalem is important to Jews.</p>	<p><u>Careers and Finance</u></p> <p><u>Week 1:</u> To know what pathways are available to me after Year 11.</p> <p><u>Week 2:</u> To understand the importance of qualifications.</p> <p><u>Week 3:</u> To understand what vocational qualifications are.</p> <p><u>Week 4:</u> To know what levels of apprenticeships there are.</p>	<p><u>Responsibilities and Rights</u></p> <p><u>Week 1:</u> To know what rights I have at work.</p> <p><u>Week 2:</u> To understand how trade unions work.</p> <p><u>Week 3:</u> To understand how people’s rights across the world are violated.</p> <p><u>Week 4:</u> To know what FGM is.</p> <p><u>Week 5:</u></p>

	<p><u>Week 5:</u> To understand the importance of the Easter Story to Christians and how it is celebrated.</p> <p><u>Week 6:</u> To identify the role of stewardship in Christianity and the different ways Christians can be good stewards.</p>	<p>customs of hospitality, and popular Georgian dishes.</p> <p><u>Week 4:</u> To be able to explore Tuvalu’s cultural customs, traditional dance, and the significance of community life on the island.</p> <p><u>Week 5:</u> To understand Mongolia’s nomadic lifestyle, the role of horses in its culture, and traditional Mongolian music and food.</p> <p><u>Week 6:</u> To understand Mexico’s cultural customs, the significance of <i>Día de los Muertos</i>, and its popular food and musical traditions.</p>	<p><u>Week 5:</u> To explore what Jerusalem is like today and the origin of the conflict in Israel/Palestine.</p> <p><u>Week 6:</u> To explore some of the traditions Jews participate in. (Shabbat, Bar/Bat Mitzvahs)</p>	<p><u>Week 5:</u> To challenge assumptions and stereotypes at work</p> <p><u>Week 6:</u> What happens next: To understand the process for applying for a course next year</p>	<p>To know how weapons of mass destruction changed the world.</p> <p><u>Week 6:</u> To know how we should respond to victims of war.</p>
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<p>Term 5</p>	<p style="text-align: center;"><u>Money and Me</u></p> <p><u>Week 1:</u> To understand the importance of budgeting.</p> <p><u>Week 2:</u> To know how to create a personal budgeting plan.</p> <p><u>Week 3:</u> To know how I can successfully manage my money by making and checking transactions.</p> <p><u>Week 4:</u> To understand how to make ethical financial decisions.</p> <p><u>Week 5:</u> To know how to use different financial products.</p> <p><u>Week 6:</u> To understand different ways of saving and interest rates.</p>	<p style="text-align: center;"><u>RE: Islam</u></p> <p><u>Week 1:</u> To explore the Muslim view of God.</p> <p><u>Week 2:</u> To explore the life of Muhammad and examine his influence on Islam.</p> <p><u>Week 3:</u> To explore the ceremony that takes place when a Muslim is born.</p> <p><u>Week 4:</u> To investigate why people convert to Islam.</p> <p><u>Week 5:</u> To examine the role of the five pillars of Islam.</p> <p><u>Week 6:</u> To explore the reasons for fasting and the effects it has upon Muslims.</p>	<p style="text-align: center;"><u>Careers and Finance</u></p> <p><u>Week 1:</u> To understand levels of qualifications and what they mean.</p> <p><u>Week 2:</u> To explore what I could do as a career.</p> <p><u>Week 3:</u> To explore career pathways and qualifications needed.</p> <p><u>Week 4:</u> To explore the relationship between attendance at school and within the workplace and income.</p> <p><u>Week 5:</u> To understand the importance of financial security.</p> <p><u>Week 6:</u> To understand why teamwork is an essential</p>	<p style="text-align: center;"><u>RE: Hinduism & Buddhism</u></p> <p><u>Week 1:</u> To explore the key beliefs and practices of Hinduism and their origins.</p> <p><u>Week 2:</u> To understand the role of the Rig Veda in Hinduism, what it consists of and how it is used by Hindus.</p> <p><u>Week 3:</u> To describe the systems of Gods in Hinduism, their qualities and how they are worshipped.</p> <p><u>Week 4:</u> To explore the different Hindu deities.</p> <p><u>Week 5:</u> To explore the main beliefs of Buddhists and they try to follow these beliefs.</p> <p><u>Week 6:</u></p>	<p style="text-align: center;"><u>Moral Society</u></p> <p><u>Week 1:</u> To understand animal rights in terms of sustainability, health and the environmental impact of meat.</p> <p><u>Week 2:</u> To understand how to protect ourselves from fraudsters and scams.</p> <p><u>Week 3:</u> To understand what right-wing extremism is and why this is on the rise.</p> <p><u>Week 4:</u> To know what globalisation is and how it impacts our lives.</p> <p><u>Week 5:</u> To know what the dark web is, and the dangers involved.</p> <p><u>Week 6:</u></p>
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			life skill and how it can benefit me within the workplace.	To understand the role of the Tripitaka in Buddhism, what it consists of and how it is used by Buddhists.	To know what multiculturalism is and what we gain from it.
Term 6	<p><u>Multicultural Britain</u></p> <p><u>Week 1:</u> To understand the basic definition of multiculturalism and recognise that different cultures coexist in Britain.</p> <p><u>Week 2:</u> To be able to discuss the key events that shaped Britain's multicultural population and understand the contributions of immigrants to British society.</p> <p><u>Week 3:</u> To be able to recognize various cultural traditions and learn why it is important to respect</p>	<p><u>Money and Me</u></p> <p><u>Week 1:</u> To understand the relationship between budgeting and savings.</p> <p><u>Week 2:</u> To understand the difference between credit and debit.</p> <p><u>Week 3:</u> To understand what National Insurance and Income Tax are.</p> <p><u>Week 4:</u> To know how public taxes are raised and spent by government, locally and nationally.</p> <p><u>Week 5:</u></p>	<p><u>Prejudice</u></p> <p><u>Week 1:</u> To understand how treatment of Saka, Rashford and Sancho could be considered racist and how to deal with racism.</p> <p><u>Week 2:</u> To know what happened to Stephen Lawrence and understand how we, as a school, tackle racism.</p> <p><u>Week 3:</u> To understand how we, as a school, tackle discrimination.</p> <p><u>Week 4:</u> To know how disabled people are portrayed in the media.</p>	<p><u>Crime</u></p> <p><u>Week 1:</u> To understand why people participate in anti-social behavior and what the consequences are.</p> <p><u>Week 2:</u> To understand what county lines are and how young people are exploited.</p> <p><u>Week 3:</u> To understand how the criminal justice system works.</p> <p><u>Week 4:</u> To understand the difference between overt and covert racism.</p> <p><u>Week 5:</u></p>	<p><u>RE: Sikhism</u></p> <p><u>Week 1:</u> To explore the life and Guru Nanak.</p> <p><u>Week 2:</u> To explore the ideas conveyed about Sikhism through the 5Ks.</p> <p><u>Week 3:</u> To understand the most important events in the Golden Temple Story and identify significant religious observations from inside the Temple.</p> <p><u>Week 4:</u> To explore the reasons why Sikhs have chosen to settle in Britain during the 20th century and what</p>

	<p>and celebrate diversity in Britain.</p> <p><u>Week 4:</u> To be able to recognize the linguistic diversity of Britain and understand how language shapes identity and culture.</p> <p><u>Week 5:</u> To understand the basic principles of equality and fairness in a multicultural society and know why it is important to challenge discrimination.</p> <p><u>Week 6:</u> To be able to reflect on both the challenges and opportunities of living in a multicultural society and understand how they can contribute to an inclusive environment.</p>	<p>To know what it means to be an entrepreneur.</p> <p><u>Week 6:</u> To explore local and national entrepreneurs and how they have impacted society.</p>	<p><u>Week 5:</u> To know what LGBT rights are like across the world and understand why a rainbow flag is used to represent the LGBTQ+ community.</p> <p><u>Week 6:</u> To understand what happened to Alan Turing and the treatment of the gay community.</p>	<p>To understand why people become extremists.</p> <p><u>Week 6:</u> To know what fake news is, why it exists and how to spot it.</p>	<p>their contributions to the UK have been.</p> <p><u>Week 5:</u> To understand the story behind the festival of Diwali and its celebrations.</p>
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