



# Relationships & Sex Education and Health Education Policy

**Bolder Academy**

MacFarlane Lane

Registered in England and Wales No: 08932893

Relationships and Sex Education Policy V2

<b>This policy is called:</b>	<b>Relationships and Sex Education and Health Education Policy</b>
<b>It applies to:</b>	All staff at Bolder Academy
<b>Person responsible for its revision:</b>	Headteacher
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At Bolder Academy we recognise that Relationship and Sex Education and Health Education is part of lifelong learning which is focussed on physical, moral, social, cultural and emotional development.

## **Legislation**

Relationships and Sex Education (RSE) and Health Education is an entitlement for all our students regardless of gender, cultural background, special educational needs and sexuality. It is also a legal requirement.

Statutory guidance (July 2019) highlights that young people need information to help them develop healthy, nurturing relationships of all kinds. The aim is to enable them to understand what healthy relationships look like, what makes a good friend, colleague, successful marriage, and other kinds of committed relationships. The aim is also to teach what is acceptable and unacceptable behaviour in relationships, and what the positive effects are that good relationships have on mental well-being. Students will also be able to identify unhealthy relationships and how such situations can be managed.

Note that effective RSE does *not* encourage early sexual experimentation. Rather, it enables young people to mature, to build their confidence and their self-esteem and to understand the reasons for delaying sexual activity.

Statutory guidance expects that all students will be taught LGBT+ (Lesbian, Gay, Bisexual and Transgender) content at a timely point as part of this area of the curriculum. Teaching about LGBT+ will be delivered when appropriate and this content will be fully integrated into our programmes of study.

Government guidance also states that all schools and Academies should address the physical and emotional damage caused by female genital mutilation (FGM) as well as the law. It also expects that students are taught about online risks, and where to get support to manage issues online.

The Learning and Skills Act (2000) states that young people should learn about marriage and its importance for family life and parenting. They should also be protected from inappropriate teaching materials.

Under the Education Act (1996) the Relationships and Sex Education programme should include information about STIs, HIV and AIDS.

## Health Education

At Bolder we encourage students to make good decisions about their own health and well-being, to enable them to recognise what is normal and know how to seek support when issues arise.

We teach students that physical health and mental well-being are interlinked and promote their self-control and ability to self-regulate. We do this through an integrated whole-school approach in order to reduce stigma attached to health issues and to enable students to make well-informed and positive choices for themselves.

At Bolder, we have a whole-school approach to **mental wellbeing**. We have timetabled form time sessions in which all students focus on mental wellbeing under the Personal Development form time curriculum plan. We regularly discuss positive mental health in our assembly programme.

Students learn about **internet safety and harms** and the similarities and differences between the online world and the physical world. We have timetabled form time sessions with all students where they learn about eSafety in the Online and Media section of the PSHCE and RSHE form time curriculum plan. They have e-safety modules in their Computer Science lessons, as well as additional e-safety sessions delivered by the local Police, and through collaboration with external agencies such as Sky.

We promote **physical health and fitness** through our PE lessons, and our co-curricular activities that students participate in at the end of the extended day, and during our "Being Bold" Value days. Our students also participate in local fixtures against other local schools and are encouraged to take up sport outside of the school environment. We also teach the importance of **healthy eating** and all our students go to learn about nutrition at the production centre at Sky, and we promote good **hygiene** by educating students about the importance of personal hygiene at school and at home.

In PSHCE and RSHE form time, students learn about the dangers of **drugs, alcohol and tobacco**, and the risks associated with substance abuse. They learn about the law, as well as the physical and mental affects that they can have.

All students are also trained each year in **basic first aid** with time dedicated to the topic in Year 8 during Being Bold Value days.

Students are also taught about the **changing of the adolescent body**. They learn about this in the KS3 science curriculum from a biological viewpoint. They also learn about emotional changes during PSHCE and RSHE form time sessions.

### **The Importance of Relationships and Sex Education (RSE)**

A consultation with all parents and carers occurred in the summer of 2021 regrading RSE.

Bolder strongly believes that RSE education on offer at the Academy should equip students to:

Be Kind:

- Value themselves and others, physically, emotionally and sexually.
- Form positive and rewarding relationships.

Be Strong:

- Develop the confidence to assert their needs.
- Make informed choices.
- Be clear about the facts concerning sex (for example, contraception and STIs).

Be Brave:

- Develop the skills to look after themselves and others, both emotionally and physically.

We develop the value of being Kind by promoting:

- A respect for self.
- A respect for others.
- Non-exploitation in sexual relationships.
- Compassion, forgiveness and care when people do not conform to their way of life.

We develop the value of being Strong by promoting:

- Commitment, trust, and bonding within sexual relationships.
- Mutuality in sexual relationships.
- Honesty with self and others.
- A development of critical self-awareness for themselves and for others.
- An exploration of the rights, duties, and responsibilities involved in sexual relationships.

We develop the value of being Brave by promoting:

- An acknowledgement and understanding of diversity regarding religion, culture, and sexual orientation.
- Self-discipline regarding sexuality.

## **Curriculum Delivery**

### **Overview:**

Students will be taught the facts and the law about healthy relationships, sex, sexuality, sexual health and gender identity in an inclusive way. We follow the guiding principle that all compulsory subject content must be age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents.

Teaching will build on the knowledge acquired at primary school and will develop further our students' understanding of healthy relationships, with an increased focus on introducing knowledge about intimate relationships and sex. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

The religious background of all students is considered so that the topics that are included are appropriately handled. We comply with the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

We will also take factors such as the dangers of internet and social media into account when planning SRE and consider the overlap with their wider curriculum to ensure students know how to keep themselves and their personal information safe.

At Bolder, we are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We are aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Our SRE curriculum is supported in this by our wider policies on behaviour, bullying and safeguarding.

## **Content of the RSE Curriculum**

The RSE Curriculum is embedded in and delivered through our Personal Social Health and Citizens Education (PSHCE) Curriculum.<sup>1</sup> The National Curriculum for PSHE and citizenship has four main strands: the self, relationships, health and safety and active citizenship.

This curriculum is delivered in a variety of ways. We have weekly form time sessions with all year groups. We also teach aspects of RSE through Being Bold Value days, where students focus on a particular topic from the PSHCE and RSHE curriculum, which allows the Academy to bring in expert speakers as well as time for extended workshops. We also deliver RSE themes through assemblies. Aspects of RSE are also taught through other subjects, such as science, and the RSE curriculum is supported by our student leadership programme.

Please refer to the end of this document for a list of RSE topics and when they are taught at Bolder.

## **Teaching RSE in and Through Other Subjects and Programmes**

### **Science:**

The science programme covers the mandatory elements of RSE:

- Anatomy
- Puberty
- Sexual reproduction (biological aspects)
- Gestation and Birth
- Pregnancy

### **Form Time (including PSHCE and RSE form time, Personal Development form time, and Assemblies)**

Our form tutors have a pastoral responsibility for our young people. They are given designated time with their groups during which they address the following issues:

- Transition to secondary school and to KS4
- How to achieve personal goals.
- Social interaction.
- Dealing with conflict.
- Dealing with peer pressure and being true to oneself.

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<sup>1</sup> Please see our PSHCE curriculum and Policy on our website.

- How to develop the confidence to be assertive.
- Dealing with prejudice including racism, homophobia, and sexism.
- Respectful relationships (including friendships)
- Families, relationships and human happiness
- Online and media
- Internet safety and harms
- Health and prevention
- Growing up
- Mental Wellbeing

### **Student Leadership**

We have an active student leadership programme with trained student leaders. We have an anti-bullying team which work closely with staff and vulnerable students, and we have an LGBT+ group which is proactive in raising LGBT+ issues and representing minority groups in our school.

### **Teaching Strategies**

A number of different methodologies are used to maintain interest and make young people feel safe. Central to their engagement is making RSE interesting and manageable. Methodologies used include:

- Setting a working agreement with the group.
- Single gender groups.
- Circle time.
- Role-play.
- Continuums.
- Use of photographs to initiate discussions.
- Case studies.
- Real-life dilemmas.

We also highly value the quality provision which our local, external agencies offer, (for example the LVA trust and Crossway) and have created strong links with several institutions, who continue to deliver high quality workshops to our students, staff, and parents.



## **Boundaries**

The setting of boundaries when discussing RSE is very important and creating a working agreement at the start of sessions supports this.

It is acceptable to take time to respond to questions raised and to return to these in the next session.

Questions are responded to openly and honestly. If questions cause concern, they are followed up outside the classroom. Personal information does not have to be revealed.

## **Monitoring and Evaluation**

A baseline assessment of students' needs is conducted at the beginning of each year, and an evaluation of the RSE programme is completed at regular intervals, through discussion and written evaluations by the students and teachers.

We also consult data that is available at both a national level and local level, such as CHIMAT (Child and Maternal Health) and JSNA (Joint Strategic Needs Assessment), to inform us of the needs of our students.

## **Working with Parents/Carers**

We are clear that parents and carers are the prime educators for children on many of the RSE themes. We will complement and reinforce this role and we see building on what students learn at home as an important part of delivering a good education.

We will work closely with parents/carers when planning and delivering these subjects, ensuring that parents/carers know what will be taught and when. We believe that parents/carers should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents/carers to understand and ask questions about our approach will help increase confidence in the curriculum.

Government statutory requirements state that there is no right for parents or carers to withdraw their pupils or for pupils to withdraw themselves from the relationships curriculum. However, under the Education Act 1996, parents do have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. Students cannot be withdrawn, however, from the compulsory elements of sex education contained in the

science National Curriculum. To see where sex education is taught in our RSE curriculum, please refer to the table at the end of this document.

Parents/carers wanting to exercise the right to withdraw are invited to see the Headteacher who will explore the concerns of parents/carers and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child.

Following this discussion, if a parent/carer still wishes to withdraw the child we would ask that the request be submitted in writing.

Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. This will be reviewed with the parents/carers each year.

### **Confidentiality**

At the start of RSE sessions, we inform the students that we cannot keep information in confidence if we feel that the student is at risk, either from themselves or others.

If we think a student is at risk Child Protection guidelines are followed.

All students are entitled to support, and sexual health advice and we tell students how to access local services.

Here is a breakdown of our weekly PSHCE and RSHE form time curriculum.

Themes	PSCHE				
	Year 7	Year 8	Year 9	Year 10	Year 11
	Induction Week				
	<b>Respect and Friendship</b>	<b>Stereotypes and bullying</b>	<b>Recognising and reporting criminal behaviour</b>	<b>Being Safe - informed consent</b>	<b>Pregnancy and Parenting</b>
<b>Respectful Relationships (inc. Friendships)</b>	Positive and Healthy Friendships	Types of bullying	Criminal behaviours within a relationship	Sexual Consent and the law	Pregnancy signs and testing
	Respecting Difference	The impact of bullying	Controlling behavior and coercive control	Freedom and capacity to consent	Abortion
	Boundaries, privacy and consent	How stereotypes encourage prejudice	Sexual harassment and sexual violence	Checking for consent	Pregnancy
	Conflict and reconciliation	Unlawful discrimination		People in a position of trust	Labour and Miscarriage
	Ending friendships / relationships	Respect and Tolerance		Sexual Coercion	Alternative ways of having a baby
Online risks - images	Help for victims		Advice re reproductive health	Adoption	
	<b>Introduction to Families</b>	<b>Stable Relationship and Marriage</b>	<b>Being Safe and Reporting Concerns</b>	<b>Intimate Sexual Relationships</b>	<b>Honour Based violence and FGM</b>
<b>Families, Relationship and Human Happiness</b>	Different kinds of committed, stable relationships	What is marriage?	Safe family relationships	Fertility and reproduction - dispelling myths	Forced marriage
	How stable, committed relationships contribute to human happiness	Cohabiting couples	Trustworthy Information	Fertility and infertility	Honour based violence
	Positive relationships for raising children	Marriage as a choice	Recognising unsafe relationships	Sexual pressure	FGM
	Recognising different family types for raising children	Parenting roles	Recognising our own unsafe relationships	Sex and Health	FGM support
	Wider family relationships			Preventing pregnancy	
			Contraception		
	<b>Rights and Responsibilities - keeping safe</b>	<b>Harmful Contact</b>	<b>Image Sharing</b>	<b>Dangers of Viewing Material</b>	<b>Online Research - Careers</b>
<b>Online Media</b>	Opportunities Online	Online Risks	Definition of the law re indecent image sharing	Impact on attitudes and behaviour	
	Digital Citizenship	Screen Time	Issues and scenarios	Damaging impact of viewing explicit materials on relationships	
	Digital Footprint	Data generation and usage	Reporting and penalties	Exploitation	
	Online Behaviour Rules Law regarding FGM	Sharing and removing material online Risks of unknown people online	Child pornography	Spiral of addiction Pornography and the law	
	<b>Reality v online world</b>	<b>Body Image</b>	<b>Relationships and Social Media</b>	<b>Harmful Behaviour Online</b>	<b>Gambling, Debt and Targeted Advertising</b>
<b>Internet Safety and Harms</b>	Reality v online world	Body image introduction	The positives of social media	Problematic interactions online	Understanding gambling
	Unhealthy Comparisons	Idealized projections	Issues with 'oversharing'	Obsessive online behaviours	Resilience towards gambling
	Social Media and reality	Beliefs about beauty	Real life friendships	Catfishing	Recognising problem gambling
	Understanding online information	Purity and body image	Influencers	Self Help for our online behaviours	Targeted advertising
	How to report concerns online	Support for body image issues	Maintaining a healthy relationship with social media		Influencer endorsements
	<b>Basic Health</b>	<b>Sleep and Routines</b>	<b>Vaccine and Immunisation</b>	<b>Maintaining a Healthy Lifestyle</b>	<b>Self Care and Self Awareness</b>
<b>Health and Prevention</b>	Personal Hygiene	Good Quality Sleep	Understanding vaccinations	Maintaining a healthy lifestyle	What is a healthy intimate relationship?
	Dental Care	Strategies for good quality sleep	Addressing concerns about vaccinations	Physical activity and positive mental wellbeing	Diversity within intimate relationships
	Immune System	Impact of poor Sleep	Screening	Being a donor - science to inform choices	Good communication within intimate relationships
	Bacterial Infection and Antibiotic Resistance	Impact of device use on sleep	Self examination	STIs	Sexual Pressure
			Sex and alcohol	Sex and health (inc STIs)	
	<b>Changing Adolescent Body: Puberty and Menstrual Wellbeing</b>	<b>Drugs and Alcohol</b>	<b>Prescription and Illegal Drugs</b>	<b>Addiction and Alcohol Dependency</b>	<b>Dangers of Recreational Drug Use</b>
<b>Growing Up</b>	Exploring puberty	Introduction to Alcohol and tobacco (drug dealing)	Common illegal drugs	What is an addiction?	Recreational drug use
	The brain during puberty	Low risk alcohol consumption	Drugs and the law	How addiction affects people	Cannabis / Marijuana
	Sexual Feelings	Alcohol - short term and long health risks	Prescription drugs	Addiction to specific drugs	Cocaine
	Hygiene	Alcohol Psychological risks	Legal highs	Consequences of addiction	Ecstasy and Heroin
	Menstrual Health	Harmful effects of tobacco		Seeking help for addiction	Social implications of drug use
	Stopping Smoking		Alcohol dependency	Sex and drugs	

Below is the current curriculum for PSHCE.

Sex education topics are highlighted in orange.

Year 7	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Health and Prevention	Mental Health and Wellbeing	Alcohol and Substances
<b>What do we teach?</b>	<p>Positive and healthy friendships.</p> <p>Respecting difference boundaries, privacy and consent.</p> <p>Conflict and reconciliation.</p> <p>Ending friendships / relationships.</p>	<p>Different kinds of committed, stable relationships.</p> <p>How stable, committed relationships contribute to human happiness.</p> <p>Positive relationships for raising children.</p> <p>Recognising different family types for raising children.</p> <p>Wider family relationships.</p>	<p>Opportunities online.</p> <p>Digital citizenship.</p> <p>Digital footprint.</p> <p>Online behaviour rules.</p>	<p>Reality versus the online world.</p> <p>Unhealthy comparisons.</p> <p>Social media and reality.</p> <p>Understanding online information.</p>	<p>Personal hygiene.</p> <p>Dental care.</p> <p>The immune system.</p> <p>Bacterial infection and antibiotic resistance.</p>	<p>What is mental wellbeing?</p> <p>Why is connecting important?</p> <p>How does time spent online impact wellbeing?</p> <p>Our behaviour, thoughts and feelings.</p> <p>Dealing with grief.</p>	<p><i>We start teaching alcohol and substances in Year 8. This allotted time in Year 7 is used to teach puberty.</i></p> <p>Exploring puberty.</p> <p>The brain during puberty.</p> <p>Sexual feelings.</p> <p>Hygiene.</p> <p>Menstrual health.</p>
<p>In Year 7 there is one Value day, focusing on the theme of healthy lifestyles.</p> <p>Students are taught: the principles of healthy eating; keeping physically active; benefits of a healthy lifestyle; and physical activity and mental wellbeing.</p>							
<b>How does this meet the new RSE and Health Education guidance?</b>	<p>Respectful Relationships – Key content mirrors the guidance on pages 27 and 28 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’.</p> <p>Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’.</p> <p>Online and Media – Key content mirrors the guidance on page 28 of the RSE and Health Education guidance, from the section entitled ‘Online and media’.</p> <p>Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’.</p> <p>Health and Prevention - Key content mirrors the guidance on pages 34 and 37 of the RSE and Health Education guidance, from the section entitled ‘Health and prevention’.</p> <p>Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’.</p> <p>Puberty - Key content mirrors the guidance on page 38 of the RSE and Health Education guidance, from the section entitled ‘Changing adolescent body’.</p> <p>Healthy Lifestyle - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Physical health and fitness’.</p>						

Year 8	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Health and Prevention	Mental Health and Wellbeing	Alcohol and Substances
<p><b>What do we teach?</b></p> <p>Types of bullying.</p> <p>The impact of bullying.</p> <p>How stereotypes encourage prejudice.</p> <p>Unlawful discrimination.</p> <p>Respect and tolerance.</p> <p>Help for victims.</p>	<p>What is marriage?</p> <p>Cohabiting couples.</p> <p>Marriage as a choice.</p> <p>Parenting roles.</p>	<p>Online risks.</p> <p>Screen time.</p> <p>Data generation and usage.</p> <p>Sharing and removing material online.</p> <p>Risks of unknown people online.</p>	<p>Body image introduction.</p> <p>Idealised projections.</p> <p>Beliefs about beauty.</p> <p>Puberty and body image.</p> <p>Support for body image issues.</p>	<p>Good quality sleep.</p> <p>Strategies for good quality sleep.</p> <p>Impact of poor sleep.</p> <p>Impact of device use on sleep.</p>	<p>Outward signs of mental wellbeing concerns.</p> <p>Subtle signs of mental wellbeing concerns.</p> <p>Taking action to minimise mental wellbeing concerns in ourselves and others.</p> <p>Early interventions.</p>	<p>Introduction to alcohol and tobacco.</p> <p>Low risk alcohol consumption.</p> <p>Alcohol - short term and long term health risks.</p> <p>Alcohol: psychological risks.</p> <p>Harmful effects of tobacco.</p> <p>Stopping smoking.</p>	
	<p>In Year 8 there is one Value day, focusing on the theme of first aid. We also spend a Value day discussing the theme of identity.</p>						
<p><b>How does this meet the new RSE and Health Education guidance?</b></p>	<p>Students are taught: assessing a casualty; recovery position; CPR; and defibrillators.</p> <p>Respectful Relationships – Key content mirrors the guidance on pages 27 and 28 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’.</p> <p>Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’.</p> <p>Online and Media – Key content mirrors the guidance on page 28 of the RSE and Health Education guidance, from the section entitled ‘Online and media’.</p> <p>Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’.</p> <p>Health and Prevention - Key content mirrors the guidance on pages 34 and 37 of the RSE and Health Education guidance, from the section entitled ‘Health and prevention’.</p> <p>Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’.</p> <p>Alcohol and Substances - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Drugs, alcohol and tobacco’.</p> <p>First Aid - Key content mirrors the guidance on page 38 of the RSE and Health Education guidance, from the section entitled ‘Basic first aid’.</p>						

**Bolder Academy**

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Registered in England and Wales No: 08932897

PSHCE Policy V1

Year 9	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Health and Prevention	Mental Health and Wellbeing	Alcohol and Substances
<b>What do we teach?</b>	<p>Criminal behaviours within a relationship.</p> <p>Controlling behavior and coercive control.</p> <p>Sexual harassment and sexual violence.</p>	<p>Safe family relationships.</p> <p>Trustworthy information.</p> <p>Recognising unsafe relationships.</p> <p>Recognising our own unsafe relationships.</p>	<p>Definition of the law - re indecent image sharing.</p> <p>Issues and scenarios.</p> <p>Reporting and penalties.</p>	<p>The positives of social media.</p> <p>Issues with 'oversharing'.</p> <p>Real life friendships.</p> <p>Influencers.</p> <p>Maintaining a healthy relationship with social media.</p>	<p>Understanding vaccinations.</p> <p>Addressing concerns about vaccinations.</p>	<p>Anxiety.</p> <p>Depression.</p> <p>Stress.</p> <p>Self Harm.</p> <p>Eating Disorders.</p>	<p>Common illegal drugs.</p> <p>Drugs and the law.</p> <p>Prescription drugs.</p> <p>Legal highs.</p>
<p>In Year 9 there are two Value days, focusing on the theme of being safe and intimate relationships. We also spend a Value day discussing the theme of radicalisation.</p> <p>For being safe, students are taught: sexual consent and the law; harassment; abuse and rape.</p> <p>For Intimate Relationships, students are taught: what is a healthy intimate relationship?; diversity within intimate relationships; good communication within intimate relationships.</p>							
<b>How does this meet the new RSE and Health Education guidance?</b>	<p>Respectful Relationships – Key content mirrors the guidance on pages 27 and 28 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’.</p> <p>Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’.</p> <p>Online and Media – Key content mirrors the guidance on page 28 of the RSE and Health Education guidance, from the section entitled ‘Online and media’.</p> <p>Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’.</p> <p>Health and Prevention - Key content mirrors the guidance on pages 34 and 37 of the RSE and Health Education guidance, from the section entitled ‘Health and prevention’.</p> <p>Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’.</p> <p>Alcohol and Substances - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Drugs, alcohol and tobacco’.</p> <p>Being Safe - Key content mirrors the guidance on page 28 and 29 of the RSE and Health Education guidance, from the section entitled ‘Being safe’.</p> <p>Intimate Relationships - Key content mirrors the guidance on page 29 of the RSE and Health Education guidance, from the section entitled ‘Intimate and sexual relationships including sexual health’.</p>						

Year 10	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Health and Prevention	Mental Health and Wellbeing	Alcohol and Substances
<b>What do we teach?</b>	Sexual consent and the law. Freedom and capacity to consent. Checking for consent. People in a position of trust. Sexual coercion.	Fertility and reproduction - dispelling myths. Fertility and infertility. Sexual pressure. Sex and health. Preventing pregnancy.	Impact on attitudes and behaviour. Damaging impact of viewing explicit materials on relationships. Exploitation. Spiral of addiction. Pornography and the law.	Problematic interactions online. Obsessive online behaviours. Catfishing. Self help for our online behaviours.	Maintaining a healthy lifestyle. Physical activity and positive mental wellbeing. Being a donor - science to inform choices.	Everyday stress triggers. Issues with school work. Impact of drugs and alcohol. Bullying. Violence and aggression.	What is an addiction? How addiction affects people. Addiction to specific drugs. Consequences of addiction. Seeking help for addiction. Alcohol dependency.
	<p>In Year 10 there is one Value days, focusing on the theme of being safe and intimate relationships. This also covers the topic area of screening.</p> <p>For being safe, students are taught: domestic violence; grooming; exploitation and coercion; and county lines. For Intimate Relationships, students are taught: sexual pressure; and sex and health.</p>						
<b>How does this meet the National Curriculum and new RSE Guidance?</b>	<p>Respectful Relationships – Key content mirrors the guidance on pages 27, 28 and 29 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’ and ‘Intimate and sexual relationships including sexual health’.</p> <p>Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’.</p> <p>Online Media – Key content mirrors the guidance on page 28 of the RSE and Health Education guidance, from the section entitled ‘Online and Media’.</p> <p>Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’.</p> <p>Health and Prevention - Key content mirrors the guidance on pages 34 and 37 of the RSE and Health Education guidance, from the section entitled ‘Health and prevention’.</p> <p>Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’.</p> <p>Alcohol and Substances - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Drugs, alcohol and tobacco’.</p>						

Year 11	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Mental Health and Wellbeing	Alcohol and Substances
<b>What do we teach?</b>	<p>Pregnancy signs and testing.</p> <p>Abortion.</p> <p>Pregnancy.</p> <p>Labour and miscarriage.</p> <p>Alternative ways of having a baby.</p>	<p>Forced marriage.</p> <p>Honour based violence.</p> <p>FGM.</p> <p>FGM support.</p>	<p><i>In this unit, students utilise computers and online materials to research their sixth form and apprenticeship options and opportunities.</i></p>	<p>Understanding gambling.</p> <p>Resilience towards gambling.</p> <p>Recognizing problem gambling.</p> <p>Targeted advertising.</p> <p>Influencer endorsements.</p>	<p>Coping with exam stress.</p> <p>Breaking down mental health stigma.</p> <p>Panic disorder / panic attacks.</p> <p>Everyday stressors and triggers.</p> <p>PTSD.</p>	<p>Recreational drug use.</p> <p>Cannabis / marijuana.</p> <p>Cocaine.</p> <p>Ecstasy and heroin.</p> <p>Social implications of drug use.</p>
<b>How does this meet the National Curriculum and new RSE Guidance?</b>	<p>Respectful Relationships – Key content mirrors the guidance on pages 27, 28 and 29 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’ and ‘Intimate and sexual relationships including sexual health’.</p> <p>Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’.</p> <p>Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’.</p> <p>Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’.</p> <p>Alcohol and Substances - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Drugs, alcohol and tobacco’.</p>					