



RELATIONSHIP & SEX EDUCATION POLICY

Adopted by The Weald on:	June 2019
Approved by governors on: Signed by Committee Chair:	n/a
Review date:	June 2022
Signed by Chair of Governors:	

THE WEALD SCHOOL

RELATIONSHIP AND SEX EDUCATION (RSE)

POLICY

The Weald Community School and Sixth Form is a 11-18 mixed comprehensive with around 1,700 students with a Sixth Form of about 320 students.

Date of policy: June 2019
Member of staff responsible: Matthew Fry
(*Personal Development Coordinator*)
Review date: June 2022

1. Introduction

Relationship and sex education (RSE) is a very important and integral part of our life. Relationship and sex education is learning about the emotional, social and physical aspects of growing up. The term *relationships and sex education - RSE* - is used in this policy rather than *sex education*. This is to stress that **our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships**, sex, human sexuality, consent (what is acceptable and not), wellbeing and sexual health.

Young people are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame. Crucially, learning should open up discussion about real-life situations. At The Weald School we work hard to deliver RSE within the guidance outlined in both national and local documentation, whilst making the curriculum relevant to our young people.

Effective relationship and sex education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. Effective RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others and follow the law. RSE will enable sexual health, sexual orientation and gender identity to be explored inclusively. It enables young people to mature, build confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE is underpinned by the ethos and values of The Weald School and we uphold it as an entitlement for all our students. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective and personalised programme that meets the needs of our students.

The teaching of sex education is statutory at key stage 3 and at key stage 4; to support the teaching of sex education, there are non-statutory programmes of study for sex education

within the National Curriculum. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils. Religious background of all pupils will be taken into account and we will comply with the relevant provision of the Equality Act (2010), under which religion or beliefs are protected characteristics.

All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal development and RSE (*See 2.5 in the National Curriculum framework (DfE 2013a)* and Statutory Instrument 2012 No. 1124. **With this in mind it will not be possible for a member of staff to withdraw a student from a discretely taught personal development lesson without express permission from the coordinator of personal development.**

2. RSE elements

The guidance suggests that RSE should have five main elements as follows:

FAMILIES

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to the raising of children.
- how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS

Pupils should know:

- the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

ONLINE AND MEDIA

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is against the law.
- how information and data is generated, collected, shared and used online.

BEING SAFE

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline).

INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.

- how 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.

Source: Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2018

3. Teaching of RSE at The Weald School

The RSE programme will be delivered as part of the school's whole school approach to personal development and well-being. The main programme of study will be taught as a discrete subject in personal development lessons and covers a wide range of topics. RSE is also delivered through science and small parts in IBEC, English and drama as well as form time and assemblies. Personal development is taught in mixed gender and ability groups fortnightly in Key Stage 4 and weekly in Key Stage 3.

Within personal development lessons a variety of teaching and learning methods are employed to engage all students at an appropriate level and materials used are drawn from a wide and varied source. Ground rules are established within personal development lessons at the start of the year and are referred to throughout any RSE work.

Teaching uses various resources and sources of information to plan a strong, relevant and appropriate programme. Distancing techniques such as being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves.

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate; they will follow the school behaviour for learning policy and discuss ground rules with students by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support.

Internal data and external data from sources such as the 'The Weald well-being survey' and 'The West Sussex Lifestyles of 14 to 15 Year olds' are used to inform and identify areas to be developed and for normative messages to promote positive choices.

All staff new to the school are supported through three personal development training sessions. All training needs are reviewed on an ongoing basis to assist in professional development, policy compliance or personal need.

A brief overview of RSE can be seen in the appendix and a more detailed personal development curriculum can be obtained on request from the coordinator of personal development.

Visitors to the classroom

At times, the personal development curriculum is enriched via outside speakers such as the sexual health clinics, the school nurse and police.

Where outside speakers are used, the coordinator of personal development meets the speaker, reviews all teaching materials and makes the speaker aware of the RSE policy of the school prior to the visit. All visitors must have appropriate DBS checks as required.

Other services and access to information - Personal development enhancement

All students are entitled to RSE provision. Some additional RSE is provided through small group work sessions with specific, vulnerable and SEND students and delivered by trained staff such as our Heads of House and support staff, learning support team, and on an individual basis with the school nurse/counsellor, and other outside agencies, such as sexual health professionals. Small group work or individual support is a vital element of meeting the needs of individual students. Outside agencies and speakers are involved in inputting to RSE lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs. We work in partnership with the agencies and promote relevant helping agencies that students can access.

There may be occasions where RSE for these groups takes place offsite, outside of the school setting, in a suitable venue such as a sexual health clinic. Parents and carers are informed and permission sought unless it is deemed inappropriate or dangerous to the student to do so, as decided by the safeguarding lead.

Throughout all lessons, group work and individual work students, are sign posted to local and national services as appropriate.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We respond to parental requests and concerns.

Students with Special Educational Needs and Disabilities

All young people have the right receive sex and relationship education, and provision is offered appropriate to the particular needs of individual students, taking specialist advice where necessary.

Sexual Identity, Sexual Orientation and Gender Identity

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

Working with Parents and Carers

Parents' and carers' support is important to the success of our personal development programme. Students are encouraged to talk about the RSE curriculum with parents and carers. Our personal development curriculum, including RSE, is available on our website so that parents and carers can see what content is being delivered and the policy is available to download from the school website. We notify parents when RSE will be taught using school communications such as email or letter.

Right to be excused from sex education

We work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision their concerns are addressed and any fears they may have are allayed.

Parents and carers have the right to request and excuse their child/children from all or part of the RSE programme with the exception of those parts that are included in the statutory Science National Curriculum. Any parent or carer wishing to excuse their child/children should put their request in writing to their son/daughter's Head of House and the Personal Development Coordinator. There are huge personal and social benefits of a young person receiving RSE education any withdrawal may have detrimental effects on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

A meeting will then be arranged to discuss concerns and make suitable alternative arrangements. Parental and carer right to exclude is limited up to and until three terms before the child turns 16 (*typically Year 11*). After that point, if the child wishes to receive sex education rather than be withdrawn the school will make arrangements to provide the child with sex education during one of those terms.

SEND should not be a consideration in deciding whether to grant a parental request, however there may be exceptional circumstances where the school will take this into account when making a decision.

Students withdrawn from RSE will carry out other independent personal development related work in an appropriate area of the school.

Please note: Relationship and sex topics can arise incidentally in other subjects, lessons and situations and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

4. Morals and values framework

To assist the school in meeting our 'Wildly Important Goals and Beliefs and Community Framework' our approach to RSE is conducted within a clear morals and values agenda based on the following principles:

- To respect the value of stable and loving relationships
- To maintain being safe and healthy
- To respect, show understanding and empathy towards others who may have different backgrounds, cultures, sexuality, gender identity, feelings and views
- To assist in developing the skills needed for healthy and safe relationships, including sexual relationships, based on mutual consent, rather than coercion
- To develop the skills necessary to make choices based on an understanding of difference and an absence of prejudice and to develop an appreciation of the consequences of choices made
- To respect the right not to be abused by other people or be taken advantage of
- To assist in harm reduction of social media influences and peer pressure in relation to relationships
- The right of people to follow their own sexuality and gender identity
- To respect that everyone has a sexual orientation and gender identity and that everyone is different
- To not assume that all students are heterosexual or that there are no trans students in the class
- To be well informed about the law to be equipped to make decisions for themselves and own lives in the future as responsible citizens
- To include examples and information that is relevant to ALL members of The Weald community when talking about issues such as relationships, consent and safe sex
- To encourage all students to feel positive about themselves and their bodies
- To challenge gender stereotypes
- To explain the differences between biological sex and gender
- To avoid making assumptions about sexual orientation and gender identity, either about students or in lesson topics. *For example, assuming that all characters in a book are straight or that everyone in the class has a mum and a dad*
- To endeavour to avoid making distinctions between boys and girls. *For example, don't separate boys and girls for activities or use language such as 'ladies and gents'*
- To address specific national and local health priorities

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE
- Be free from homophobic, biphobic and transphobic bullying alongside other forms of bullying and prejudice

- An atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Talk about different relationships and family structures such as same-sex marriages, adoption and fostering and single-parent families
- An equal opportunity to explore the features of stable and healthy same-sex relationships
- Access to help from trusted adults and helping services eg school nurse, school counsellor

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias and will be based on clear morals and values.

We endeavour to have an approach that is educational, rather than one based on propaganda. We respond to the needs of students through student voice, audits/evaluation, forums and use of local data and advice from service professionals.

We recognise that parents are the key people in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents and students.

5. Equal Opportunities

Young people may have varying needs regarding RSE depending on their circumstances and background and all members of The Weald School are of equal value and the curriculum is inclusive. The school strongly believes that all students should have access to RSE that is relevant to their particular needs.

6. A whole school approach

All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

The Senior Leadership Team (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The designated coordinator of personal development will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff (all) are involved in the school's RSE provision. Some will teach RSE through the personal development programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding relationship issues. Teachers will be consulted about the school's approach to

RSE and policy and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. They will have access to information about the RSE programme and be supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governor's meetings.

Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to excuse their child/children (see section 3). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE will encourage dialogue between parents/carers and their children.

Head of Houses /The school nurse / The school counsellor/ Youth Prevention Officer all play a key role in RSE both in terms of input into lessons, CPD and provision of pastoral support for students. The school will work in ongoing consultation and partnership with all parties.

Students have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing and influencing the provision.

7. Confidentiality

RSE should take place in a safe and supportive environment that allows for suitable discussion of potentially sensitive topic matters without embarrassment. Students should also be made aware that we all have different experiences and that mutual respect is essential. Ground rules are established in all Personal Development classes and confidentiality and respect are always included.

However, students are made aware that, teachers cannot guarantee complete confidentiality and should be reminded of this at intervals during personal development lessons. Staff have a duty of care to the students they work with and therefore if a student makes a disclosure that causes a concern for the student's or another student's safety then that member of staff will follow the school's Safeguarding and Child Protection Policies.

8. Monitoring and evaluation

The programme is regularly evaluated by the Personal Development Coordinator and SLT staff. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Teachers will critically reflect on their work in delivering personal development termly and all students will have opportunities to review and reflect on their learning during

lessons. Governors will be informed of the RSE policy and curriculum through governor and curriculum meetings.

This policy will be reviewed at least every three years or when government legislation or guidelines change.

9. How was this policy developed?

This latest policy was created in conjunction with the School Council, students, staff, and parents as well as information from the PSHE Association '*Writing your school's relationships and sex education (RSE) policy September 2018*'. This policy takes full account of the school's legal obligations and the latest DfEE guidance '*Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2018.*'

Developed in association with others who give support in school:

- School Governors
- Senior Manager(s) in charge of pastoral care
- Heads of House
- Directors of Learning at all key stages
- Form Tutors
- Personal Development teachers
- Subject Leaders of Sciences/Biology
- School Counsellor

All of the above will receive a copy of this policy. Copies will be kept in School Office and online downloadable from the school website.

The documents that inform the schools RSE policy includes:

- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2018
- Education Act 1996
- Learning and skills Act 2000
- Education and inspections Act 2006
- Equality Act 2010
- Supplementary guidance SRE for 21st Century 2014
- Keeping children safe in education - statutory safeguarding guidance 2018
- Children and social work Act 2017

10. Sources of further information

This policy has drawn on:

- *Guidance on producing your school's SRE policy - PSHE Association 2018'*
- House of Commons Library - Sex and Relationship Education in Schools, SN/SP/610315 October 2014 by Robert Long
- Sex and relationships education (SRE) for the 21st century Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)

- PSHE Association 2017 -Writing your school's relationships and sex education (RSE) policy
- Stonewall - Getting Started By Francesca Hall
- Sex Education Forum SRE policy guidance - Sept 2014
- West Sussex Healthy Schools Education Programme

These documents, further copies of this policy and other information about SRE can be obtained from (Matthew Fry), Personal Development Coordinator.

APPENDIX 1

THE TAUGHT RSE PROGRAMME

The RSE programme is delivered as part of the school's approach to Personal Development.

1. Aims of the programme

The overall aims of the RSE programme are:

1. To provide accurate information about, and understanding of, RSE issues.
2. To dispel myths.
3. To explore a range of attitudes towards RSE issues and to help students to reach their own informed views.
4. To develop respect and care for others.
5. To empower students to make informed choices
6. To increase student's self-esteem.
7. To be aware of the legislation
8. To develop skills relevant to effective management of relationships, sexual situations and consent. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

2. Place in the curriculum

The main RSE programme is delivered through Personal Development lessons by teaching staff. There is a training programme for all new teachers and this is extended to student teachers and the more experienced. In addition certain biological aspects are delivered through Science lessons and other aspects of RSE arise in RE, English and Drama.

3. Content and learning objectives

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. The main core outcomes of the RSE lessons are shown below and have been adapted from the PSHE Education Programme of Study 2017.

HEALTH AND WELLBEING

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing;
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity;
- mental and emotional health and wellbeing; and sexual health*
- about parenthood and the consequences of teenage pregnancy*
- how to assess and manage risks to health; and to keep themselves and others safe
- how to identify and access help, advice and support
- the role and influence of the media on lifestyle

* Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar

broad overlap and flexibility between topics and areas in all core themes including economic wellbeing, careers and the world of work.

RELATIONSHIPS

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support

4. Methodology and resources

A wide range of teaching methods are used, that enable students to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial students are divided into single gender groups for a part of lessons or whole lessons. Occasional use of drama productions also forms part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

5. Answering questions

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers use their skill and discretion to decide about whether to answer questions in class and, if so, how. They establish clear parameters of what is appropriate and inappropriate; they follow the schools behaviour for learning policy and discuss ground rules with students by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal, teachers remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk, safeguarding procedures should be followed according policy.

APPENDIX 2

PD Curriculum Summary as of September 2019
Year 7

Autumn	Spring	Summer
TBA		

Year 8

Autumn	Spring	Summer
TBA		

Work Related Learning

The Real Game - *Enrichment day*

- a. Material possessions
- b. My strengths and how can these contribute to a successful future
- c. Evaluate my own progress realistic goals
- d. What do we mean by work?
- e. Benefits and challenges of work
- f. What is tax? What is National Insurance? Why do we have to pay it? Where does this money go?

Year 9

Autumn	Spring	Summer
<p>Mind body and soul</p> <ol style="list-style-type: none"> Welcome back group dynamics, skills & qualities Sexting Smoking & E cigarettes Cannabis risks Alcohol risks Mental health 	<p>Love, relationships and parenting</p> <ol style="list-style-type: none"> What do we need to know about sex? What is OK in a teenage relationship? Close relationships LGBT and Questioning Prejudices - Sexuality Parenting - it's a scream! Parenting - Baby borrowers STI's 	<p>Love, relationships and parenting Continued</p> <ol style="list-style-type: none"> HIV Choices - adopt, terminate, parent Fantasy Vs Reality - attitudes towards pornography
<p>Work, work, work - Work Related Learning</p> <p>Speed dating work preparation</p>		

Year 10

Autumn	Spring	Summer
<p>Looking Ahead</p> <ol style="list-style-type: none"> How can PD help me and beat stress Have I got it right? Study skills <p>World of Work</p> <ol style="list-style-type: none"> Work experience launch Career Action Planning - CV writing <p>Emotional Health and Wellbeing</p> <ol style="list-style-type: none"> Mental health issues Breast and testicular cancer 	<p>Emotional Health and Wellbeing Continued</p> <ol style="list-style-type: none"> What is normal? - attitudes to sex and body image <p>Risky Business</p> <ol style="list-style-type: none"> Alcohol - unit sizes Substances - MDMA, illegal highs, cocaine, polydrug use Risk Police Visit Or Criminal Exploitation <p>Relationships</p> <ol style="list-style-type: none"> Sexual relationship Exploitation and abusive relationships Pornography- Blurred lines Contraception recap 	<p>World of Work - Work Related Learning</p> <ol style="list-style-type: none"> Health and safety 1 plus <i>Assembly - Preparation for work experience</i> Health and safety 2 Work Experience debrief

Year 11

Autumn	Spring	Summer
<p>Future - Work Related Learning</p> <ol style="list-style-type: none"> 1. Future Choices 2. Post 16 3. Sixth Form Vs Apprenticeships <p>Because I'm worth it? - Health and wellbeing</p> <ol style="list-style-type: none"> 4. Alcohol - respect it! 5. Safe Drive 	<p>Dealing with Change</p> <ol style="list-style-type: none"> 6. The party is over! - Focus on mock results <p>Study Skills</p> <ol style="list-style-type: none"> 7. Study Tips- ELEVATE <p>Law and Liberty</p> <ol style="list-style-type: none"> 8. Extremism 9. The law, sex and internet 10. Police - Sexual Offences <p>Economic well-being</p> <ol style="list-style-type: none"> 11. Credit and payday loans Pay/self-employment/tax <p>Because I'm worth it? - Health and wellbeing</p> <ol style="list-style-type: none"> 12. Mindfulness for exams 	

APPENDIX 3

Objectives Covered In Personal Development

Personal development curriculum is delivered as part of the school's whole school approach to personal development and well-being, although the main programme of study is taught as a discrete subject in personal development lessons it covers a wide range of topics and curriculum areas based on the three core themes of:

- Health and wellbeing
- Relationships
- Living in the wider world

Aspects of the programme are delivered through PE, science and small parts in IBEC, English and drama as well as form time and assemblies. The key objectives are from The PSHE Association which is the national body representing teachers and other professionals involved in PSHE education in schools. This programme of study goes beyond in some cases the learning opportunities that the draft DfE statutory guidance on health education and relationships education/RSE suggests.

KEY STAGE 3

Core Theme 1. Health and wellbeing

Students learn:

- H1. to recognise their personal strengths and how this affects their self-confidence and self-esteem
- H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- H3. to accept helpful feedback or reject unhelpful criticism
- H4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;
- H6. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]
- H7. to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- H8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
- H9. the importance of and ways of taking increased responsibility for their own physical health and personal hygiene

- H10. the purpose and importance of immunisation and vaccination
- H11. about the use of contraception, including the condom and pill; to negotiate condom use (see also Relationships)
- H12. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- H13. the benefits of physical activity and exercise and the importance of sleep
- H14. to recognise and manage what influences their choices about exercise
- H15. the importance of, and strategies for, maintaining a balance between work, leisure and exercise
- H16. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
- H17. what might influence their decisions about eating a balanced diet
- H18. how the media portrays young people; to recognise its possible impact on body image and health issues
- H19. that identity is affected by a range of factors, including the media and a positive sense of self
- H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
- H21. to understand how the inappropriate use of mobile phones can contribute to accidents
- H22. to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)
- H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)
- H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)
- H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis
- H26. the law relating to the supply, use and misuse of legal and illegal substances
- H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)
- H28. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke
- H29. the safe use of prescribed and over the counter medicines
- H30. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
- H31. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use
- H32. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

Core Theme 2. Relationships

Pupils learn:

- R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise
- R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- R4. to explore the range of positive qualities people bring to relationships
- R5. that relationships can cause strong feelings and emotions (including sexual attraction)
- R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable
- R11. the roles and responsibilities of parents, carers and children in families
- R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R14. to understand what expectations might be of having a girl/boyfriend
- R15. to consider different levels of intimacy and their consequences
- R16. to acknowledge and respect the right not to have intimate relationships until ready
- R17. about readiness for sex and the benefits of delaying sexual activity
- R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
- R19. about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent
- R21. about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships
- R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

- R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
- R24. about the difference between assigned/biological sex, gender identity and sexual orientation
- R25. to recognise that there is diversity in sexual attraction and developing sexuality
- R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so
- R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them
- R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
- R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
- R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
- R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
- R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support
- R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
- R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
- R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns
- R38. when the sharing of explicit images may constitute a serious criminal offence

KEY STAGE 4

Core Theme 1. Health and wellbeing

Student learn and build upon KS3

- H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

- H2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
- H3. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing
- H4. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
- H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (*e.g. personal accounts of the 'benefits' someone experienced from their selfharm/ disordered eating, their weight change etc.*) can be harmful and should always be avoided]
- H6. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)
- H7. how to take increased responsibility for maintaining and monitoring their own health
- H8. how lifestyle choices affect a developing foetus
- H9. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
- H10. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
- H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons
- H12. how to recognise and follow health and safety procedures
- H13. how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)
- H14. about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)
- H15. the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
- H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns
- H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle
- H18. about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

Core Theme 2. Relationships

Student learn and build upon KS3

- R1. strategies to manage strong emotions and feelings

- R2. the characteristics and benefits of positive, strong, supportive, equal relationships
- R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- R4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)
- R5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- R6. managing changes in personal relationships including the ending of relationships
- R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- R8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
- R9. about the impact of domestic abuse (including sources of help and support)
- R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- R12. how to access such organisations and other sources of information, advice and support
- R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual ‘norms’, trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- R15. how to seek consent and to respect others’ right to give, not give or withdraw consent to engage in different degrees of sexual activity
- R16. to recognise when others are using manipulation, persuasion or coercion and how to respond
- R17. to understand the pernicious influence of gender double standards and victim-blaming
- R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour
- R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)
- R20. to understand and respect others’ faith and cultural expectations concerning relationships and sexual activity
- R21. to assess readiness for sex
- R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3

R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering

R25. about abortion, including the current legal position and the range of beliefs and opinions about it

R26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age

R28. about the options open to people who are not able to conceive

R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

Core theme living in wider world - *Economic wellbeing, careers and the world of work*

This core theme focuses on:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

KEY STAGE 3

Students learn:

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)

L3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities

L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices

L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

- L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- L11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- L12. about different work roles and career pathways, including clarifying their own early aspirations
- L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- L15. the benefits of being ambitious and enterprising in all aspects of life
- L16. the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- L17. the importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged
- L18. to assess and manage risk in relation to financial decisions that young people might make
- L19. about gambling (including on-line) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others
- L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

KEY STAGE 4

Students learn and build upon KS3:

- L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- L2. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace
- L3. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
- L4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

- L5. how to recognise a ‘cult’; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
- L6. how social media can offer opportunities to engage with a wide variety of views on different issues
- L7. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
- L8. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks
- L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability
- L11. about the information, advice and guidance available to them and how to access the most appropriate support
- L12. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- L13. about the range of opportunities available to them for career progression, including in education, training and employment
- L14. about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- L15. to research, secure and take full advantage of any opportunities for work experience that are available
- L16. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- L17. attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protecting corporate or brand image’)
- L18. about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L19. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- L20. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.
- L21. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- L22. their consumer rights and how to seek redress

PSHE Association Programme of Study that the DfE statutory guidance on health education and relationships education does not address.

KS3: Health and Wellbeing

- H2.** to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- H3.** to accept helpful feedback or reject unhelpful criticism

H8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM

H11. about the use of contraception, including the condom and pill; to negotiate condom use

H14. to recognise and manage what influences their choices about exercise

H19. that identity is affected by a range of factors, including the media and a positive sense of self

H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

H21. to understand how the inappropriate use of mobile phones can contribute to accidents

H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)

H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)

H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)

KS4: Health and Wellbeing

H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their selfharm/disordered eating, their weight change etc.) can be harmful and should always be avoided]

H8. how lifestyle choices affect a developing foetus

H9. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons

H12. how to recognise and follow health and safety procedures

H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns

H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

KS3: Relationships

R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

R4. to explore the range of positive qualities people bring to relationships

R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)

- R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R14. to understand what expectations might be of having a girl/boyfriend
- R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
- R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- R24. about the difference between assigned/biological sex, gender identity and sexual orientation
- R25. to recognise that there is diversity in sexual attraction and developing sexuality
- R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
- R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
- R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
- R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support
- R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns

KS4: Relationships

- R1. strategies to manage strong emotions and feelings
- R6. managing changes in personal relationships including the ending of relationships
- R9. about the impact of domestic abuse (including sources of help and support)
- R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- R12. how to access such organisations and other sources of information, advice and support
- R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R16. to recognise when others are using manipulation, persuasion or coercion and how to respond
- R17. to understand the pernicious influence of gender double standards and victim-blaming

R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity

R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

R28. about the options open to people who are not able to conceive

R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

KS3: Living in the Wider World

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices

L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills

L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them

L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work

L11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks

L12. about different work roles and career pathways, including clarifying their own early aspirations

L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes

L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process

L15. the benefits of being ambitious and enterprising in all aspects of life

L16. the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

L18. to assess and manage risk in relation to financial decisions that young people might make

L19. about gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others

L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

KS4: Living in the Wider World

- L1.** to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- L3.** to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of ‘shame’ and ‘honour based’ violence)
- L4.** to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- L5.** how to recognise a ‘cult’; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
- L6.** how social media can offer opportunities to engage with a wide variety of views on different issues
- L9.** about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10.** how their strengths, interests, skills and qualities are changing and how these relate to future employability
- L11.** about the information, advice and guidance available to them and how to access the most appropriate support
- L12.** to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- L13.** about the range of opportunities available to them for career progression, including in education, training and employment
- L14.** about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- L15.** to research, secure and take full advantage of any opportunities for work experience that are available
- L16.** about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- L17.** attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protecting corporate or brand image’)
- L18.** about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L19.** to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- L20.** to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.
- L21.** to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- L22.** their consumer rights and how to seek redress

Source: Mapping the PSHE Association Programme of Study to draft statutory guidance on health education and relationships education/RSE 2018