



WANSTEAD HIGH SCHOOL

Sex & Relationships Education Policy (SRE)

Adopted and Agreed by FGB: September 2024

Review: Summer 2025

Relationship, Sex and Health Education Policy

This policy has been developed through consultation with: SACRE, Redbridge Faith Forum, an Equality rep working party, A Faith and Belief reps working party, Youth Council, Parent Rep Working parties, Redbridge RSHE outreach services, Community consultation, Governors and trustees and Teachers:

Wanstead High School community has co-constructed this with:

Name of school: Wanstead High school

Person responsible for RSHE in school: Mr Lloyd Wood

Signature of head teacher:

Signature of Chair of Governors:

Date ratified by Governors:

When the policy will be reviewed: June 2025

Contents

<u>Aims and Objectives, including Curriculum Intent - PERSONAL DEVELOPMENT/RSHE</u>	4
<u>Statutory Content Secondary – RSHE</u>	<u>4 - 5</u>
<u>National Curriculum Science</u>	<u>5</u>
<u>Health Education</u>	<u>5</u>
<u>Relationships Education</u>	<u>5</u>
<u>Safeguarding</u>	<u>6</u>
<u>Statutory Sex Education</u>	6
<u>Parent/Carer right to withdraw their children from Sex Education in Secondary School taught as part of the statutory RSHE</u>	<u>6</u>
<u>Young Person’s right to opt in for Sex Education in Secondary School taught as part of the statutory RSHE</u>	<u>6 - 7</u>
<u>Delivery of content and skills</u>	7
<u>Definitions</u>	<u>7</u>
<u>Relationship Education – Secondary</u>	<u>8</u>
<u>Sex Education – Secondary</u>	<u>8</u>
<u>Health Education – Secondary</u>	<u>8</u>
<u>Equality</u>	8
<u>Faith sensitivity</u>	<u>8</u>
<u>Organisation of Teaching, Assessment & Review</u>	8 - 9
<u>What training will staff be given?</u>	<u>10</u>
<u>Resources</u>	10
<u>RSHE Lead</u>	<u>10</u>
<u>Appendix 1</u>	11
<u>Science National Curriculum</u>	<u>11 - 31</u>
<u>Appendix 2</u>	32
<u>Redbridge Syllabus for RSHE</u>	<u>33 - 48</u>
<u>Appendix 3</u>	49
<u>DfE Guidance for teaching Relationships, Sex and Health Education 2019</u>	<u>49 - 58</u>
<u>Appendix 4</u>	59
<u>Forms or details relevant to withdrawal from Non – Statutory Sex Education</u>	<u>59 - 60</u>
<u>Appendix 5</u>	61
<u>Pupil voice survey</u>	<u>61</u>
<u>Appendix 6</u>	62
<u>Wanstead High School RSHE Curriculum Audit</u>	<u>62 - 68</u>
<u>Appendix 7</u>	69
<u>Full Scheme of Work including lessons from which children can be withdrawn</u>	<u>69</u>

Curriculum Intent - PERSONAL DEVELOPMENT

Personal, Social, Health and Economic (PERSONAL DEVELOPMENT) education is a school subject which helps students develop the knowledge, skills and attributes to stay healthy and safe now and prepare for their futures. At Wanstead High School we believe that good PERSONAL DEVELOPMENT education also helps students to achieve their academic potential. Our intent is to provide academic PERSONAL DEVELOPMENT curriculum that provides opportunities for students to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

We have adopted and are using the Cre8tive Curriculum PERSONAL DEVELOPMENT delivery package for our KS3 PERSONAL DEVELOPMENT spiral curriculum and focus on six key themes:

- Rights, Responsibilities and British Values
- Celebrating Diversity and Equality
- Relationships and Sex Education
- Staying Safe Online & Offline
- Health & Wellbeing
- Life Beyond School

Our PERSONAL DEVELOPMENT curriculum aims to enable students to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain. Preventative PERSONAL DEVELOPMENT education helps students to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, therefore supporting positive behaviour and attitudes. Overall aims The PERSONAL DEVELOPMENT programme at Wanstead High School aims to make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life.

Aims and Objectives – PERSONAL DEVELOPMENT/RSHE

It is the intention of Wanstead High School to teach age appropriate, pupil sensitive, evidence based RSHE, that respects the law and all communities that call Redbridge home.

At Wanstead High School it is our expectation that RSHE provides a learning space to understand Personal, Social and Health skills, knowledge and understanding, to enable young people to navigate the world in which they live throughout childhood but also into adulthood; therefore, RSHE is such an important element of the curriculum.

Statutory Content Secondary – RSHE

As of September 2020, it is the legal requirement of Secondary Schools – both maintained and Academies to teach Relationships, Sex and Health Education, alongside the Science National Curriculum and within the context of safeguarding and maintaining a child centred approach in accordance with the ‘Keeping children safe in education document’ (DfE, Sept, 2020).

At Wanstead High School we acknowledge and recognise that families are a child's first and most effective teacher, it is our aim to build on the established foundation of the Redbridge syllabus and consultation of working in partnership with parents/carers to educate our young people about these important subjects.

Here at Wanstead High School, we will review the RSHE policy and curriculum annually and share this with our parents.

The Government guidance is due to be reviewed every 3 years- with the 2024 review in place the current practice will be adhered to.

National Curriculum Science

The Key stage 3 and Key stage 4 NC states that young people's learning should include a recap about menstruation and puberty, teaching about human reproduction and birth, includes drugs education and the study of sexually transmitted infections (STIs), including HIV.

As Wanstead High School is not an Academy school, we will teach in line with the Science National Curriculum.

**Full Science National curriculum (KS3 and KS4) context can be viewed in appendix 1.
There continues to be no right to withdraw from the Science National Curriculum.**

Health Education

The aim of Health Education is to provide information to young people that will empower them to make their own choices about their physical and mental wellbeing and health. Young people will recognise what is usual and what is not, in themselves and others and be equipped to seek support at the earliest opportunity from appropriate sources.

See appendix 2 and 3 for full list of content.

There is no right to withdraw from Health Education.

Relationships Education

The aim of Relationships Education is to provide information to young people that will empower them to understand themselves and the world in which they live. The focus in Secondary school is to build on the foundations that have been taught in Primary school concerning positive relationships with family members, other children and adults along with encouraging the development their own positive personal attributes such as a belief that they can achieve and persevere towards tasks and long-term rewards, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, as outlined in the guidance and extend to talk about intimate relationships. Lessons will be evidence based, age appropriate, based on the law and sensitive to the needs of young people. It also aims to teach how to seek support and guidance from appropriate sources.

See appendix 2 and 3 for full list of content.

There is no right to withdraw from Relationships Education.

Safeguarding

Safeguarding is an important aspect of all the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy. The aim of including safeguarding within the syllabus enables consistent, age appropriate fact-based vocabulary and understanding to report any concerns of abuse including, physical, emotional, sexual and neglect.

Statutory Sex Education

Lessons taught as part of Statutory RSHE

Sex Education outside of the National Curriculum Science.

All secondary schools must teach sex education that is outside of the National Curriculum Science, however parents/carers can withdraw their children from any or some sex education.

Sex education at Wanstead High School will be taught by trained staff in an age appropriate and sensitive way and give due regard to the law. We believe the teaching of sex education alongside relationship education will help to ready students for their life in 21st century Britain. This will include topics such as the advantages and benefits of delaying sexual activity and the importance of consent, positive sexual relationships, contraception, pregnancy choices, domestic violence etc.

Parent/Carer right to withdraw their child from Sex Education in Secondary School taught as part of the statutory RSHE

Parents/Carers continue to have the right to withdraw their child from Sex Education taught as part of the statutory curriculum e.g. “benefits of delaying sexual activity and positive sexual relationships”; following a meeting with a member of the Senior Leadership Team to share their concerns/wishes. This conversation/meeting will be documented by the school. The head teacher has the right to deny this request, but only in exceptional circumstances e.g. safeguarding issues. Alternative arrangements will be made for young people not attending sex education lessons. The school will document this process.

Human reproduction (sex) and issues concerning STIs, are taught in Science as part of the statutory National Curriculum. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that all students will remain in the lesson so that they learn evidence-based facts from a teacher or nurse rather than second-hand in the playground.

Full details relevant to the withdrawal from Sex Education can be viewed in appendix 4.

Young Person’s right to opt in for Sex Education in Secondary School taught as part of the statutory RSHE

Young people have the choice to opt in for Sex Education from 3 terms before they turn 16.

Students can opt in for Sex Education lessons, by completing the ‘*Student opt in form*’. A copy of this can be collected from the School Office. A copy of the opt in request will be

checked by the Exams Officer and placed in the student's educational record. Wanstead High School would then plan to provide the young person with sex education lessons during one of those terms.

Student opt in form for Sex Education can be viewed in appendix 4.

Delivery of content and skills

The RSHE and PERSONAL DEVELOPMENT curriculum at Wanstead is delivered as follows:

-yrs.7-9– bi-weekly stand-alone lessons.

-Year 10 and 11 through morning registration time sessions and as part of the tutor time programme and additional drop-down days and assemblies.

We are adapting the high-quality Ofsted-approved creative education PERSONAL DEVELOPMENT resources for our KS3 programme. These have been modified with our community in mind. Details of the schemes of work, including lessons from which there is a right to withdrawal can be found in Appendix 7. The full set of learning resources can be accessed through the appropriate section of our website.

-yr.12

-through one-off stand-alone sessions delivered to whole year groups and parts of year groups by certified specialist staff

Please note that this is under constant review and is subject to change with parents being notified of changes as and when they arise.

Definitions

Relationship Education – Secondary

Relationship Education is the teaching of Families (which can include single parent families, LGBT Parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. There are many different types of families. Some families have a mother or a father, two mothers, two fathers, a mother and a father, grandparents as parents or other combinations. In British law it says that people have a right to live in families of their own choosing. The most important thing is that we always make sure to respect the way that people choose to live their lives), Respectful relationships including Friendships, Online media and being safe. This will include core safeguarding elements including young people being able to report concerns or abuse using the vocabulary to do so, which incorporates the use of proper names for main external body parts and understanding the law relating to sexual consent, exploitation, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence, FGM and how these can affect current and future relationships.

Sex Education – Secondary

Sex Education in RSHE is the teaching of topics that are outlined as outside of the Science National Curriculum and include intimate and sexual relationships; including sexual health, the advantages and benefits and strategies of delaying sexual activity and the importance of consent, contraception choices, knowing there are different relationship types including LGBT, values and expectations associated to intimate 1:1 relationships, how to manage peer pressure related to intimacy, the influence of alcohol and drugs on decision making and risky sexual behaviour, sexual health services and support. Sex education along with Relationship and Health education is statutory within Secondary schools and must be taught.

Full details relevant to the withdrawal from Sex Education can be viewed in appendix 4.

Health Education – Secondary

Health education is the teaching of Mental Wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid and changing adolescent body.

Equality

Faith sensitivity

Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Teachers can acknowledge in RSHE lessons that some children/young people may have beliefs about the content to be taught, whilst noting that the purpose of the lesson is to give information. Children and young people will also be reminded of the ground rules and their right to pass on discussing anything that they do not want to. For some children and young people, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

Organisation of Teaching, Assessment & Review

It is our intention that RSHE sessions will meet our high standard of teaching and learning. Therefore, planning will be accessible to the RSHE lead teacher (Mr Pavel Chartorizhsky) to monitor, discuss and develop CPD opportunities where appropriate.

RSHE lessons will be included in the whole school monitoring and review plans such as; whole school academic and pastoral learning walks, formal lesson observations in Year 7 and Year 8 PERSONAL DEVELOPMENT lessons, pupil voice, Junior Leadership Team and whole school book looks.

Teachers will be responsible for assessing young people's learning and progress. At Wanstead High School teachers will identify prior learning by conducting whole school curriculum audits, pupil voice, assemblies and working in partnership with Wanstead High School Junior Leadership Team (JLT).

Young people's learning and progress will be assessed during lessons as part of good quality teaching practice. Learning and progress will be further assessed through pupil voice, school projects and presentations, drop down days, and student led assemblies.

Evidence of this learning will be through student work books/sheets, assessment for learning, books home to parents, whole school academic and pastoral learning walks, formal lesson observations, whole school book looks, pupil voice and Wanstead High School Junior Leadership Team (JLT).

We have chosen this approach because it allows Wanstead High School to collect information that will inform and facilitate improvement in classroom practice. The approach taken, allows Wanstead High School to record information in an agreed, consistent manner which will allow the results from different experiences to be sensibly collated, whilst working within the context of safeguarding and maintaining a child centred approach.

When will RSHE be taught and by who?

All pupils will receive 1 hour of RSHE over the fortnight:

- RSHE will be taught to Year 7 and Year 8 pupils once a fortnight across the academic year, as part of their timetabled 1 hour Personal, Social and Health Education lesson (PERSONAL DEVELOPMENT). Year 7 and Year 8 pupils will be taught by trained RSHE staff.
- RSHE will be taught to Year 9, 10 and 11 pupils as part of their pastoral curriculum. They will be taught RSHE across three 20-minute tutor time sessions, over a fortnight, across the academic year. Year 9, 10 and 11 pupils will be taught by trained RSHE staff (Form tutors and Head of Year).

All pupils will be taught RSHE in whole school assemblies and whole school drop down days.

Specific RSHE themes will also be taught in National Curriculum Subjects, for example, Physical health and fitness will be taught as part of the Physical Education National Curriculum, Internet safety and harm will be taught as part of the Computer Science National Curriculum and Healthy eating, drugs education, changing adolescent body and some aspects of sexual health will be taught as part of the Science National Curriculum.

The lead RSHE teacher (Mr Pavel Chartorizhsky) at Wanstead High School, has worked closely with all Curriculum Team Leaders in related curriculum areas, to ensure RSHE complements, and does not duplicate, content covered in the National Curriculum subjects such as PE, Computer Science and Science.

See appendix 6 for Wanstead High School full RSHE curriculum Audit.

We are aware that some sessions throughout different age groups and dependent on individual needs may suit being taught with amendments to teaching organisation i.e. in single gender groups or smaller groups.

Young people will be able to ask questions and responses will be evidence based, age appropriate, based on the law and sensitive to the needs of young people. Home and

School Partnership and communication and an understanding of the school's approach to safeguarding disclosures is important.

What training will staff be given?

The lead RSHE lead teacher (Mr Lloyd Wood) will deliver annual whole school staff training, to all staff delivering RSHE at Wanstead High School. This training will be delivered in school, during planned Teaching and Learning INSETs and TWILIGHT meetings.

The lead RSHE teacher (Mr Lloyd Wood) will deliver annual bespoke training to Heads of Year and linked safeguarding leads, who will then be encouraged to regularly lead staff training to the pastoral team, who will be delivering RSHE at Wanstead High School. This training will be delivered in school, during planned Teaching and Learning INSETs, Year Team meetings and TWILIGHT meetings.

Resources

Our RSHE lead teacher will work with the pastoral team to choose educational resources and materials that are age appropriate and enhance the teaching of RSHE exercising their professional judgement and that are in line with our legal duty in relation to impartiality.

These educational resources could include NSPCC, PERSONAL DEVELOPMENT Association, Stonewall, Public Health England, MindEd Education and Thinkuknow.

In the event of external agencies/tools/resources being used, Wanstead High School will ensure the materials comply with our RSHE policy, the Teaching Standards, the Equality Act 2010, the Human Rights Act 1998, the Education Act 1996 and align to the teaching requirements set out in the statutory guidance.

We will share some of these resources with our parents following our annual review of the policy.

RSHE Lead

The name of the RSHE lead teacher at Wanstead High School is Mr Pavel Chartorizhsky.

If you have any questions regarding this policy or RSHE please contact Mr Lloyd Wood (Personal Development Lead) L.Wood@wansteadhigh.co.uk or Ms Emma Hillman (Head teacher) on WHS@wansteadhigh.co.uk.

Young people and staff will know about the role of the RSHE team and lead teacher through whole school staff training sessions, assemblies, safeguarding leads, Heads of Years, pastoral tutors, school mentors, the school website, Wanstead High School Junior Leadership Team and RSHE lead and RSHE staff.

Appendix 1

Science National Curriculum in England: Science programmes of study for Secondary Education – updated 6 May 2015

Extracted from Department for Education:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3>

Key stage 3

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Examples of these big ideas are the links between structure and function in living organisms, the particulate model as the key to understanding the properties and interactions of matter in all its forms, and the resources and means of transfer of energy as key determinants of all of these interactions. They should be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations.

Pupils should understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review. Pupils should decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording and processing data. They should evaluate their results and identify further questions arising from them.

‘Working scientifically’ is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Teachers should feel free to choose examples that serve a variety of purposes, from showing how scientific ideas have developed historically to reflecting modern developments in science.

Pupils should develop their use of scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations.

Working scientifically

Through the content across all three disciplines, pupils should be taught to:

Scientific attitudes

- pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility
- understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review

- evaluate risks

Experimental skills and investigations

- ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- make predictions using scientific knowledge and understanding
- select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables
- use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety
- make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements
- apply sampling techniques

Analysis and evaluation

- apply mathematical concepts and calculate results
- present observations and data using appropriate methods, including tables and graphs
- interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions
- present reasoned explanations, including explaining data in relation to predictions and hypotheses
- evaluate data, showing awareness of potential sources of random and systematic error
- identify further questions arising from their results

Measurement

- understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature
- use and derive simple equations and carry out appropriate calculations
- undertake basic data analysis including simple statistical techniques

Subject content

Biology

Pupils should be taught about:

Structure and function of living organisms

- Cells and organisation

- cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope
- the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts
- the similarities and differences between plant and animal cells
- the role of diffusion in the movement of materials in and between cells
- the structural adaptations of some unicellular organisms
- the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms

The skeletal and muscular systems

- the structure and functions of the human skeleton, to include support, protection, movement and making blood cells
- biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles
- the function of muscles and examples of antagonistic muscles

Nutrition and digestion

- the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- calculations of energy requirements in a healthy daily diet
- the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases
- the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- the importance of bacteria in the human digestive system
- plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots

Gas exchange systems

- the structure and functions of the gas exchange system in humans, including adaptations to function
- the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume
- the impact of exercise, asthma and smoking on the human gas exchange system
- the role of leaf stomata in gas exchange in plants

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms

Health

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes

Material cycles and energy

Photosynthesis

- the reactants in, and products of, photosynthesis, and a word summary for photosynthesis
- the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere
- the adaptations of leaves for photosynthesis

Cellular respiration

- aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life
- a word summary for aerobic respiration
- the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration
- the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism

Interactions and interdependencies

Relationships in an ecosystem

- the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops
- the importance of plant reproduction through insect pollination in human food security
- how organisms affect, and are affected by, their environment, including the accumulation of toxic materials

Genetics and evolution

Inheritance, chromosomes, DNA and genes

- heredity as the process by which genetic information is transmitted from one generation to the next
- a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model
- differences between species
- the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation
- the variation between species and between individuals of the same species meaning some organisms compete more successfully, which can drive natural selection
- changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction
- the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material

Chemistry

Pupils should be taught about:

The particulate nature of matter

- the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure
- changes of state in terms of the particle model

Atoms, elements and compounds

- a simple (Dalton) atomic model
- differences between atoms, elements and compounds
- chemical symbols and formulae for elements and compounds
- conservation of mass changes of state and chemical reactions

Pure and impure substances

- the concept of a pure substance
- mixtures, including dissolving
- diffusion in terms of the particle model
- simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography
- the identification of pure substances

Chemical reactions

- chemical reactions as the rearrangement of atoms
- representing chemical reactions using formulae and using equations
- combustion, thermal decomposition, oxidation and displacement reactions
- defining acids and alkalis in terms of neutralisation reactions
- the pH scale for measuring acidity/alkalinity; and indicators
- reactions of acids with metals to produce a salt plus hydrogen
- reactions of acids with alkalis to produce a salt plus water
- what catalysts do

Energetics

- energy changes on changes of state (qualitative)
- exothermic and endothermic chemical reactions (qualitative)

The periodic table

- the varying physical and chemical properties of different elements
- the principles underpinning the Mendeleev periodic table
- the periodic table: periods and groups; metals and non-metals
- how patterns in reactions can be predicted with reference to the periodic table
- the properties of metals and non-metals
- the chemical properties of metal and non-metal oxides with respect to acidity

Materials

- the order of metals and carbon in the reactivity series
- the use of carbon in obtaining metals from metal oxides
- properties of ceramics, polymers and composites (qualitative)

Earth and atmosphere

- the composition of the Earth
- the structure of the Earth
- the rock cycle and the formation of igneous, sedimentary and metamorphic rocks
- Earth as a source of limited resources and the efficacy of recycling
- the composition of the atmosphere
- the production of carbon dioxide by human activity and the impact on climate

Physics

Pupils should be taught about:

Energy

- Calculation of fuel uses and costs in the domestic context
- comparing energy values of different foods (from labels) (kJ)
- comparing power ratings of appliances in watts (W, kW)
- comparing amounts of energy transferred (J, kJ, kW hour)
- domestic fuel bills, fuel use and costs
- fuels and energy resources

Energy changes and transfers

- simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged
- heating and thermal equilibrium: temperature difference between 2 objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference; use of insulators
- other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels

Changes in systems

- energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change
- comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions
- using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes

Motion and forces

Describing motion

- speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time)
- the representation of a journey on a distance-time graph
- relative motion: trains and cars passing one another

Forces

- forces as pushes or pulls, arising from the interaction between 2 objects

- using force arrows in diagrams, adding forces in 1 dimension, balanced and unbalanced forces
- moment as the turning effect of a force
- forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water
- forces measured in newtons, measurements of stretch or compression as force is changed
- force-extension linear relation; Hooke's Law as a special case
- work done and energy changes on deformation
- non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets, and forces due to static electricity

Pressure in fluids

- atmospheric pressure, decreases with increase of height as weight of air above decreases with height
- pressure in liquids, increasing with depth; upthrust effects, floating and sinking
- pressure measured by ratio of force over area – acting normal to any surface

Balanced forces

- opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface
- Forces and motion
- forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only)
- change depending on direction of force and its size

Waves

Observed waves

- waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition

Sound waves

- frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound
- sound needs a medium to travel, the speed of sound in air, in water, in solids
- sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal
- the auditory range of humans and animals

Energy and waves

- pressure waves transferring energy; use for cleaning and physiotherapy by ultrasound; waves transferring information for conversion to electrical signals by microphone

Light waves

- the similarities and differences between light waves and waves in matter
- light waves travelling through a vacuum; speed of light
- the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface
- use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye
- light transferring energy from source to absorber, leading to chemical and electrical effects; photosensitive material in the retina and in cameras
- colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection

Electricity and electromagnetism

Current electricity

- electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge
- potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current
- differences in resistance between conducting and insulating components (quantitative)

Static electricity

- separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects
- the idea of electric field, forces acting across the space between objects not in contact

Magnetism

- magnetic poles, attraction and repulsion
- magnetic fields by plotting with compass, representation by field lines
- Earth's magnetism, compass and navigation
- the magnetic effect of a current, electromagnets, DC motors (principles only)

Matter

Physical changes

- conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving
- similarities and differences, including density differences, between solids, liquids and gases
- Brownian motion in gases
- diffusion in liquids and gases driven by differences in concentration
- the difference between chemical and physical changes

Particle model

- the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density; the anomaly of ice-water transition
- atoms and molecules as particles

Energy in matter

- changes with temperature in motion and spacing of particles
- internal energy stored in materials

Space physics

- gravity force, weight = mass x gravitational field strength (g), on Earth $g=10$ N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and sun (qualitative only)
- our sun as a star, other stars in our galaxy, other galaxies
- the seasons and the Earth's tilt, day length at different times of year, in different hemispheres
- the light year as a unit of astronomical distance

Key stage 4

Teaching in the sciences in key stage 4 continues with the process of building upon and deepening scientific knowledge and the understanding of ideas developed in earlier key stages in the subject disciplines of biology, chemistry and physics.

For some students, studying the sciences in key stage 4 provides the platform for more advanced studies, establishing the basis for a wide range of careers. For others, it will be their last formal study of subjects that provide the foundations for understanding the natural world and will enhance their lives in an increasingly technological society.

Science is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate the achievements of science in showing how the complex and diverse phenomena of the natural world can be described in terms of a

number of key ideas relating to the sciences which are inter-linked, and which are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by interactions between different objects and systems
- that many such interactions occur over a distance and over time
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry

The sciences should be taught in ways that ensure students have the knowledge to enable them to develop curiosity about the natural world, insight into working scientifically, and appreciation of the relevance of science to their everyday lives, so that students:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiry that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical, modelling, enquiry, problem-solving skills and mathematical skills, both in the laboratory, in the field and in other environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

Curricula at key stage 4 should comprise approximately equal proportions of biology, chemistry and physics. The relevant mathematical skills required are covered in the programme of study for mathematics and should be embedded in the science context.

‘Working scientifically’ is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Teachers should feel free to choose examples that serve a variety of purposes, from showing how scientific ideas have developed historically to reflecting modern developments in science and informing students of the role of science in understanding the causes of and solutions to some of the challenges facing society.

The scope and nature of their study should be broad, coherent, practical and rigorous, so that students are inspired and challenged by the subject and its achievements.

Working scientifically

Through the content across all three disciplines, students should be taught so that they develop understanding and first-hand experience of:

1. The development of scientific thinking

- the ways in which scientific methods and theories develop over time
- using a variety of concepts and models to develop scientific explanations and understanding
- appreciating the power and limitations of science and considering ethical issues which may arise
- explaining every day and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments
- evaluating risks both in practical science and the wider societal context, including perception of risk
- recognising the importance of peer review of results and of communication of results to a range of audiences

2. Experimental skills and strategies

- using scientific theories and explanations to develop hypotheses
- planning experiments to make observations, test hypotheses or explore phenomena
- applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments
- carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations
- recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative
- making and recording observations and measurements using a range of apparatus and methods
- evaluating methods and suggesting possible improvements and further investigations

3. Analysis and evaluation

- applying the cycle of collecting, presenting and analysing data, including:
- presenting observations and other data using appropriate methods
- translating data from one form to another
- carrying out and representing mathematical and statistical analysis

- representing distributions of results and making estimations of uncertainty
- interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions
- presenting reasoned explanations, including relating data to hypotheses
- being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error
- communicating the scientific rationale for investigations, including the methods used, the findings and reasoned conclusions, using paper-based and electronic reports and presentations

4. Vocabulary, units, symbols and nomenclature

- developing their use of scientific vocabulary and nomenclature
- recognising the importance of scientific quantities and understanding how they are determined
- using SI units and IUPAC chemical nomenclature unless inappropriate
- using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano)
- interconverting units
- using an appropriate number of significant figures in calculations

Subject content – Biology

Biology is the science of living organisms (including animals, plants, fungi and microorganisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biology is used to help humans improve their own lives and to understand the world around them.

Students should be helped to understand how, through the ideas of biology, the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas which are of universal application, and which can be illustrated in the separate topics set out below. These ideas include:

- life processes depend on molecules whose structure is related to their function
- the fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling life processes to be performed more effectively
- living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many different ways
- living organisms are interdependent and show adaptations to their environment

- life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen
- organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life
- the chemicals in ecosystems are continually cycling through the natural world
- the characteristics of a living organism are influenced by its genome and its interaction with the environment
- evolution occurs by the process of natural selection and accounts both for biodiversity and how organisms are all related to varying degrees

Students should be taught about:

Cell biology

- cells as the basic structural unit of all organisms; adaptations of cells related to their functions; the main sub-cellular structures of eukaryotic and prokaryotic cells
- stem cells in animals and meristems in plants
- enzymes
- factors affecting the rate of enzymatic reactions
- the importance of cellular respiration; the processes of aerobic and anaerobic respiration
- carbohydrates, proteins, nucleic acids and lipids as key biological molecules

Transport systems

- the need for transport systems in multicellular organisms, including plants
- the relationship between the structure and functions of the human circulatory system

Health, disease and the development of medicines

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- non-communicable diseases
- bacteria, viruses and fungi as pathogens in animals and plants
- body defences against pathogens and the role of the immune system against disease
- reducing and preventing the spread of infectious diseases in animals and plants
- the process of discovery and development of new medicines
- the impact of lifestyle factors on the incidence of non-communicable diseases

Coordination and control

- principles of nervous coordination and control in humans
- the relationship between the structure and function of the human nervous system
- the relationship between structure and function in a reflex arc
- principles of hormonal coordination and control in humans
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- homeostasis

Photosynthesis

- photosynthesis as the key process for food production and therefore biomass for life
- the process of photosynthesis
- factors affecting the rate of photosynthesis

Ecosystems

- levels of organisation within an ecosystem
- some abiotic and biotic factors which affect communities; the importance of interactions between organisms in a community
- how materials cycle through abiotic and biotic components of ecosystems
- the role of microorganisms (decomposers) in the cycling of materials through an ecosystem
- organisms are interdependent and are adapted to their environment
- the importance of biodiversity
- methods of identifying species and measuring distribution, frequency and abundance of species within a habitat
- positive and negative human interactions with ecosystems

Evolution, inheritance and variation

- the genome as the entire genetic material of an organism
- how the genome, and its interaction with the environment, influence the development of the phenotype of an organism
- the potential impact of genomics on medicine
- most phenotypic features being the result of multiple, rather than single, genes
- single gene inheritance and single gene crosses with dominant and recessive phenotypes
- sex determination in humans

- genetic variation in populations of a species
- the process of natural selection leading to evolution
- the evidence for evolution
- developments in biology affecting classification
- the importance of selective breeding of plants and animals in agriculture
- the uses of modern biotechnology including gene technology; some of the practical and ethical considerations of modern biotechnology

Subject content – Chemistry

Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds.

Students should be helped to appreciate the achievements of chemistry in showing how the complex and diverse phenomena of both the natural and man-made worlds can be described in terms of a number of key ideas which are of universal application, and which can be illustrated in the separate topics set out below. These ideas include:

- matter is composed of tiny particles called atoms and there are about 100 different naturally-occurring types of atoms called elements
- elements show periodic relationships in their chemical and physical properties
- these periodic properties can be explained in terms of the atomic structure of the elements
- atoms bond either by transferring electrons from one atom to another or by sharing electrons
- the shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave
- reactions can occur when molecules collide and do so at different rates due to differences in molecular collisions
- chemical reactions take place in only three different ways:
 - proton transfer
 - electron transfer
 - electron sharing
- energy is conserved in chemical reactions so can therefore be neither created nor destroyed

Students should be taught about:

Atomic structure and the Periodic Table

- a simple model of the atom consisting of the nucleus and electrons, relative atomic mass, electronic charge and isotopes
- the number of particles in a given mass of a substance
- the modern Periodic Table, showing elements arranged in order of atomic number
- position of elements in the Periodic Table in relation to their atomic structure and arrangement of outer electrons
- properties and trends in properties of elements in the same group
- characteristic properties of metals and non-metals
- chemical reactivity of elements in relation to their position in the Periodic Table

Structure, bonding and the properties of matter

- changes of state of matter in terms of particle kinetics, energy transfers and the relative strength of chemical bonds and intermolecular forces
- types of chemical bonding: ionic, covalent, and metallic
- bulk properties of materials related to bonding and intermolecular forces
- bonding of carbon leading to the vast array of natural and synthetic organic compounds that occur due to the ability of carbon to form families of similar compounds, chains and rings
- structures, bonding and properties of diamond, graphite, fullerenes and graphene

Chemical changes

- determination of empirical formulae from the ratio of atoms of different kinds
- balanced chemical equations, ionic equations and state symbols
- identification of common gases
- the chemistry of acids; reactions with some metals and carbonates
- pH as a measure of hydrogen ion concentration and its numerical scale
- electrolysis of molten ionic liquids and aqueous ionic solutions
- reduction and oxidation in terms of loss or gain of oxygen.

Energy changes in chemistry

- Measurement of energy changes in chemical reactions (qualitative)
- Bond breaking, bond making, activation energy and reaction profiles (qualitative)

Rate and extent of chemical change

- factors that influence the rate of reaction: varying temperature or concentration, changing the surface area of a solid reactant or by adding a catalyst

- factors affecting reversible reactions

Chemical analysis

- distinguishing between pure and impure substances
- separation techniques for mixtures of substances: filtration, crystallisation, chromatography, simple and fractional distillation
- quantitative interpretation of balanced equations
- concentrations of solutions in relation to mass of solute and volume of solvent

Chemical and allied industries

- life cycle assessment and recycling to assess environmental impacts associated with all the stages of a product's life
- the viability of recycling of certain materials
- carbon compounds, both as fuels and feedstock, and the competing demands for limited resources
- fractional distillation of crude oil and cracking to make more useful materials
- extraction and purification of metals related to the position of carbon in a reactivity series

Earth and atmospheric science

- evidence for composition and evolution of the Earth's atmosphere since its formation
- evidence, and uncertainties in evidence, for additional anthropogenic causes of climate change
- potential effects of, and mitigation of, increased levels of carbon dioxide and methane on the Earth's climate
- common atmospheric pollutants: sulphur dioxide, oxides of nitrogen, particulates and their sources
- the Earth's water resources and obtaining potable water

Subject content – Physics

Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe. From such models, a wide range of ideas, from the broadest issue of the development of the universe over time to the numerous and detailed ways in which new technologies may be invented, have emerged. These have enriched both our basic understanding of, and our many adaptations to, our material environment.

Students should be helped to understand how, through the ideas of physics, the complex and diverse phenomena of the natural world can be described in terms of a number of key

ideas which are of universal application and which can be illustrated in the separate topics set out below. These ideas include:

- the use of models, as in the particle model of matter or the wave models of light and of sound
- the concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions
- the phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects
- that differences, for example between pressures or temperatures or electrical potentials, are the drivers of change
- that proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science

Students should be taught about:

Energy

- energy changes in a system involving heating, doing work using forces, or doing work using an electric current: calculating the stored energies and energy changes involved
- power as the rate of transfer of energy
- conservation of energy in a closed system, dissipation
- calculating energy efficiency for any energy transfers
- renewable and non-renewable energy sources used on Earth, changes in how these are used

Forces

- forces and fields: electrostatic, magnetic, gravity
- forces as vectors
- calculating work done as force \times distance; elastic and inelastic stretching
- pressure in fluids acts in all directions: variation in Earth's atmosphere with height, with depth for liquids, up-thrust force (qualitative)

Forces and motion

- speed of sound, estimating speeds and accelerations in everyday contexts
- interpreting quantitatively graphs of distance, time, and speed
- acceleration caused by forces; Newton's First Law
- weight and gravitational field strength
- decelerations and braking distances involved on roads, safety

Wave motion

- amplitude, wavelength, frequency, relating velocity to frequency and wavelength
- transverse and longitudinal waves
- electromagnetic waves, velocity in vacuum; waves transferring energy; wavelengths and frequencies from radio to gamma-rays
- velocities differing between media: absorption, reflection, refraction effects
- production and detection, by electrical circuits, or by changes in atoms and nuclei
- uses in the radio, microwave, infra-red, visible, ultra-violet, X-ray and gamma-ray regions, hazardous effects on bodily tissues

Electricity

- measuring resistance using p.d. and current measurements
- exploring current, resistance and voltage relationships for different circuit elements; including their graphical representations
- quantity of charge flowing as the product of current and time
- drawing circuit diagrams; exploring equivalent resistance for resistors in series
- the domestic a.c. supply; live, neutral and earth mains wires, safety measures
- power transfer related to p.d. and current, or current and resistance

Magnetism and electromagnetism

- exploring the magnetic fields of permanent and induced magnets, and the Earth's magnetic field, using a compass
- magnetic effects of currents, how solenoids enhance the effect
- how transformers are used in the national grid and the reasons for their use

The structure of matter

- relating models of arrangements and motions of the molecules in solid, liquid and gas phases to their densities
- melting, evaporation, and sublimation as reversible changes
- calculating energy changes involved on heating, using specific heat capacity; and those involved in changes of state, using specific latent heat
- links between pressure and temperature of a gas at constant volume, related to the motion of its particles (qualitative)

Atomic structure

- the nuclear model and its development in the light of changing evidence
- masses and sizes of nuclei, atoms and small molecules

- differences in numbers of protons, and neutrons related to masses and identities of nuclei, isotope characteristics and equations to represent changes
- ionisation; absorption or emission of radiation related to changes in electron orbits
- radioactive nuclei: emission of alpha or beta particles, neutrons, or gamma-rays, related to changes in the nuclear mass and/or charge
- radioactive materials, half-life, irradiation, contamination and their associated hazardous effects, waste disposal
- nuclear fission, nuclear fusion and our sun's energy

Space physics

- the main features of the solar system.

Appendix 2

Redbridge Syllabus for RSHE

Year Group		Opportunity for reviewing the impact of learning.	
Year 7		<p><i>Pupil voice about their learning</i></p> <p><i>Quiz</i></p> <p><i>AfL</i></p> <p><i>Projects/presentations</i></p> <p><i>English work – writing, speeches, essays, comprehension</i></p> <p><i>Workbooks/sheets</i></p> <p><i>Role play/drama</i></p> <p><i>Scenario responses</i></p>	
	<p>Relationships <i>Our Friendships, Families and Identity</i></p> <p>Dfe Strands <i>Families</i> <i>Respectful relationships including friendships</i> <i>Mental wellbeing</i></p>	<p>Social Skills and Safeguarding <i>Our Social skills, Feeling safe and Respect</i></p> <p>Dfe Strands <i>Respectful relationships including friendships</i> <i>Being safe</i> <i>Online and media</i> <i>The Law</i></p>	<p>Health and Wellbeing <i>Our Health and understanding</i> <i>Mental and Physical wellbeing</i></p> <p>Dfe Strands <i>Changing adolescent body</i> <i>Internet safety and Harm</i> <i>Mental wellbeing</i> <i>Online and media</i> <i>Drugs, alcohol and tobacco</i> <i>The Law</i> <i>Health and prevention</i> <i>Basic first aid</i></p>
<p>End of year outcomes</p> <p>Children should know...</p>	<p>R1. <u>The characteristics associated with positive and happy friendships and other relationships. Including feeling safe and having a positive effect on mental wellbeing.</u></p> <p>R2. <u>What trust, respect, honesty, kindness, generosity, boundaries, privacy and consent look like in a healthy (non-sexual) relationship in different contexts.</u></p> <p>R3. <u>How to discuss and different relationships (boyfriends, girlfriends, colleagues, cohabiting, friend, marriage, family, teacher, faith leader etc)</u></p> <p>R4. <u>How to reconcile or end relationships respectfully and safely.</u></p>	<p>Ss1. <u>That everyone is unique and equal and know which characteristics are protected within the Equality Act 2010. The children can discuss how this aligns to their own wider belief systems.</u></p> <p>Ss2. <u>What rights and responsibilities are associated with being a law-abiding citizen (including the unspoken social contracts some citizens employ).</u></p> <p>Ss3. <u>To model respectful behaviour and understand their right to be treated with respect.</u></p> <p>Ss4. <u>Why it is important to treat other with respect, even those with differing life choices.</u></p> <p>Ss5. <u>That stereotypes can be unfair, negative or destructive. That stereotypes can normalise discrimination of race, gender and religion.</u></p>	<p>Hw1. <u>How to summarise the changes that might happen to their body and the opposite sex during puberty.</u></p> <p>Hw2. <u>What the menstruation cycle is.</u></p> <p>Hw3. <u>The key facts about puberty (and the implications of their emotional and physical health).</u></p> <p>Hw4. <u>How to critically question sources of information shared or sourced online and face to face (including gossiping, rumours, memes).</u></p>

	<p>R5. <u>How to treat others in a relationship, including partners (non-sexual), to protect the characteristics identified in a positive and healthy relationship.</u></p> <p>R6. <u>What bullying looks and feels like (Impact, Power, Context) and discuss all types of bullying.</u></p> <p>R7. <u>The responsibility of bystanders in an incident.</u></p> <p>R8. <u>The different types of committed relationships.</u></p> <p>R9. <u>The legal status associated with some relationships (e.g. marriage carries legal rights and status not available to couples that are not married).</u></p> <p>R10. <u>That a child feeling safe, secure and loved are important in their upbringing.</u></p> <p>R11. <u>The roles and responsibilities of a parent.</u></p> <p>R12. <u>They can use their knowledge to make judgements on whether a relationship, or friendship is unsafe and how to seek help/advice.</u></p> <p>R13. <u>What they understand about the following personal traits/values and how they can impact on their resilience; character, honesty, integrity, courage, humility, kindness, generosity, trust and a sense of justice.</u></p>	<p>Ss6. <u>They have a responsibility to discourage peer pressure as it can lead to risk taking and heightened expectations.</u></p> <p>Ss7. <u>That prejudice-based language is unacceptable both face to face and online and the impacts of such on the victim (racism, homophobia, sexism, biphobia, transphobia, any faith based prejudice, ableism).</u></p> <p>Ss8. <u>What is meant by body autonomy and consent (non-sexual).</u></p> <p>Ss9. <u>How to use appropriate vocabulary report any concern or abuse including Penis, Vulva, Buttocks, Chest/Breast if relating to that area of their body.</u></p> <p>Ss10. <u>How to measure risks created by social influences and grooming (e.g. carrying a weapon for self-defence).</u></p>	<p>Hw5. <u>List the similarities and differences between the online world and physical world relating to the portrayal of image (including unrealistic expectations for body image) and lifestyle online and their own expectations.</u></p> <p>Hw6. <u>Not to share personal information or anything they would not want to be shared on.</u></p> <p>Hw7. <u>That there are risks associated with the internet and anything that is shared online is difficult to remove completely.</u></p> <p>Hw8. <u>That their behaviour online is expected to be the same as how they behave offline – with manners and respect.</u></p> <p>Hw9. <u>That they might not feel happy all the time and how to manage other feelings/emotions.</u></p> <p>Hw10. <u>To explain the factual association of an inactive lifestyle and ill health including cancer and cardiovascular ill health.</u></p> <p>Hw11. <u>What the law says about possession and supply of illegal substances and the signs associated with criminal exploitation.</u></p>
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<p>Concepts/Themes & Key questions for planning</p>	<p>Relationships How many types of relationship can you identify? What do you understand about marriage and civil partnership? How can you identify if you feel unsafe in a situation or relationship/friendship? Values and characteristics What qualities make you a good friend? Why might friendships have ups and down's and how can we talk about it? How is trust developed? Do you recall the last time you demonstrated kindness/generosity/respect ? What might be reasons not to trust someone? Bullying/Decision making Do different rules apply to how you treat others if your identity is hidden? How could being a victim of bullying impact on someone's life? What types of bullying are there? What are your fears around speaking up to something that you feel is wrong? How does power and context affect how a scenario is perceived e.g. what is the power balance of a teacher & student? Discuss times that people might behave differently online than face to face? What is meant by "trolling and keyboard warriors"?</p>	<p>Respect/Rights & Responsibility Why is it important to show manners and courtesy? Have you seen anything on the news that makes you question the law or respect for others? How do you practise self-respect? How can you enter a discussion about differences of opinion? Who do you respect? Discrimination/Authority/Law Can educating and talking about prejudice, bias, belief, differences have an impact? Where have you see stereotypes being used in society? Why might stereotypes be unfair? Do stereotypes normalise actions and behaviour towards some people? Do stereotypes benefit anyone? Can stereotypes be positive? Consent/Safeguarding What does body autonomy look like to you?</p>	<p>Critical questioning How do you know is information found online is reliable? If you delete something from the internet, can it be traced? Who might search your name and internet history? What can you say to someone that might coerce you into a decision that you don't like? If someone you do not know offers you a reward in exchange for something, what can you do? What is the law for children involved in possession and supply of illegal substances? How is the law different for minors to adults and why might this be important? Mental Health How do you know if you are feeling happy? Who can help you if you are worried about something? What scale of emotions might you experience on daily? Health</p>

			What can you do if someone has a common injury? When might someone get a common injury in your company? What actions can we take to maintain an active lifestyle?
End of year skills	Enquire Describe Apply Identify Interpret Understand		
Science curriculum	School to add if they choose – some overlap with the health and prevention, drugs, physical health outcomes.		
Cross curricular	School to add if they choose – some overlap with the Physical Education, Religious Education and Computing.		

Year Group	Opportunity for reviewing the impact of learning.		
Year 8	<i>Pupil voice about their learning</i> <i>Quiz</i> <i>AfL</i> <i>Projects/presentations</i> <i>English work – writing, speeches, essays, comprehension</i> <i>Workbooks/sheets</i> <i>Role play/drama</i> <i>Scenario responses</i>		
	Relationships <i>Our Friendships, Families and Identity</i> Dfe Strands <i>Families</i> <i>Respectful relationships including friendships</i> <i>The Law</i> <i>Online and Media</i> <i>Intimate and sexual relationships including sexual health</i>	Social Skills and Safeguarding <i>Our Social skills, Feeling safe and Respect</i> Dfe Strands <i>Respectful relationships including friendships</i> <i>Being safe</i> <i>The Law</i>	Health and Wellbeing <i>Our Health and understanding Mental and Physical wellbeing</i> Dfe Strands <i>Internet safety and Harm</i> <i>Mental wellbeing</i> <i>Online and media</i> <i>Drugs, alcohol and tobacco</i> <i>Healthy eating</i> <i>Physical health and fitness</i> <i>Basic first aid</i>
End of year outcomes	R1. <u>The factual/legal differences between biological</u>	Ss1. <u>How to understand, explore and exercise team skills in a variety of contexts.</u>	Hw1. <u>The social influence of the portrayal of perfection and the pressure that</u>

<p>Children should know...</p>	<p><u>sex, gender identity and sexual orientation.</u></p> <p>R2. <u>What is defined as sexual orientation (including vocabulary linked with – heterosexual, homosexual, Lesbian, Gay, bisexual).</u></p> <p>R3. <u>What is defined as gender identity (including vocabulary linked – transgender, transsexual, non-binary, cisgender, expression, dysphoria, transition/ing, use of pronouns).</u></p> <p>R4. <u>The law and political papers relating to Violence against Women and Girls (VAWG) and other current relevant social movements and their history.</u></p> <p>R5. <u>How the media and society might portray a relationship including friendships and how this might affect expectations.</u></p> <p>R6. <u>To recognise that change and loss can impact on their relationships, choices and feelings (divorce, bereavement, loss, lifestyle)</u></p> <p>R7. <u>They have a right to make informed decisions about life choices and how trusted adults can support in this (choosing</u></p>	<p>Ss2. <u>To identify the traits of trust, respect, honesty, kindness and generosity in others and discuss how they exhibit them in their own behaviour.</u></p> <p>Ss3. <u>Their right to be treated with respect by others and to show due respect to others.</u></p> <p>Ss4. <u>Strategies of how respond to respond in situations that they feel they have not been treated with respect.</u></p> <p>Ss5. <u>That they live amongst people with many differences including race, culture, religion, age, ability, privilege, gender, sexual orientation.</u></p> <p>Ss6. <u>That involvement in gangs has risks, and they should be aware of how being involved in a gang can be made to look appealing and how to seek support if they have concerns about gang involvement.</u></p> <p>Ss7. <u>About grooming for extremism and radicalisation and how to recognise behaviours that might lead to this.</u></p> <p>Ss8. <u>To explore consent, privacy and personal boundaries in the context of a variety of relationships including online and legal age of sexual consent.</u></p>	<p>this may place upon people and their choices.</p> <p>Hw2. <u>The position that the internet may take in forced choices including forced marriage, illegal cultural practises, unsafe meet ups, dares, sharing personal information or images and how to seek help.</u></p> <p>Hw3. <u>Where to seek help if witness to inappropriate material or online issues.</u></p> <p>Hw4. <u>The impact and consequences of viewing and/or sharing harmful content.</u></p> <p>Hw5. <u>Strategies to maintain self-esteem and body confidence and understanding how media can affect people’s expectations of themselves and others.</u></p> <p>Hw6. <u>Understand that as social beings partaking in outward facing activities such as hobbies, volunteering, organisations such as scouts, girl guide, National Citizen Service, Duke of Edinburgh can benefit impact their happiness and wellbeing whilst also enabling them to self-identify feelings of loneliness in contrast.</u></p> <p>Hw7. <u>That setting goals is an effective way to stay on track and how to navigate through setbacks and challenges they might encounter as they grow up.</u></p> <p>Hw8. <u>Identify ways of managing their own physical health with a view to maintain a healthy lifestyle, maintain a healthy weight and detail the</u></p>
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	<p>school subjects, hobbies, future career).</p> <p>R8. <u>Why marriage is an important life choice for some.</u> (Does this align with your faith or belief systems?)</p> <p>R9. <u>That healthy relationships (non-intimate) can offer a sense of belonging.</u></p> <p>R10. <u>How to empower themselves to seek help when they identify indicators of an unsafe/unhealthy relationship.</u></p> <p>R11. <u>The characteristics and behaviours within a positive and healthy relationship and how they make them feel.</u></p> <p>R12. <u>How to recognise qualities and traits of an unhealthy relationship in contrast to the qualities of a positive and healthy one (abuse, neglect, honour based killing, forced marriage etc)</u></p> <p>R13. <u>Consider their own personal values/beliefs and expectations of an intimate 1:1 relationship.</u></p>		<p><u>links between inactivity and ill health including cancer and cardiovascular ill health.</u></p> <p>Hw9. <u>That healthy eating can contribute to improving health risks including tooth decay and cancer and practical support in knowing how to maintain healthy eating.</u></p> <p>Hw10. <u>That legal and illegal substances have research and facts related to substance use and the link to serious mental health conditions.</u></p> <p>Hw11. <u>Recognise the impact of alcohol consumption on physical and psychological wellbeing.</u></p> <p>Hw12. <u>Detail the facts about the harms of tobacco, the resilience and challenges that might be faced when quitting but the benefits that come from persevering.</u></p> <p>Hw13. <u>That personal hygiene can positively impact upon the spread of germs, bacteria and virus and understand how they can be treated and prevented.</u></p> <p>Hw14. <u>That antibiotics can be used in relation to health and what they are.</u></p> <p>Hw15. <u>What a good oral hygiene routine can include (dental flossing, regular check-ups, healthy eating, daily brushing) and how to arrange regular dental visits.</u></p> <p>Hw16. <u>The purpose of defibrillators and when one might be needed.</u></p>
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			Hw17. Lifesaving skills, including how to administer CPR.
<p>Concepts/Themes & Key questions for planning</p>	<p>Relationships If a couple are married, how does the law protect them? Can anyone get married? What does marriage mean to you? What similarities and differences do different cultures and religions have regarding marriage? What impact can an unhealthy relationship have on a person in the short term and long term? How can somebody gain help and support from an unhealthy relationship? How might someone that has or is experiencing loss feel? What is empathy? Values and characteristics How is trust developed? What might be indicators that someone is modelling abusive behaviours? What behaviours can you exhibit that will demonstrate your understanding of kindness, generosity, trust and respect?</p>	<p>Team skills When might you need to employ team skills? What are qualities of a positive team member? Respect/Rights/Responsibility In what contexts might you show manners and courtesy? What might influence the way someone treats another person? How do you practise self-respect? Can educating and talking about prejudice, bias, belief, differences have an impact? How can you challenge discrimination? Authority/Law Why do you expect to be shown respect? What does authority mean to you? Do people consider how to respond to those in positions of authority differently? Consent/Safeguarding Who are your trusted adults? What does consent mean to you? Why might a young person want to join a gang? How do you know if you are being exploited? What are the risks of criminal behaviours?</p>	<p>Social media How does media effect our expectations of reality and self? What are the risks of social media? How does peer pressure affect people and their choices? Where do you gain information to build your perception of beauty and self-worth? Online risk/algorithm/data How can the internet enable forced choices? What should you check before viewing any online content? Why does harmful content get shared? What types of things might be considered as harmful content? Managing feelings/ Life challenges What is the difference between wants and needs? Can you identify what makes you unique and magnificent? How can positive affirmations help somebody maintain positive self-esteem? What influences can affect how somebody feels about themselves? Do humans need a sense of belonging? Health What impact, can taking part in self focussed activities alone have? What benefits does feeling connected to society have on someone’s wellbeing? What is the relationship between mental health and physical health?</p>

		What challenges might you face in maintaining a healthy diet, lifestyle and mind?
End of year skills	Enquire Describe Apply Identify Interpret Understand	
Science curriculum	School to add if they choose – some overlap with the health and prevention, drugs, physical health outcomes.	
Cross curricular	School to add if they choose – some overlap with the Physical Education, Religious Education and Computing.	

Year Group	Opportunity for reviewing the impact of learning.		
Year 9	<i>Pupil voice about their learning</i> Quiz AfL Projects/presentations English work – writing, speeches, essays, comprehension Workbooks/sheets Role play/drama Scenario responses Science		
	Relationships <i>Our Friendships, Families and Identity</i> Dfe Strands Families Respectful relationships including friendships The Law Intimate and sexual relationships including sexual health	Social Skills and Safeguarding <i>Our Social skills, Feeling safe and Respect</i> Dfe Strands Respectful relationships including friendships Being safe The Law Online and media	Health and Wellbeing <i>Our Health and understanding</i> Mental and Physical wellbeing Dfe Strands Health and prevention Mental wellbeing Physical health and fitness Intimate and sexual relationships including sexual health
End of year outcomes Children should know...	R1. There are different relationship types (non-intimate). R2. There is different relationship types (intimate) including LGBT. R3. Why people choose to enter intimate relationships and their own personal values and expectations of an	Ss1. That conflict's in relationships can be managed through communication, honesty and respect. Ss2. Types of bullying and strategies to positively reduce bullying through respectful and positive relationships. Ss3. Strategies to develop respectful relationships.	Hw1. The risks of unprotected sex including exploring STI's (facts about treatment and impact on those who contract) pregnancy and the use of condoms to reduce the risk.

	<p>intimate relationship (including influencing factors such as faith or belief).</p> <p>R4. That mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship are all characteristics that can be positive aspects of a healthy 1:1, intimate relationship.</p> <p>R5. How to gauge their readiness for sexual intimacy (understanding the positive aspects of delayed sex) and how to manage and resist peer pressure.</p> <p>R6. That alcohol and drug taking can affect their decision making and can lead to risky sexual behaviour.</p> <p>R7. That sexual attraction can be diverse (and understanding feelings of attraction).</p> <p>R8. How to seek help if they recognise traits (displayed by them or others) in a relationship that feel unsafe.</p> <p>R9. Values of a positive and healthy relationship including friendship and how to recognise/improve these.</p>	<p>Ss4. That stereotypes can normalise non-consensual and prejudice based behaviour which can cause damage to a person or group of people (sexual orientation, sexual intimacy, sexism, misogyny, homophobia, biphobia, race, faith based, ability)</p> <p>Ss5. What sexual harassment and sexual violence refers to and that it is never acceptable.</p> <p>Ss6. Strategies to manage peer pressure and empowerment to not apply peer pressure to others, with an understanding of the consequences.</p> <p>Ss7. What characteristics are protected under the Equality Act and how that impacts upon their life including legal rights and responsibilities.</p> <p>Ss8. That everyone is unique and equal.</p> <p>Ss9. That sharing sexual images with others has consequences.</p> <p>Ss10. How and where to get support for reporting/managing online issues.</p> <p>Ss11. Definition of revenge porn and why it is illegal, plus other online behaviours such as sexting, sending nudes and important facts and rules associated.</p> <p>Ss12. What the law states about consent and sexual intimacy including rape.</p> <p>Ss13. How to ask for, give and withdraw consent in different contexts.</p> <p>Ss14. What grooming may look like, how it may affect relationships and how to seek help.</p> <p>Ss15. What Domestic abuse is and how to seek support, including the rights of young people that are/have witnessed Domestic Violence.</p> <p>Ss16. About FGM (Female Genital Mutilation) and the law relating to it in England.</p>	<p>Hw2. What the options are regarding unintended and unwanted pregnancy and options – using medically and legally accurate, impartial information. Also discuss miscarriage and emotional impact.</p> <p>Hw3. The facts about reproductive health and fertility.</p> <p>Hw4. How to access sexual health clinics and the services they provide (explore the potential of social taboo associated with exploring sexual health services in a close community).</p> <p>Hw5. How HIV is transmitted and understand what HIV is.</p> <p>Hw6. About the range of contraceptive choices available and the facts related to efficiency.</p> <p>Hw7. Strategies and reasons to delay sex and how to explore intimacy without sex (celibacy and faith or belief values associated with this choice).</p> <p>Hw8. Describe common types of mental illness (e.g. anxiety and depression).</p> <p>Hw9. Strategies of using physical activity to promote mental wellbeing and to combat their own stress.</p> <p>Hw10. The Science relating to blood, organ and stem cell</p>
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			<p><u>donation and the facts about donation.</u></p> <p><u>Hw11. The facts and Science relating to immunisation and vaccinations.</u></p>
<p>Concepts/Themes & Key questions for planning</p>	<p>Sexual intimacy/Non-sexual intimacy What type of peer pressure might you experience associated with sexual intimacy? What does your faith/belief say about sexual intimacy? What can you say to peers that might be using peer pressure against you?</p>	<p>Sexual harassment Who can be a victim to sexual violence or sexual harassment? Consent/Safeguarding What are the potential immediate and future consequences or sharing sexual images? Is it okay to forward sexual context of someone else with their consent? What is revenge porn? How does it relate to consent and sharing sexual images and videos? What are the lawful facts about online behaviour and revenge porn? Peer pressure What does respectful communication look like? How can you be prepared for peer pressure around consent? Why is it important to understand the law regarding rape? What long term affects can sexual trauma cause? How is peer pressure associated to bullying? Stereotypes/Respect What behaviours can you exhibit that will demonstrate your understanding of kindness, generosity, trust and respect? How can prejudice and stereotypes affect how you might treat someone else? Why is equality important? What is the difference between equality and equity? Grooming/Bullying What behaviour counts as bullying and why? How does bullying and associated behaviour manifest? How and why might someone groom a young person?</p>	<p>Delaying sex/Risks of unprotected sex/Sexual health/Reproductive health What is a sexually transmitted infection? How might someone feel about having an STI? How might faith and cultural beliefs impact on the choice of pregnancy? What is the menopause? How can lifestyle have an impact on the fertility of Men and Women? What do sexual health and family planning clinics offer to all people? Mental health What are the risks of social media? How do common types of mental illness (Anxiety and depression) impact on people? What can you do if concerned about your or someone else's mental health? Health How does physical activity combat stress? Where can you undertake physical activity? Why do people donate blood, organs and stem cells? What is your blood type?</p>

			What can immunisation and vaccines offer? Why might some people choose not to have vaccines and immunisation medicine? How are vaccines created?
End of year skills	Enquire Describe Apply Identify Interpret Understand Observe		
Science curriculum	School to add if they choose – some overlap with the health and prevention, drugs, physical health outcomes.		
Cross curricular	School to add if they choose – some overlap with the Physical Education, Religious Education and Computing.		

Year Group	Opportunity for reviewing the impact of learning.		
Year 10	<i>Pupil voice about their learning</i> Quiz Afl Projects/presentations English work – writing, speeches, essays, comprehension Worksheets/sheets Role play/drama Scenario responses Science		
	Relationships <i>Our Friendships, Families and Identity</i> Dfe Strands Families Respectful relationships including friendships Intimate and sexual relationships including sexual health	Social Skills and Safeguarding <i>Our Social skills, Feeling safe and Respect</i> Dfe Strands Respectful relationships including friendships Being safe The Law Online and media	Health and Wellbeing <i>Our Health and understanding Mental and Physical wellbeing</i> Dfe Strands Health and prevention Mental wellbeing Drugs alcohol and tobacco Intimate and sexual relationships including sexual health
End of year outcomes Children should know...	R1. <u>Marriage should be entered freely and is an important life choice for some couples.</u> R2. <u>That committed and stable relationships are important and they know that legally</u>	Ss1. <u>What the law defines as sexual harassment and sexual violence (use CPS).</u> Ss2. <u>That they have a power to influence their peers both positively and negatively in their behaviour either face to face or online; and that this</u>	Hw1. <u>How to access sexual health clinics and the services they provide – include YPF branding. (explore the potential of social taboo associated with exploring</u>

	<p>recognised marriages and civil partnerships carry different rights and protections to other long-term relationships.</p> <p>R3. The characteristics of relationships that might impact upon parenting and bringing up a child and the implications of young parenthood.</p> <p>R4. That when discussing intimate relationships this also includes LGBT relationships (as a choice for some).</p> <p>R5. What is defined as sexuality.</p> <p>R6. About the diverse practices of faiths, cultures and beliefs regarding relationships and sexual intimacy and to respect these.</p> <p>R7. How to recognise when others may be using persuasion, manipulation or coercive control.</p> <p>R8. That some behaviours within relationships (including friendships) such as violence or coercive control are criminal acts.</p> <p>R9. How to promote a reduction of negative peer pressure.</p> <p>R10. That the characteristics of a positive and healthy friendship are: trust, honesty, respect, kindness, generosity, understanding boundaries, privacy, consent and how to approach conflict also apply to friendships and relationships online.</p> <p>R11. That sexual intimacy is a lifelong option and they have a</p>	<p>should be considered in situations involving gangs, weapons and prejudice based language and actions.</p> <p>Ss3. What constitutes as hate crime, using law informed facts and how to respond to it.</p> <p>Ss4. Facts about grooming for extremism and radicalisation and how to recognise behaviours that might lead to this.</p> <p>Ss5. About gang involvement including county lines and how to recognise behaviours that might lead to this.</p> <p>Ss6. The law relating to forced marriage and honour based killing and the social implications of either act.</p> <p>Ss7. The law and political papers relating to Violence against Women and Girls (VAWG) and other current relevant social movements and their history.</p> <p>Ss8. Definition of pornography and an understanding that it can create unrealistic expectations and a distorted picture of sexual intimacy and behaviours.</p> <p>Ss9. The social challenges that some may face in speaking about or escaping domestic abuse/violence and places to seek support locally and nationally.</p> <p>Ss10. That abusive behaviours such (grooming, exploitation, coercion, violence) can have a long lasting emotional impact on someone in their current and future relationships.</p> <p>Ss11. The law relating to sharing indecent images of children (including those created by children) and that the act carries severe jail penalties.</p> <p>Ss12. The impact and consequences of viewing</p>	<p>sexual health services in a close community).</p> <p>Hw2. How alcohol and drugs can change behaviours and consequently decision-making choices about sexual activity.</p> <p>Hw3. The emotional and physical implications of experiencing FGM.</p> <p>Hw4. What constitutes as substance abuse according to the law.</p> <p>Hw5. What consequences they might face for supply and possession of illegal substances.</p> <p>Hw6. Describe the physical and psychological consequences of addiction, including alcohol dependency.</p> <p>Hw7. Judge when they or someone else may need support for substance use including alcohol dependency and prescribed drugs and where to seek support.</p> <p>Hw8. To have an awareness of the dangers of prescribed drugs that may present serious health risks.</p> <p>Hw9. Identify how self-examination can benefit their health and where to seek guidance on how to undertake self-examination.</p> <p>Hw10. Be aware that some regular screening is offered by the NHS and why.</p> <p>Hw11. Recognise the challenges and perseverance required that may come with life experiences and growing up and how to discuss their emotional wellbeing with others.</p> <p>Hw12. How to make decisions and critically evaluate if something has</p>
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	<p><u>choice to give consent and delay sex.</u></p> <p><u>R14. Why some people choose to foster or adopt children.</u></p> <p><u>R15. That some people might face peer pressure in relation to their faith or cultural beliefs relating to sexual intimacy and life choices how to manage this.</u></p> <p><u>R16. How to enter conversations and seek guidance from others about sexual intimacy and STI's.</u></p>	<p>and/or sharing harmful content.</p> <p><u>Ss13. How to evaluate their own behaviours in influencing others to become involved in inappropriate behaviour online such as cyber bullying, trolling, sharing inappropriate material or harmful content.</u></p> <p><u>Ss14. How to recognise the characteristics of grooming, sexual exploitation, abuse and unwanted attention such as sexual harassment both online and face to face and how to seek support and report such abusive behaviours.</u></p>	<p><u>a positive or negative impact on their mental health and judge whether they need to seek support.</u></p>
<p>Concepts/Themes & Key questions for planning</p>	<p>Parenthood Can you discuss what implications young parents might face? Why do people choose to adopt and foster children?</p> <p>Relationships Do you know what your values and expectations are in relation to any positive and healthy relationship? What might indicate violence or coercive control in a relationship and how can you respond?</p>	<p>Sexual harassment/Sexual violence How do you know if you are victim to sexual harassment or violence? Who can help you if you are worried about your safety in an intimate sexual relationship? say about sexual harassment? Can sexual harassment and violence affect all genders?</p> <p>Safeguarding What might persuasive or manipulative behaviour look like? Where can you seek further information of support charities that are trying to support or protect young people and adults regarding abusive behaviours in relationships? What should you do if you recognise characteristics of abusive behaviours in your relationships? How can you identify the signs of exploitation by gangs? How can you influence a peer to become involved or uninvolved in inappropriate behaviour?</p>	<p>Mental and physical wellbeing What benefits are there of regular self-examination? What regular health check-ups do women have in their adult life (cervical screening and mammograms) How can you prioritise your mental and physical wellbeing as you grow up and life becomes busier? What does mindset mean and how does it impact your wellbeing?</p> <p>Substance use What are the dangers of drug use? Are prescribed drugs safe? Why might people form addictions/reliance on substances? Where can you get advice, or help if you are worried about yourself or someone else?</p>
<p>End of year skills</p>	<p>Enquire Describe Apply</p>		

	Identify Interpret Understand Observe Support Plan
Science curriculum	School to add if they choose – some overlap with the health and prevention, drugs, physical health outcomes.
Cross curricular	School to add if they choose – some overlap with the Physical Education, Religious Education and Computing.

Year Group	Opportunity for reviewing the impact of learning.		
Year 11	<i>Pupil voice about their learning</i> <i>Quiz</i> <i>AfL</i> <i>Projects/presentations</i> <i>English work – writing, speeches, essays, comprehension</i> <i>Workbooks/sheets</i> <i>Role play/drama</i> <i>Scenario responses</i> <i>Science</i>		
	Relationships <i>Our Friendships, Families and Identity</i> Dfe Strands <i>Families</i> <i>Respectful relationships including friendships</i> <i>Mental wellbeing</i>	Social Skills and Safeguarding <i>Our Social skills, Feeling safe and Respect</i> Dfe Strands <i>Respectful relationships including friendships</i> <i>Being safe</i> <i>The Law</i> <i>Online and media</i>	Health and Wellbeing <i>Our Health and understanding Mental and Physical wellbeing</i> Dfe Strands <i>Health and prevention</i> <i>Mental wellbeing</i> <i>Drugs alcohol and tobacco</i> <i>Health and prevention</i> <i>Basic first aid</i> <i>Intimate and sexual relationships including sexual health</i> <i>Internet safety and harm</i> <i>Physical health and fitness</i>
End of year outcomes Young people should...	R1. <u>Know the rights and protections of those in a legally binding marriage or civil partnership (including separation).</u> R2. <u>Know where to seek further information about the impact of faith and culture on their values and understanding of legally recognised and other long-term relationships.</u>	Ss1. <u>Discuss their values regarding stereotypes and discrimination and recognise their position to influence their peers positively or negatively and how to respectfully challenge discrimination and stereotypes.</u> Ss2. <u>Understand the characteristics of bullying in adulthood and how to report and respond to unacceptable behaviour.</u>	Hw1. <u>Understand the risks of substance misuse as implications on their behaviour and decision making.</u> Hw2. <u>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</u>

	<p>R3. <u>Discuss characteristics of successful parenting (this can include faith and cultural influences).</u></p> <p>R4. <u>Understand that family relationships can contribute to human happiness.</u></p> <p>R5. <u>Be aware and respect that some people may choose not to or may face fertility challenges that lead to not being able to conceive children.</u></p> <p>R6. <u>Be aware that relationships can trigger strong emotions and feelings and how to manage these as they develop, including having ups and downs.</u></p> <p>R7. <u>Explore the social pressures relating to life expectations, career paths, family expectations and peer pressure.</u></p> <p>R8. <u>How they embody and understand the following personal traits and how they can impact on their resilience; character, honesty, integrity, courage, humility, kindness, generosity, trust and a sense of justice.</u></p>	<p>Ss3. <u>Explore how they can use their position as role models to younger people in exploring the social challenges they may face.</u></p> <p>Ss4. <u>Explore and describe those who are in positions of authority in their life or society in different contexts and how respect can be built and shown by all parties.</u></p> <p>Ss5. <u>Learn how to recognise abusive behaviour in relationships such as violence, coercive control or manipulation and how to respond and seek help to end or leave them.</u></p> <p>Ss6. <u>Explore what tolerance means and how it links to showing respect to others.</u></p> <p>Ss7. <u>Facts regarding violence towards women and girls and the data linked to the reports of domestic abuse towards men.</u></p> <p>Ss8. <u>Explore the facts and how the law responds to victims and perpetrators of hate crime.</u></p> <p>Ss9. <u>Recognise if they are in a situation, relationship, friendship or group that is influencing them or putting them at risk such as gang involvement and county lines trafficking.</u></p> <p>Ss10. <u>The legal age of consent.</u></p> <p>Ss11. <u>How to seek guidance and support for any concerns about abuse, harassment or feeling unsafe in any context including online.</u></p> <p>Ss12. <u>Understand that sharing indecent images of children (including those created by children) is a criminal offence and carries severe penalties including jail, and how to report a concern related to this.</u></p> <p>Ss13. <u>Understand and articulate how data is collected, shared and used online and how to protect their privacy (including</u></p>	<p>Hw3. <u>Learn how to recognise early signs of mental wellbeing concerns from any number of triggers including isolating behaviour, anxiety, stress, lack of resilience, forms of abuse, substance use, poverty in themselves or others and how to seek support and report their concerns.</u></p> <p>Hw4. <u>Recall their previously taught basic first aid skills including CPR, common injuries and the purpose of defibrillators</u></p> <p>Hw5. <u>Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</u></p> <p>Hw6. <u>Understand the importance of personal hygiene in preventing the spread of bacteria and virus' and regular health check-ups such a dentist and optician.</u></p> <p>Hw7. <u>Detail what affects their physical and mental wellbeing and ability to learn including sleep, diet, activity level, use of technology, substance use and smoking.</u></p> <p>Hw8. <u>How to think critically about the portrayal of image (including unrealistic expectations for body image) and lifestyle online and be able to identify the similarities and differences between the online world and the physical world.</u></p> <p>Hw9. <u>Identify the risks associated to online</u></p>
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		<p>the risk of sharing anything that can be shared onwards).</p> <p>Ss14. <u>Recognise that sexually explicit material available online presents a distorted image of sexual behaviours and sometimes body image and can damage and negatively affect how someone behaves with a partner and views themselves.</u></p> <p>Ss15. <u>Detail the rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</u></p>	<p>gambling including the accumulation debt.</p> <p>Hw10. <u>Understand that advertising online is targeted at them and how to be a discerning consumer of information online.</u></p> <p>Hw11. <u>Strategies of using physical activity to promote mental wellbeing and to combat stress.</u></p> <p>Hw12. <u>The evidence and links between an inactive lifestyle and ill health including cancer and cardiovascular ill health.</u></p> <p>Hw13. <u>How to maintain healthy eating.</u></p>
<p>Concepts/Themes & Key questions for planning</p>	<p>Marriage and other committed relationships What similarities and differences do different relationship types have? Can you discuss the reasons for and against committed stable relationships? Do you know what your values and expectations are in relation to any positive and healthy relationship? How can you identify if you feel unsafe in a situation or relationship/friendship?</p> <p>Family planning How might fertility challenges affect someone's wellbeing?</p>	<p>Criminal behaviour/Safeguarding If you were concerned about abusive behaviours where you could go for help? What constitutes hate crime? When might someone commit hate crime and why? How does the law safeguard you from hate crime?</p> <p>Feeling safe What contexts might an adult experience bullying and how could they respond to it? Why might some people join gangs?</p>	<p>Wellbeing How can being involved in illegal acts have an adverse effect on you?</p>
<p>End of year skills</p>	<p>Enquire Describe Apply Identify Interpret Understand Observe Support Plan</p>		

Science curriculum	School to add if they choose – some overlap with the health and prevention, drugs, physical health outcomes.
Cross curricular	School to add if they choose – some overlap with the Physical Education, Religious Education and Computing.

Appendix 3

DfE Guidance for teaching Relationships, Sex and Health Education 2019 (Secondary)

Extracted from Department for Education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

DfE Guidance for teaching Relationships and Sex Education (RSE) – Updated 9 July 2020

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their 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.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about

family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can

be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent,

what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the

school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

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 is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), 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, in all contexts including online, such as:
- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
- reconciliation and ending relationships, this includes different (non-sexual) types of relationship

- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- 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, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and sexual relationships, including sexual health

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, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography

- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)

Extracted from Department for Education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

DfE Guidance for teaching Physical health and mental wellbeing - Updated 9 July 2020

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for schools to promote pupils’ self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.

In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

Physical health and mental wellbeing: Secondary

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

Teachers should be aware of common ‘adverse childhood experiences’ (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

Pupils should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

Pupils should know:

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

Healthy eating

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

Pupils should know:

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

Health and prevention

Pupils should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid

Pupils should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

Changing adolescent body

Pupils should know:

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

Appendix 4

Forms or details relevant to withdrawal from Sex Education and Young Person's right to opt in for Sex Education

Withdrawal from Sex Education

RSHE is taught in an age-appropriate way across all years. RSHE will be taught in both tutor time as well as through Personal, Social and Health Education lessons (PERSONAL DEVELOPMENT) which are timetabled for all Year 7, 8 and 9.

All secondary schools must teach sex education that is outside of the Science National Curriculum. We believe the teaching of sex education alongside relationship and health education will help ready students for their life in 21st century Britain and that our policy ensures that it is taught in a sensitive manner.

Any parent wishing to withdraw their child from any or some sex education, has a right to do so; this should be done through the completion of the opt out form – to be sent out by the Head of PERSONAL DEVELOPMENT by the end of September of the academic year

Parents withdrawal requests will be followed by a meeting with a member of the Senior Leadership Team. This conversation/meeting will be documented by the school. The Head teacher has the right to deny this request, but only in exceptional circumstances e.g. safeguarding issues. Alternative arrangements will be made for young people not attending sex education lessons.

Young Person's right to opt in for Sex Education

Young people have the choice to opt in for Sex Education from 3 terms before they turn 16.

Students can opt in for Sex Education, by completing the '*Student opt in form*' found on page 77. A copy of this can also be collected from the School Office at Wanstead High School. A copy of the opt in request will be checked by the Exams Officer and placed in the student's educational record. Wanstead High School would then plan to provide the young person with sex education lessons during one of those terms.

Personal Development - Withdrawal from Sex Education 2023-24

This form is for parents who wish to **withdraw** their child from Sex Education lessons within the Personal Development (PD, formerly PSHCE) programme of study at Wanstead High School during the **2023-2024 academic year**.

Please note that even if you have withdrawn your child in previous years then you will need to complete the form for each academic year.

The full Personal Development syllabus for all years is available below with the lessons that are designated as Sex Education - and that parents have the right to withdraw children from are clearly shown.

Scheme of work (syllabus), including those lessons that parents have the right to withdraw from:
<https://drive.google.com/drive/folders/18g8aa3U3zWNegMBqI-trDtpPra1ZutF0?usp=sharing>

Learning resources to be used in lessons:
https://drive.google.com/drive/folders/1kqFc0XiCLMFuCiZhxRSyYdKMTDl6URV9?usp=drive_link

The Draft RSHE policy can be accessed below:
https://drive.google.com/open?id=18g8aa3U3zWNegMBqI-trDtpPra1ZutF0&usp=drive_fs

1. Full name of pupil (as appears on the school register): *

Short answer text

2. Year Group (from September 2023) *

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11

3. I wish to withdraw my child (named above) from Sex Education lessons and I understand that someone from the school will contact me to discuss this request. *

(please tick to agree)

4. I understand that the statutory guidance **only** permits me to withdraw my child from **the lessons designated as Sex Education** within the RSHE curriculum and Personal Development syllabus. *

(please tick to agree)

5. I understand that once my child is three terms from their 16th birthday, in line with the statutory guidance, my child will be able to choose to access these lessons without me having the right to withdraw them. *

(please tick to agree)

6. Name of parent completing this form: *

Short answer text

7. Contact number and email address: *

Appendix 5

Pupil voice surveys -

These take place regularly and at least every term through google classroom

Appendix 6

Wanstead High School RSHE Curriculum Audit – To be updated throughout 2024

Wanstead High School conducted a whole school RSHE curriculum audit in January 2021. The document below, highlights where current RSHE themes are already being taught within the whole school curriculum. The RSHE lead teacher (Ms Mannan) has used this document and worked closely with Curriculum Team Leaders in related curriculum areas, to ensure RSHE complements, and does not duplicate, content covered in national curriculum subjects such as science, computing and PE.

Key to subject codes:

Ar – Art / Technology

Sc – Science

Pe – Physical Education

Me – Media

So – Sociology

Hi – History

Da – Dance

Dr – Drama

Co – Computing

MfL – Modern foreign Languages

Relationships Education		Year 7	Year 8	Year 9	Year 10	Year 11
Families	Students should know:					
	that there are different types of committed, stable relationships.	MfL	MfL		So	
	how these relationships might contribute to human happiness and their importance for bringing up children.				So	
	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.				Hi	
	why marriage is an important relationship choice for many couples and why it must be freely entered into.				So	
	the characteristics and legal status of other types of long-term relationships.				Hi	
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.					
	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.					
Respectful relationships, including friendships	Students should know:					
	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non- sexual) types of relationship.	Ar, Da, Dr	Ar, Da, Dr	Ar, Da, Dr	Ar, Da, Dr, MfL, Me	Ar, Da, Dr, MfL, Me
	practical steps they can take in a range of different contexts to improve or support respectful relationships.					
	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	Da, Dr	Da, Dr, Hi	Da, Dr, Hi	Da, Dr, Me, Hi, So	Da, Dr, Me
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	Ar	Ar	Ar	Ar	Ar, MfL
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Ar, Da, Dr	Ar, Da, Dr	Ar, Da, Dr	Ar	Ar
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.				Hi, So	

	what constitutes sexual harassment and sexual violence and why these are always unacceptable.				Hi	
	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.				Hi	
Online and media	Students should know:					
	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Ar, Co	Ar	Ar	Ar	Ar
	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.	Ar, Co	Ar	Ar	Ar, Me	Ar, Me
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Ar, Co	Ar	Ar	Ar	Ar
	what to do and where to get support to report material or manage issues online.	Ar, Co			Me	Me
	the impact of viewing harmful content.	Ar, Co	Ar	Ar	Ar	
	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.				Me	Me
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Ar	Ar	Ar	Ar	Ar
	how information and data is generated, collected, shared and used online.				Me	Co, Me
Being safe	Students should know:					
	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.				Hi	
	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).					
Safeguarding through the Law		Year 7	Year 8	Year 9	Year 10	Year 11
Students should know:						
<i>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</i>						
The Law	consent, including the age of consent				Hi	
	violence against women and girls	Ar	Ar	Ar	Ar, Hi	Ar
	online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)	Ar	Ar	Ar	Ar	Ar
	pornography	Ar	Ar	Ar	Ar	Ar

	abortion				Hi	
	sexuality				So	
	gender identity					
	substance misuse	Ar	Ar	Ar	Ar	Ar
	violence and exploitation by gangs					So
	extremism/radicalisation	Ar	Ar	Ar	Ar	Ar
	criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)					So
	hate crime	Ar	Ar	Ar	Ar, Hi	Ar
	female genital mutilation (FGM)					

Physical Health and Mental Wellbeing		Year 7	Year 8	Year 9	Year 10	Year 11
Mental Wellbeing	Students should know:					
	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Ar	Ar	Ar	Ar	Ar
	that happiness is linked to being connected to others.	Pe	Pe	Pe	Pe	Pe
	how to recognise the early signs of mental wellbeing concerns.				Pe	Pe
	common types of mental ill health (e.g. anxiety and depression).				Pe	Pe
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.					
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Ar	Ar	Ar, MfL	Ar, MfL	Ar
Internet Safety and harm	Students should know:					
	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	Ar	Ar	Ar	Ar, Me	Ar, Me
	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Co				
Physical health and fitness	Students should know:					
	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Ar, Pe	Ar, Sc, Pe	Ar, MfL, Pe	Ar, MfL, Pe	Ar, MfL, Pe
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	Ar, Pe	Ar, Sc, Pe	Ar, Pe	Ar, Pe	Ar, Pe

	about the science relating to blood, organ and stem cell donation.					
Healthy eating	Students should know:					
	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Ar	Ar, Sc	Ar, Sc	Ar, Da, Dr, Pe	Ar, Da, Dr, Pe
Drugs alcohol and tobacco	Students should know:					
	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	Sc	Sc		Pe, Hi	Pe
	the law relating to the supply and possession of illegal substances.				Ar, Hi	Ar
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Sc			Hi	
	the physical and psychological consequences of addiction, including alcohol dependency.				Hi	
	awareness of the dangers of drugs which are prescribed but still present serious health risks.	Sc			Pe	Pe
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Sc				
Health and prevention	Students should know:					
	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.					
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.					
	(late secondary) the benefits of regular self-examination and screening.					
	the facts and science relating to immunisation and vaccination.					
	the importance of sufficient good quality sleep for good health and how a lack of	Ar	Ar	Ar	Ar	Ar

	sleep can affect weight, mood and ability to learn					
Basic first aid	Students should know:					
	basic treatment for common injuries.	Ar	Ar	Ar	Ar, Da, Dr	Ar, Da, Dr
	life-saving skills, including how to administer CPR.					
Changing adolescent body	the purpose of defibrillators and when one might be needed.					
	Students should know:					
	key facts about puberty, the changing adolescent body and menstrual wellbeing.	Sc		Sc	Ar	Ar, Sc
	the main changes which take place in males and females, and the implications for emotional and physical health.	Sc			Ar	Ar

Sex Education		Year 7	Year 8	Year 9	Year 10	Year 11
Students should know:						
Intimate and sexual relationships, including sexual health	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.	Sc				Sc
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.					
	that they have a choice to delay sex or to enjoy intimacy without sex.					

	the facts about the full range of contraceptive choices, efficacy and options available.				
	the facts around pregnancy including miscarriage.				
	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).			Hi	
	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.				
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.				
	how the use of alcohol and drugs can lead to risky sexual behaviour.				
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.				

Appendix 7

Full Scheme of Work including lessons from which children can be withdrawn