Trust Policy
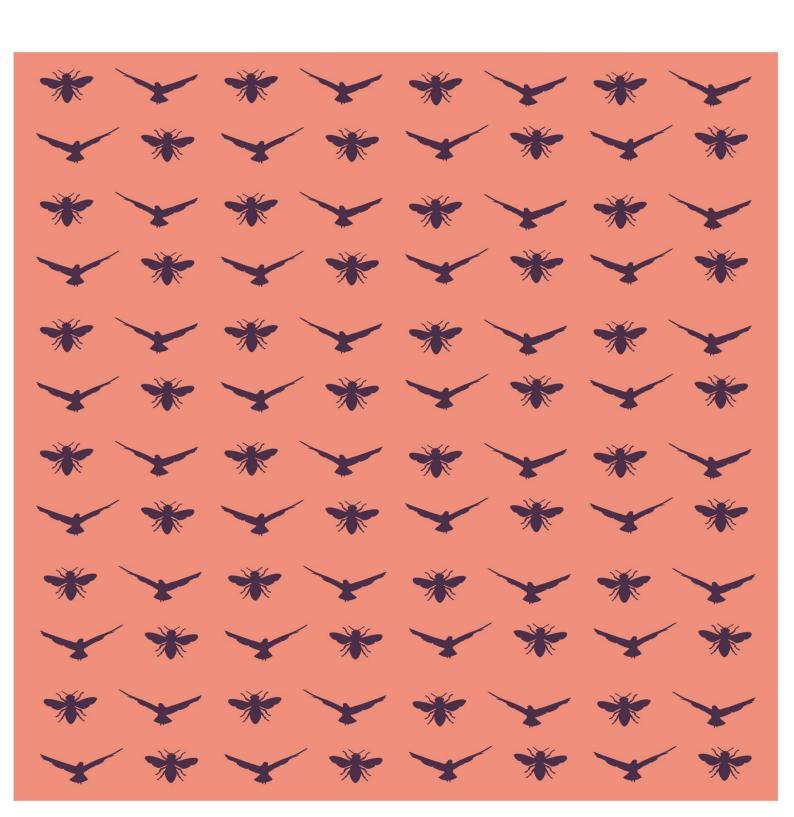
Relationships and Sex Education Policy (Secondary)

Toot Hill School

Contained within this document:

- RSE guidance for secondary schools

Contents

Introduction

The Nova Education Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

This policy covers our approach to Relationships Education (ReE), Relationships and Sex Education (RSE) and Health Education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

It will be reviewed every three years to ensure that it remains relevant to the experiences of our pupils and remains up to date with current guidance from both Government and the DFE but also.

To ensure its use, this policy will be available on the Trust policy portal for staff to refer to and to parents through individual school websites.

Aims

The aim of Relationships Education (ReE), Relationships and Sex Education (RSE) and Health Education is to give children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. As well as developing an understanding of how to be healthy both physically and mentally.

The Nova Education Trust acknowledge that in order for children and young people to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. NET understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils

receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, ReE/RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils within the Trust change. Not only does teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support pupils by offering these subjects.

This policy was developed in response to:
- Statutory guidance on RSE and health education
- Keeping children safe in education: for schools and colleges
- https://www.gov.uk/government/publications/teaching-online-safety-in-schools
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges

Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information
- Wellbeing policy for pupils

Defining Sex and Relationship Education

Relationship and Sex Education at Secondary

Secondary schools within the Nova Education Trust will ensure that there is clear progression from what is taught in primary schools in Relationships Education. They will build on the foundation of ReE and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships.

Alongside being taught intimate relationships, pupils will 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.

It should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful; know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship.

Pupils should be able to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Pupils should also be able 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 themselves or others at risk.

All secondary schools will teach about sexual orientation and gender identity, this will be integrated into the RSE scheme of work and delivered at a timely point, in a clear, sensitive and respectful manner

It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will not encourage early sexual exploration. 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.

RSE will also enable pupils to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online.

Pupils will be taught they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face.
They will also be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. So that, within the law, pupils are well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

All Nova schools place a high priority on developing character and this work will sit alongside and within RSE.

All Trust secondary schools will consult with parents about the detailed nature of what is to be taught in RSE.

Definition of Health Education
Physical Health and Mental Wellbeing

The Nova Education Trust will ensure that pupils in its' schools are taught the information they need to make good decisions about their own health and wellbeing. Pupils will then be able to recognise what is normal for them, what is an issue and how to seek support.

It links closely to the principles of novation and the work undertaken across the trust to develop pupil characters and develop positive attitudes to learning. It aims to promote self-control and the ability to self-regulate enabling pupils to persevere and to overcome setbacks.

Health Education will ensure that pupils are aware of the changes happening to them during puberty and will raise awareness within all pupils about menstruation. As a Trust we will support our female pupils who experience period poverty.

Secondary Health Education

The focus of secondary Health Education is enabling pupils to make well informed, positive choices. To build upon the knowledge and language developed in primary schools.

Pupils will develop an understanding that humans are social beings and that outward facing activities especially those with a service element are beneficial for wellbeing.

Delivery of Relationships Education / Relationships Sex Education and Health Education

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

ReE/RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by, the Trust policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, wellbeing and safeguarding.

ReE/RSE will sit within the context of the Trust's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, education on healthy lifestyles through physical education, citizenship, food technology, science and sport, extra-curricular activity and school food.

Each school will ensure that it appoints a ReE/RSE and Health Education Lead who will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

Secondary Education

All secondary schools within The Nova Education Trust will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. This long term plan can be found in Appendix 2 and on the website of each school as part of its' curriculum documentation.

Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

Inclusion
Pupils with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils.

High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Schools will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

Sexual Identity and Orientation - Lesbian, Gay, Bisexual and Transgender (LGBT)

We aim to deal sensitively and honestly with issues of sexual or gender identity. All schools within the Nova Education Trust will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Individual schools will make the decision as to when it is appropriate to teach pupils about LGBT and to what extent this education will take place. This work will be integrated fully into the schemes of work.

Schools will ensure that all pupils will have been taught about LGBT issues at an appropriate level and context before they leave.

Ethnic and Cultural groups

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

Roles and Responsibilities (including monitoring)

The Trust

The Trustees will:

- Monitor the implementation of the policy across all Schools within the Trust
- Monitor pupil progress to ensure that pupils achieve expected outcomes;
- Ensure that Schools are resourced in such a way that the Trust fulfils its legal obligations.

The Local Governing Body

The Local Governing Body will ensure:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- That the quality of provision is subject to regular and effective self-evaluation;
- That the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.

Head Teacher

The Head Teacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy; via the Head of RSHE, Jen Grey
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;

- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The Academy works with parents/carers when planning and delivering RSE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

Staff

All staff will ensure that:

- Ground rules are negotiated/ discussed with the group in an age appropriate manner before embarking on lessons of a sensitive nature. So that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Managing Questions and Difficult Questions

Children and Young People are likely to have many questions that may occur at any time. They tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children and young people

feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

Children and young people are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or other children with a smart phone. In the age of information, where children even in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children and young people to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

Schools will need to develop whole school strategies on what they will do if a child / young person asks a question that is not necessarily suitable for the whole class, asks a question that staff do not know the answer to or is particularly tricky or sensitive.

Teachers will answer questions openly, honestly, scientifically and factually without relying on their personal beliefs.

Teachers will not answer personal questions about themselves or ask direct personal questions of their pupils that could make either parties vulnerable.

All schools will need to ensure that all staff delivering ReE / RSE have received appropriate CPD including knowledge of the law.

Parents/Carers

The Trust acknowledge the key role that parents/carers play in the development of their children's / young person's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children / young person to grow and mature and to form healthy relationships.

All Parents/Carers will be:
- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE; through engagement in parent forums and school surveys.
- Able to discuss any concerns directly with the Academy.

Right to be excused from Sex Education

Before ReE / RSE programmes are delivered in school, letters will be sent home to parents informing them of the dates. If parents have any concerns, special circumstances we should be aware of, or would like any further information we will ensure a designated time is set for them to come into school.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

All Nova Education Trust primary schools will automatically grant a request to withdraw from sex education delivered outside of the science curriculum.

For secondary schools, the Trust, before granting any such request, require the Head Teacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The Head Teacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

A record of all requests to withdraw from RSE will be kept.

Menstruation

The onset of menstruation can be a confusing or distressing time for children if they are not prepared. The Nova Education Trust acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help pupils manage their period. Especially girls / young women whose family may not be able to afford or will not provide sanitary products.

Period poverty exists in the UK and some girls / young women are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our schools and will make every reasonable effort to support girls / young women to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for pupils to start their periods whilst in primary school even in year 4. For this reason, we will start to deliver puberty lessons to all children from year 4

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation in a healthy biological function for approximately 50% of the school population. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As schools, we need to treat each other with respect and empathy, and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, staff will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

Schools need to have menstruation kits available in school which contain sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Girls / young women will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

When school trips or residential visits are arranged for years 4 and above provisions to deal with a girl's / young woman's period needs to be considered and added to the risk assessment and planned for.

Working with external agencies

The Nova Education Trust is aware that working with external partners can enhance the delivery of RSE and will support schools to bring in specialist knowledge and implement different ways of engaging with young people.

Where schools use external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. Schools will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy.

Safeguarding, reports of abuse and confidentiality

The Nova Education Trust recognises that at the heart of ReE/ RSE, the focus is on keeping children and young people safe and acknowledges the significant role schools have in preventative education.

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16 year old that they are having or considering sexual intercourse. They will try to persuade the young person, wherever possible to talk to their parents or to medical professionals for advice. Any child protection issues should be considered and referred to a DSL if necessary.

In Nova schools, we will allow children and young people an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.

Pupils will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE) 2022, all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child / young person that they will not tell anyone about a report of abuse, as this is not in the best interests of the child / young person.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

Appendix 1: Secondary Statutory Content
Secondary Relationships and Sex Education

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

Respectful relationships, including friendships
Pupils 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media
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 e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

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

Health Education

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 healt

Appendix 2

Toot Hill School Schemes of Work

Lead Teacher; Mrs Jen Gray

Long Term Plan		Students build on the existing knowledge and understanding, skills, attributes and values they have acquired and developed during their primary education. Our Personal Development Period acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. Our Year 7 curriculum teaches the knowledge and skills which will equip them for the opportunities and challenges of life such as managing diverse relationships, their online lives, and the increasing influence of peers and media.		
		Learning Cycle	**Key Concepts and Themes**	**Vocabulary**	**Notes**

Year 7: Personal Development	HT1	Respectful Relationships	• Transition - Supporting moving from primary to secondary school, values - rings of support – who is your support network? • Healthy friendships – introduction to key characteristics of a good friend on and offline – safely adding friends on social media apps and indecent content • Managing conflict –effective communication in changing friendships and the breakdown of friendships – coping with friendship change/loss • Our community – Celebrating diversity and introduction sterotypes – self-esteem and cultural identity. Exploring the cultural context of our school. • Bullying/Cyberbullying–key concepts and responses - strategies to manage being targeted/witnessing bullying – purposeful exclusion on and offline • Being a positive bystander- understanding what a positive bystander is and why it is important - how to step in when witnessing unkind or bullying behaviour	Stereotypes, individuality, prejudice, rights, coercion, consent, tolerance, discrimination, equality, cyberbullying, bystander	
	HT2	My Family and I	• Puberty and emotional changes – reflection on the key characteristics – strategies to cope with emotional changes • Menstrual wellbeing- understanding range of options and assumptions about menstruation- Period poverty • Characteristics of committed stable relationships – exploring different types of families and the importance of positive, healthy relationships – rings of support – who is your support network? • Marriage and different types of long -term relationships – the laws around marriage and divorce • The laws surrounding forced marriage and honour based violence – the key characteristics – what is the difference between arranged marriage and honour based violence? • The roles and responsibility of parents – characteristics explored – neglect, physical abuse, children being alone in the house and unsafe family friends • FGM – The laws and support networks – worries about FGM	Committed, stable relationships, cohabiting, marriage, civil partnership, consent, harassment, arranged marriage	
	HT3	The World Around Me: Careers	• Unifrog launch • Enrichment activities and the development of transferrable skills • Identifying strengths to develop • Exploring future careers	Transferrable skills, careers, future, post 16, options, enrichment	

HT4	Respectful Relationships	• Romantic relationships – introduction to the characteristics – signs of positive romantic relationships • Consent – introduction to consent in romantic relationships – personal space in friendships and romantic relationships, unwanted touching • Coercive relationships and domestic violence – Introduction to the key concepts – controlling friendships/relationships • Sexual harassment and sexual violence – Introduction to sexual harassment and violence – sexual comments and receiving unwanted images	Boundaries, privacy, personal space, respectful, tolerant, consent	
HT5	The World Around Me: Political Systems in the UK	• The development of the political system of democratic government in the United Kingdom including the roles of citizens, Parliament and the monarch • The operation of Parliament, including voting, elections and the role of political parties • The liberties enjoyed by citizens in the UK and how these liberties contribute to our democratic political system	Parliament, citizenship, voting, elections, political parties, democracy	
HT5	Online and Media	• Behavioural expectations online and online risk – identifying risk and managing personal safety – sending/receiving nude images • Laws around behaviour online – Radicalisation, extremism, sharing indecent images – being added to a group chat where extremist views are shared	Grooming, radicalisation, isolate, indecent, possessing, pivacy settings	
HT6	The World Around Me: Income and Budgeting	• Income and Budgeting – The advantages and experience of budgeting • Importance of having an income, consequences of having no income • Mechanisms to earn money • Importance of bank accounts and the key terms associated with them	Budgeting, income, money, economic, bank account	
HT6	Keeping Safe and Happy	• Child Sexual Exploitation – Revisiting the key characteristics of grooming/child on child abuse – sexual abuse online • Child Criminal Exploitation – revisiting the key characteristics – a younger student holding a package for an older student • First Aid – Basic first aid (CPR, use of defibrillators, common injuries, cuts and burns) • Road Safety and Water Safety – basic safety in terms of roads, quarries, reservoirs, lakes, rivers	Child Sexual Exploitation, Child Criminal Exploitation, coercion, grooming, advantage, misguide, first aid, road Safety, water safety	

Skill Development	• Identifying thinking traps • Resilience • Managing risk • Identifying and accessing support • Self-regulation	• Clarifying own values • Developing a healthy self-concept • Building and maintaining healthy relationships • Decision making	• Empathy and compassion • Respect for others • Valuing diversity • Assessing the validity and reliability of information • Managing peer influence

Long Term Plan		Learning Cycle	Key Concepts and Themes	Vocabulary	Notes
Year 8: Personal Development			Students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Year 7. Our age appropriate Personal Development curriculum means that students begin exploring the characteristics of positive and healthy, intimate and sexual relationships. Our Year 8 curriculum purposefully revisits core knowledge and skills acquired in Year 7 to further deepen their understanding of diverse relationships, their online lives and the increasing influence of peers and media.		
	HT1	Respectful Relationships	• Healthy friendships – expectations & influences of friendships and the practical steps to support friendships – peer pressure in a friendship • Our community – Celebrating diversity and protected characteristics –racism, disablism, cultural diversity, responding to discrimination • Identifying harmful behaviour online/cyberbullying – strategies to manage being targeted/witnessing bullying – – sexualised online bullying and body shaming • Being a positive bystander- understanding what a positive bystander is and why it is important- how to step in when witnessing unkind or bullying behaviour • Consent and criminal behaviour within relationships – characteristics of abusive behaviours – controlling romantic behaviours - 'if you don't I'll..' • Sexual harassment and sexual violence – laws around abusive relationships – pressure to send nudes, kegging and unwanted touching	Assault, sexual assault, coercion, blackmail, stalking, harassment, mutual respect	
	HT2	My Family and I	• Puberty and emotional changes – reflection on the key characteristics – strategies to cope with emotional and physical changes • Characteristics of committed stable relationships – effects of loss or change - supporting a family member through separation and grief (e.g. death of a grandparent) • Laws surrounding forced marriage and honour based violence - reflecting on the laws, consequences and support – behavioural pressure in family not to have a partner • Roles and responsibilities of parents – revisiting the key characteristics – how to have difficult conversations with parents/carers • Unsafe relationships – revisiting the key characteristics – grooming within the familial unit • FGM – Revisiting the law – emotional impact of FGM	Intimacy, unregistered marriage, divorce and dissolution, assault, abuse, domestic abuse	
	HT3	The World Around Me	• Reflection on transferable skills • Development of skills and competencies • Development of Career terminology • Exploring the term 'success' • Exploring apprenticeships, Higher and Further Education	Transferrable skills, competencies, success, apprenticeship, Higher Education, Further Education	

HT4	Intimate and Sexual Relationships	- Characteristics of positive and healthy relationships – Developing personal values in relationships – intimacy without sex - Consent in healthy sexual relationships – media portrayal of sex – sexualisation of body image in the media - Substances and risky sexual behaviour – Alcohol and drug influences – capacity to consent - Contraception and STI's – different forms of contraception and sexual health advice – age appropriate touching and STI's - Managing sexual pressure – characteristics and support mechanisms – how to say 'no'	Mutual respect, consent, intimacy, withdraw, position of trust, manipulation	
HT5	The World Around Me: Legal Systems in the UK	- The rules and laws of the justice system - Role of the police - Operation of courts and tribunals - Roles played by public institutions and voluntary groups in society	Justice, police, operation, court, tribunal, public institutions, voluntary groups	
HT5	Online and Media	- Online risks and laws around imaging (online vs physical word) – Revisiting the key characteristics – reporting of Whatsapp conversations/ logging into a friend's account with and without permission - An introduction to pornography- the receiving of sexually explicit material – receiving pornography in a group chat/individually	Grooming, harassment, radicalisation, indecent, censorship, stalking, distorted	
HT6	The World Around Me: Personal Finance	- Exploring the reasons for people budgeting - Household expenses, importance of paying bills and the consequences of not - Loans – advantages and disadvantages - Mortgages and renting – advantages, disadvantages, how to apply for a mortgage - Overdrafts – authorised vs unauthorised	Budgeting, expenses, bills, loans, mortgages, renting, overdrafts	

HT6	Keeping Safe and Happy	• Drugs, alcohol and tobacco – exploring the consequences and impacts of these – being offered drugs to try • Child Sexual Exploitation – Revisiting the key characteristics of grooming/child on child abuse – being asked to send nudes for money • Child Criminal Exploitation – revisiting the key characteristics – being asked to hold a knife • First Aid – Basic first aid (CPR, use of defibrillators, common injuries, cuts and burns) • Road Safety and Water Safety – basic safety in terms of roads, quarries, reservoirs, lakes, rivers	Physiological effect, prescription, alcohol misuse, primary survey, CPR, defibrillators	

Skill Development	• Identifying thinking traps • Clarifying own values • Empathy and compassion • Resilience • Developing a healthy self-concept • Respect for others • Managing risk • Building and maintaining healthy relationships • Valuing diversity • Identifying and accessing support • Decision making • Assessing the validity and reliability of information • Self-regulation • Managing peer influence

		Our Year 9 curriculum deepens and enhances our student's knowledge and understanding of our fundamental RSHE themes. Students will have opportunities to extend and rehearse skills, and further explore attitudes, values and attributes acquired during Year 8. Our bespoke curriculum reflects the emerging needs of our Year 9 students and the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.		
		Learning Cycle / **Key Concepts and Themes**	**Vocabulary**	**Teacher Notes**
Year 9: Personal Development	**HT1**	**Respectful Relationships** — • Healthy relationships –the characteristics and strategies for strong relationships at home– managing falling out with parents and siblings • Protected characteristics – exploring the protected characteristics – homophobia and transphobia • Identifying harmful behaviour online/cyberbullying –the impact of stereotyping and discrimination on individuals and relationships–pushing, name calling, cancel culture, gaslighting • Consent and criminal behaviour within relationships – recognising when others are using manipulation and coercion - forced participation in sexual acts • Sexual harassment and sexual violence – recognising unwanted attention and unwanted physical contact– pinging bra straps, comments about sexuality, 'bum touching' • Peer influence + risky behaviour - recognising peer influence and the role of alcohol and drugs – judgement changes with influence of alcohol; feelings of potential regret • house/field parties	Assault, sexual assault, coercion, nlackmail, stalking, harassment, mutual respect	
	HT2	**Intimate and Sexual Relationships** — • Penis health- the key information need to stay healthy – knowing how to check for a healthy penis • Vaginal health the key information need to stay healthy, including revisiting FGM – knowing how to check for a healthy vagina and breasts • Positive, healthy intimate relationships – Revisiting the key characteristics and managing the breakdown of romantic relationships – the importance of first sexual encounters • Consent and managing sexual pressure – indicators of unhealthy relationships and seeking support – body language and giving friends advice on sexual encounters • Contraception and STI's – communication and negotiation skills for contraception – contraceptive use between partners • Reproductive health, fertility and menopause – exploring miscarriage – supporting a family member through miscarriage.	Sexual norms, coercion, intimacy, mutual respect, withdraw consent	
	HT3	**The World Around Me: Careers** — • Reflection on transferable skills • Reflection on career pathways • Exploring options to choose for GCSE • Exploring vocational options • Drafting CV	Transferable skills, career pathways, options, vocational	
	HT4	**My Family and I** — • Changing relationships – mechanisms to manage grief in terms of separation, divorce and bereavement – distorted relationships e.g. drinking, finance and mental health • Marriage and other long term relationships – the importance of stable committed relationships – local, national and international context of marriage • Laws around marriage and forced marriage – legal and ethical responsibilities online – marriage scams • Honour based violence – revisiting HBV with a particular focus on emotional pressure – Physical chastisement, murder	Cohabitation, conceive, bereavement, abuse, intimacy, unregistered marriage, divorce and dissolution, qssault	

HT5	The World Around Me: Wider Political Systems	• Parliamentary democracy and the key elements of the constitution in the United Kingdom • Different electoral systems and actions citizens can take • Other non-democratic and democratic forms of government in the United Kingdom	Democracy, Parliament, electoral, citizen, non-democratic	
HT5	Online and Media	• Online laws on sexually explicit material – Revisiting the key characteristics and the impact of sharing sexual images without consent – revenge pornography • Fake news and Big Data – exploring fake news – identifying fake news and disinformation	Grooming, harassment, indecent, censorship, stalking, distorted, fake, disinformation	
HT6	The World Around Me: Sourcing Finance	• Types of debit cards, their uses and associated rules • Earnings – average salaries and pay slips • Hire purchasing vs leasing • Store cards • Credit cards, their uses and associated rules	Debit card, earnings, hire purchase, store cards, credit cards	
HT6	Keeping Safe and Happy	• Drugs, alcohol and tobacco –short term and long term consequences – short term illness and long term mental health impacts • Child Sexual Exploitation – Revisiting the key characteristics of grooming/child on child abuse – gifts in turn for sexual favours • Child Criminal Exploitation – revisiting the key characteristics – threats to sell drugs by older students at parties • First Aid – Basic first aid (CPR, use of defibrillators, common injuries, cuts and burns) • Road Safety and Water Safety – basic safety in terms of roads, quarries, reservoirs, lakes, rivers	Glamorised, physiological effect, prescription, alcohol misuse, primary survey, CPR, defibrillators	

Skill Development	• Identifying thinking traps • Resilience • Managing risk • Identifying and accessing support • Self-regulation	• Clarifying own values • Developing a healthy self-concept • Building and maintaining healthy relationships • Decision making	• Empathy and compassion • Respect for others • Valuing diversity • Assessing the validity and reliability of information • Managing peer influence

Our Year 10 Personal Development curriculum is carefully designed to allow students to explore their beliefs as well as challenge their own and others' views. Our students will build on their knowledge to ensure that they can make well informed decisions to keep themselves and others safe.

Year 10: Personal Development

Learning Cycle	Key Concepts and Themes	Vocabulary	Notes
HT1 Respectful, Intimate and Sexual Relationships	• Positive and healthy intimate relationships – different types of intimacy – readiness and enthusiastic consent • Managing pressure and coercion – Strategies to manage strong emotions associated with different stages of relationships – risk taking (house party, field party, first time) • The impact of pornography – the role of pleasure in intimate relationships and the impact of pornography on people's expectations – exploring pornography individually and in relationships • Contraception and STIs – Specific STI's, their transition and reducing barriers to sexual health services – Safe contraceptive choices • Pregnancy and choices – Healthy pregnancy and lifestyle choices impact on foetus – wider perspectives on abortion American Law vs British Law • Parenthood – The importance of parenting skills and qualities for family life – being a teenage parent	Assault, sexual assault, coercion, blackmail, stalking, harassment, mutual respect, sexual norms, coercion, intimacy, mutual respect, withdraw consent	
HT2 The World Around Me: The Value of Life	• Religious Teachings on the sanctity of life – Humanist views on the values of life and the right to life (Universal Declaration of Human Rights) • Abortion – UK law, pro-life arguments, pro-choice • Euthanasia – Law in the UK vs internationally, voluntary vs involuntary, arguments for and against • Animal testing – UK law, differences between humans and animals, arguments for and against • Cosmetic surgery – types and procedures, pressures of media, Islamic Views, Christian views • Speciesism – animal rights laws in UK, work of PETA, exploring veganism and vegetarianism	Humanists, abortion, pro-life, euthanasia, cosmetic, speciesism	
HT3 The World Around Me: Careers	• Reflecting on transferable skills • Writing CV • Interview Day preparation • Work Experience Preparation • Careers of interest • Post-16 options	Transferable skills, CV, work experience, vocational, technical, Post-16	
HT4 Online and Media	• Online vs offline behaviour (CCE and CSE)- identifying risk and personal safety – being involved in a gang personally and as a group of friends • Laws around online behaviour – different motivation and contexts in which sexual images are shared – deformation of character and employment checks • Radicalisation/Extremism/Organised Crime – Strategies to support younger peers when they are in positions of influence – Organised crime and cyber scams • Sexually explicit material – sexting and receiving images: revisiting the law and consequences – upskirting	Grooming, harassment, radicalisation, indecent, censorship, stalking, distorted,	

HT5	The World Around Me: Law Creation	• The importance and history of human rights • The legal system in the UK, different sources of law and how the law helps society with complex issues • Judicial precedent and statutory law making	Human rights, legal system, judicial precedent, statutory	
HT5	Online and Media	• Building positive online reputations • The right to privacy • Data protection and data storage	Online reputation, privacy, data protection, GDPR	
HT6	The World Around Me: International Finance	• Currencies and exchange rates • Imports and UK trade • Exports and UK trade • International competitiveness	Currency, exchange rate, exports, imports, international competitiveness	

HT6	Keeping Safe and Happy	• Drugs, alcohol and tobacco – consequences of substance misuse – helping a friend with drug addiction • First Aid – Basic first aid (CPR, use of defibrillators, common injuries, cuts and burns) • Road Safety and Water Safety – drink driving, seatbelts, mopeds, scooters	Physiological effect, Prescription, Alcohol misuse, Primary survey, CPR, Defibrillators	

Skill Development	• Identifying thinking traps • Resilience • Managing risk • Identifying and accessing support • Self-regulation	• Clarifying own values • Developing a healthy self-concept • Building and maintaining healthy relationships • Decision making	• Empathy and compassion • Respect for others • Valuing diversity • Assessing the validity and reliability of information • Managing peer influence

		Long Term Plan	As our Year 11 students approach the last year of their KS4 journey at Toot Hill School, they will refine and apply the skills and knowledge that they have learnt over the past four years. Our Year 11 students will be equipped with the knowledge to make safe, well-informed decisions into adulthood.		
		Learning Cycle	**Key Concepts and Themes**	**Vocabulary**	**Notes**
Year 11: Personal Development	**HT1**	Respectful, Intimate and Sexual Relationships	• Positive and healthy intimate relationships – different types of intimacy: the emotional and physical consequences –enthusiastic consent and intimacy • Managing pressure and coercion – Strategies to provide accurate and reliable advice to assist others and have safe relationships– risk taking (house party, field party, first time) • The impact of pornography – the role of pleasure in intimate relationships and the impact of pornography on people's expectations – exploring pornography individually and in relationships • Risky sexual relationships: the impact of drugs and alcohol – exploring the spiking of drinks, lack of forward planning e.g. contraception – spiked at a party • Contraception and STIs – Specific STI's, their transition and reducing barriers to sexual health services – exploration of a walk in clinic • Pregnancy and choices – Healthy pregnancy and lifestyle choices impact on foetus – wider perspectives on abortion changes in Northern Ireland	Consent, enthusiastic consent, coercion, pornography, contraception, sexually transmitted infection, pregnancy, abortion, intimate	
	HT2	The World Around Me: Careers	• Updating transferable skills and activities • Exploring local colleges and their offers • Exploring apprenticeships • Exploring Higher Education • Making a Year 11 Action Plan for Post 16	Transferable skills, apprenticeships, T Levels, A Levels, vocational, technical, Higher Education, Further Education	
		The World Around Me: The Place for Religious Education	• The decline of religion – UK census, secularisation, 'Cultural Christianity' • Religious Extremism – decline of religion, 9/11, global impact of extremism – PREVENT • Is the there a place for religion today? The legacy in society, humanism as a new religion	Religion, secularisation, extremism, PREVENT, humanism, religious extremism	
	HT3	The World Around me: Active Citizenship	• The diverse national, regional, religious and ethnic identities in the UK • Mutual respect and understanding • Being a citizen in the local community	Diversity, mutual respect, British Values, identity, community, citizenship, understanding	

HT4	The World Around Me: The Economy and Sensible Choices	- The economy: economic growth and inflation - Cost of living - Unemployment: the UK picture and consequences - Types of employment contracts and unemployment - Consumer rights and gambling		Economy, economic growth, inflation, tax, unemployment, consumer rights, gambling, consequence	
HT4	Online and Media	- Harmful content online - UK laws governing harmful content - Right to access information – UK and internationally - Big Data and the targeting of individuals - Impact of peoples' online experiences - Disadvantages of living in an online bubble		Content, harmful content, indecent content, big data, online bubble, misinformation, targeting, cookies, tracking	
HT5	My Scholarship	- Reflections between KS3 and KS4 - Time management and self-regulation/motivation - Research skills - Self-assessment - Revision strategies - Revision timetables - Presentation skills		Self-regulation, motivation, dedication, revision, resilience, work/life balance, effective revision, achievement, management	

Skill Development	- Identifying thinking traps - Resilience - Managing risk and peer influence - Identifying and accessing support - Self-regulation	- Clarifying own values - Developing a healthy self-concept - Building and maintaining healthy relationships - Decision making	- Empathy and compassion - Respect for others - Valuing diversity - Assessing the validity and reliability of information