

+2021-2022: RSE and PSHE Plan: Following DfE statutory guidelines and CES RSE model curriculum



One-Page Overview - LTTF Secondary

	RE, PSHE or Tutor Time							Whole Year
Sessions per programme	Session 1 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 2 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 3 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 4 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 5 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 6 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 7 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Cinema Whole or half-year groups
Main Themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in-Education
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Year 10 & 11*	Authentic Freedom	Self-Image	Values, Attitudes & Beliefs	Parenthood (Personal Relationships)	Pregnancy & Abortion (Life Cycles)	Abuse	Solidarity	Babies(Y10 Truth & Lies Y11)

Year 7

Topic Area	Content	Resource
<p>RSE</p>	<p>Respectful relationships, including friendships:</p> <ul style="list-style-type: none"> - 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. - what constitutes sexual harassment and sexual violence and why these are always unacceptable.? *** - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - 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. - 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. <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> - 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. *** <p>Changing adolescent body:</p> <ul style="list-style-type: none"> - 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 <p>Links to online safety below*</p>	<p>RE lessons and TenTen Foundational Y7-8 Programme</p> <p>Wider world: Living responsibly lesson 7: Pupils will learn the effects of their actions on others and understand the concept of social responsibility.</p> <p>RE lessons</p> <p>Science lessons Y7 Science: New Life - Lesson 1 & 3 \\fs01\StaffShare\Curriculum Subjects\Science\2020-2021\Yr 7 SOW\Y7 Biology\3. New Life</p> <p>RSE lessons: TenTen resources TenTen Foundational Y-8 Programme: My body: changing bodies: Lesson 2 – covered in RSE lessons</p>
<p>*Online Safety</p>	<p>Internet safety and harms</p> <ul style="list-style-type: none"> - 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 	<p>OSA certificate of online safety - 6 lessons – computer rooms booked</p> <p>And in RSE:</p>

	<p>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.</p> <ul style="list-style-type: none"> - 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. <p>Online and media</p> <ul style="list-style-type: none"> - Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. - Know 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. - Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them. - Know what to do and where to get support to report material or manage issues online. *** - Know the impact of viewing harmful content. *** - Know 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. *** - Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. - Know how information and data is generated, collected, shared, and used online. 	<p>TenTen Foundational Y7-8 Programme - Keeping safe: My life on screen Lesson 6 - Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.</p>
<p>Physical health</p>	<p>Physical health and fitness</p> <ul style="list-style-type: none"> - 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. - (late secondary) the benefits of regular self-examination and screening. - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	<p>Healthy eating Science lesson links: Y7 Science: Enzymes and Digestion - Lesson 1 \\fs01\StaffShare\Curriculum Subjects\Science\2020-2021\Yr 7 SOW\Y7 Biology\5. Enzymes and Digestion\1) Balanced diet and food groups</p>

	<p>Healthy eating: The positive associations between physical activity and how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> - 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. 	
<p>Mental Health and Wellbeing</p>	<ul style="list-style-type: none"> - 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 	<p>PSHE association resources</p> <p>Programme of Study for PSHE Education (key stages 1–5) www.pshe-association.org.uk</p>
<p>British values, finance, and debate</p>	<p>PSHE association and no to hate resources and nebular learning</p>	
<p>CIAG</p>	<p>Kudos-</p> <ul style="list-style-type: none"> • Explore three subjects and discover where they lead beyond the classroom. Students explore subjects and add three favourites. Students delve into their shortlisted subjects and discover careers that lead from these subjects. • Watch one careers video. • Experiment with 'My Advisor' tool by typing a question for the careers advisor to review later. 	<p>Kudos</p> <p>NTU resources</p> <p>University face to face / webinar sessions (TBC)</p> <p>Kudos</p> <p>NTU resources</p> <p>University links</p>

YEAR 8

Topic Area	Content	Resource
RSE	<p>Families:</p> <ul style="list-style-type: none"> - That there are different types of committed, stable relationships - 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. <p>Respectful relationships, including friendships:</p> <ul style="list-style-type: none"> - 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. - 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). - 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. (Tampax/Always Y8 relationship lesson covers this) <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> - 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. *** - 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 	<p>RE lessons (Available: TenTen Y7-8 Foundation programme – lesson 5: Personal relationships - Pupils will learn about different types of friendship and family structure and discuss how better to manage their behaviour through /consideration of thoughts, feelings, and actions.)</p> <p>RE lessons and TenTen resource available: b. Y8 Advanced programme - Emotional well-being: what do I do with these feelings: Lesson 3 AND Y8 Advanced programme – Life cycles: Before I was born: Lesson4</p> <p>RE lessons and TenTen Y8 Advanced programme – Personal relationships: When relationships get tough – lesson 5 <u>Y8 Advanced programme – Keeping safe: think before you share – lesson 6 Keeping safe</u> – (This leads to an exploration of all kinds of pressure: spoken and unspoken, positive and negative, from self and others. Students will understand the need for reflection to facilitate personal growth and the role prayer can play in this.)</p> <p>Science covers physical aspects of reproduction at KS3. GCSE covers fertility treatments and IVF but does not address impact of lifestyle.</p>

	<ul style="list-style-type: none"> - The facts about the full range of contraceptive choices, efficacy and options available - 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. <p>Notes: RE lesson coverage of LGBT: In lesson 2 of the RSE taught to Y8 we have a lesson on different types of relationships and we look at homosexual relationships and within that focus on civil partnerships and gay marriage. In lesson 3 of Y8 we look at sexuality and discuss what that is - we cover hetero and homosexual. We don't go into Trans/Bi (to include for 2021/22 curriculum). In lesson 3 of the Y8 we look at how we express our sexuality and what that could 'look like' and how to express out sexuality sensitively and sensibly.</p> <p>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.</p>	<p>Mission lessons used for additional Tenten resources</p> <p>e.g. Life cycles: where we come from Lesson 4</p>
<p>Online Safety</p>	<p>Respectful relationships, including friendships:</p> <ul style="list-style-type: none"> - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> - 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. *** <p>Online and media</p> <ul style="list-style-type: none"> - Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. - Know 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. 	<p>Y8 Advanced programme – Keeping safe: think before you share – lesson 6 Keeping safe – (This leads to an exploration of all kinds of pressure: spoken and unspoken, positive and negative, from self and others. Students will understand the need for reflection to facilitate personal growth and the role prayer can play in this.) – 2 lessons</p> <p>Need 5 more lessons</p> <p>Safer schools</p> <p>1. Age verification: aimed at Lower Secondary pupils who have turned or who are about to turn 13 (the age you need to be to use most popular apps). It points out the dangers of using the incorrect age and the benefits of using their correct age. It also contains a homework</p>

	<ul style="list-style-type: none"> - Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them. - Know what to do and where to get support to report material or manage issues online. *** - Know the impact of viewing harmful content. *** - Know 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. *** - Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. - Know how information and data is generated, collected, shared, and used online. 	<p>to allow your pupils and their parents to check that they are using the correct age for the apps they use.</p> <p>2. Image sharing 11-15: This lesson looks at sexting – what it is, what the law is and how we should respond to it. Pupils are presented with scenarios which will allow for discussion around image sharing/sexting.</p> <p>3. Influencers 11-15: This lesson looks at what an influencer is, what they do, how they make money and a couple of things for your pupils to be wary of when watching & following their favourite gamers, creators and celebs.</p> <p>4. Online bullying 11-16: This resource includes several online bullying scenarios in which pupils work through, to develop their understanding of online bullying and its impacts. Pupils can test their knowledge with a quickfire quiz at the end. Teachers are supported with key information including recent statistics to help facilitate the conversation.</p> <p>NSPCC</p> <p>5. Stop, speak, support package 11-16: NSPCC: This guidance has been design to support schools to deliver The Royal Foundation’s Taskforce on the Prevention of Cyberbullying called: Stop, Speak, Support.</p> <p>The aim of the campaign is to change the behaviour of young people who are ‘bystanders’ to online bullying and give them information and support. The campaign is aimed at 11-16 year olds.</p>
<p>Physical health</p>	<p>Health prevention</p> <ul style="list-style-type: none"> a. About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics b. The facts and science relating to immunisation and vaccination 	<p>Y8 and Y10 Science lessons</p> <p>Y8 Science: Health & Disease Lesson 1-4</p> <p>\\fs01\StaffShare\Curriculum Subjects\Science\2020-2021\Yr 8 SOW\Y8 Biology\3. Health and Disease</p>

	<p>c. (late secondary) the benefits of regular self-examination and screening. d. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>Basic first aid</p> <p>e. Basic treatment for common injuries f. Life-saving skills, including how to administer CPR g. The purpose of defibrillators and when one might be needed</p>	<p>Resuss Annie – BHF manikins and British Red Cross resources</p>
<p>Mental Health and Wellbeing</p>	<p>Mental wellbeing:</p> <ul style="list-style-type: none"> - 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 	<p>PSHE association resources</p> <p>Programme of Study for PSHE Education (key stages 1–5) www.pshe-association.org.uk</p>
<p>British values, finance, and debate</p>	<p>PSHE association and no to hate resources and nebular learning</p>	
<p>CIAG</p>	<p>Careers information, education, advice and guidance:</p> <ol style="list-style-type: none"> 1. Parent partnership – information on various occupations 2. NTU – 1-hour session 3. Year 8 option evening at school – delivered by subject areas and SLT (LJN lead) 4. Kudos <ul style="list-style-type: none"> • Complete the MyFuture quiz- Review results of MyFuture quiz and see how interests relate to particular career ideas. • Add three careers by clicking on and then compare careers in My careers section. <p>Complete the MySkills quiz/ Explore career matches.</p>	<p>Kudos NTU resources University links</p>

Year 9

Topic Area	Content	Resource
RSE	<p>Families:</p> <ul style="list-style-type: none"> - That there are different types of committed, stable relationships and how these relationships might contribute to human happiness and their importance for bringing up children. <p>Respectful relationships, including friendships:</p> <ul style="list-style-type: none"> - 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. <p>Intimate and sexual relationships, including sexual health:</p> <ol style="list-style-type: none"> a. 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. *** b. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. Note: Science covers physical aspects of reproduction at KS3. GCSE covers fertility treatments and IVF but does not address impact of lifestyle. <p>Also covered in Y11 TenTen Foundational Programme: Y9-11 Life cycles: Fertility and contraception lesson 4</p> <ol style="list-style-type: none"> c. The facts about the full range of contraceptive choices, efficacy and options available. Note: GCSE Science covers types of contraceptives including abstinence and sterilisation. <p>Also covered in Y11 TenTen Foundational Programme: Y9-11 Life cycles: Fertility and contraception lesson 4</p>	<p>RE lessons and</p> <p>(Available: Tenten resource available: TenTen Foundational Programme. Y9-11</p> <p>Session 1: The search for love</p> <p>Session 2: My body: Love people, use things</p> <p>Session 7: Knowing my rights and responsibilities.</p> <p>Tenten: Foundational Programme: Y9-11 WIDER WORLD; Knowing my rights and responsibilities lesson 7. To check resources.</p>

	<p>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.</p> <p>Being safe:</p> <ol style="list-style-type: none"> a. 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. *** 	
<p>Online Safety</p>	<p>Families: 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</p> <p>Being safe:</p> <ol style="list-style-type: none"> a. 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. *** <p>Online and media</p> <ul style="list-style-type: none"> - Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 	<p><u>TenTen Foundational Programme, Y9-11 – Lessons 1 and 2</u> Personal Keeping safe: one hundred percent lesson 6 - Pupils will learn that consent is not just gaining permission for something but choosing to honour and respect one another as persons with innate dignity.</p> <p>To find resources for this topic area 4 lessons needed – links to RSE content taught in HT5 PSHE association resources – options Programme of Study for PSHE Education (key stages 1–5) www.pshe-association.org.uk</p> <p>Option 1 - ?TrustMe: (Trust Me - Childnet) – ages 11-14 TO USE The internet is a fundamental part of young people’s lives today and provides them with a platform to share ideas, talents and passions with a huge online</p>

	<ul style="list-style-type: none"> - Know 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. - Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them. - Know what to do and where to get support to report material or manage issues online. *** - Know the impact of viewing harmful content. *** - Know 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. *** - Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. - Know how information and data is generated, collected, shared, and used online. 	<p>community of people from all over the world. However, this means that young people need to become ever more critical about the information they see online. Many risks we can see and experience in the offline world have found their way into the online world as well and the purpose of this resource is for students to learn how to think critically about the content they see and the people they interact with online. Through discussion and mocked-up examples, this resource aims to facilitate discussions and enable students to develop the critical thinking skills needed to question what they see and experience online and to explore possible motives behind the content posted online and the contact they might receive. The secondary pack will also explore the idea of online propaganda and consider how this may be presented or shared online.</p> <p>This teacher guidance provides you with the appropriate background documents for schools and additional content to help you deliver this resource to students. It will give you an overview of the relevant laws online and support in establishing a safe learning environment in which you can facilitate open discussions.</p> <p><u>Lesson 1:</u> Content - Can you trust everything you see/read online? – 40/45 minutes Lesson aim: To encourage young people to think critically about the information they see online as it may not be true or trustworthy Learning objectives: <input type="checkbox"/> Students can understand the concept of critical thinking and apply it to examples online</p>
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		<p>☑ Students can recognise some of the differences between fact and opinion</p> <p>☑ Students can think of ways to evaluate what is trustworthy online</p> <p>Lesson 2: Propaganda – Public and personal content designed to persuade – 40/45 minutes Lesson aim: To highlight different propaganda techniques and to understand the power of the media in influencing decision making Learning objectives:</p> <p>☑ Students can understand the term propaganda and how it can impact on their opinions</p> <p>☑ Students can identify and understand different propaganda techniques and analyse the reasons behind them</p> <p>☑ Students can use selected criteria to critically assess different media and messages</p> <p>Lesson 3: Can you trust everyone who contacts you online? – 40/45 minutes Lesson aim: To highlight to young people that not everyone who contacts them online is trustworthy and they may have a hidden agenda Learning objectives:</p> <p>☑ Students can understand why people may contact them online</p> <p>☑ Students can identify the hidden agendas and motives of why people contact them online</p> <p>☑ Students know how to report if they have any concerns about someone online</p>
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		Option 2: (SEE Y10)
Physical health	<p>Physical health and fitness</p> <ul style="list-style-type: none"> a. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. b. (late secondary) the benefits of regular self-examination and screening. c. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> d. 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 e. The law relating to the supply and possession of illegal substances. f. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood g. Awareness of the dangers of drugs which are prescribed but still present serious health risks 	
Mental Health and Wellbeing	<p>Mental wellbeing:</p> <ul style="list-style-type: none"> - 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 	<p>PSHE association resources</p> <p>Programme of Study for PSHE Education (key stages 1–5) www.pshe-association.org.uk</p>
British values, finance and debate	PSHE association and no to hate resources and nebular learning	
CIAG	<p>Careers information, education, advice and guidance:</p> <ul style="list-style-type: none"> 1. Parent partnership – information on various occupations 	<p>Kudos NTU resources</p>

	<p>2. NTU – 1-hour session</p> <p>3. 1st year of option subjects</p> <p>4. KUDOS-</p> <ul style="list-style-type: none"> • Explore My personality style. Discuss traits as a group. • Complete My Personal development section with qualifications and achievements. • Create a CV using the CV Builder in the My documents section. • Explore Careers, Industries and Types of work including local and national opportunities and labour market information. • Examine FE and HE options for their shortlisted careers. <p>• Search Apprenticeship opportunities and filter by postcode and distance.</p>	University links
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Year 10

Topic Area	Content	Resource
RSE	<p>Families:</p> <ul style="list-style-type: none"> - How these relationships might contribute to human happiness and their importance for bringing up children. - Why marriage is an important relationship choice for many couples and why it must be freely entered into. (RE lesson) - 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. - <p>Respectful relationships, including friendships:</p> <ul style="list-style-type: none"> - 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). - what constitutes sexual harassment and sexual violence and why these are always unacceptable.? *** 	<p>TenTen sessions</p> <p>1: Authentic freedom: peer pressure, virginity, love, sex and responsibility</p> <p>2: Self-image: body image, body shame and control over sexual urges to explore positive and negative ways of feeling attractive and confident in ourselves</p> <p>5: Pregnancy and abortion:</p> <p>Science lessons: Y10 Topic B3 – Lesson 3 (HIV & Gonnorrhoea) \\fs01\StaffShare\Curriculum Subjects\Science\2020-2021\Y10 lessons\B3 Disease</p> <p>Y10 Topic B5 – Lesson 14 (Artificial Control of Fertility) and Lesson 15 (Infertility Treatments) \\fs01\StaffShare\Curriculum Subjects\Science\2020-2021\Y10 lessons\B5 Homeostasis</p>

	<ul style="list-style-type: none"> - 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. <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> - 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 around pregnancy including miscarriage Note: Y7 Science cover this but not 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). - In GCSE Science HIV and Gonorrhoea are on the spec – taught in Y10 <p>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</p>	<p>Year 10 advanced programme?</p>
<p>Online Safety</p>	<p>Respectful relationships, including friendships:</p> <ul style="list-style-type: none"> - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.*** <p>Being safe 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. ***</p> <p>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). ***</p>	<p>TenTen session 6: Abuse: This session unpacks different types of abuse (physical, emotional, domestic and neglect), which are all incompatible with an understanding of innate human dignity. The session also touches on topics such as entrapment, manipulation, sexual grooming, cyberbullying and pornography – 2 lessons</p> <p>4 lessons needed – links to RSE content taught in HT5</p> <p>Programme of Study for PSHE Education (key stages 1–5) www.pshe-association.org.uk</p> <p>PSHE association resources – options</p>

	<p>Internet safety and harms</p> <ol style="list-style-type: none"> a. 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. b. 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. Taught in KS3 too c. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. <p>Online and media</p> <ul style="list-style-type: none"> - Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. - Know 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. - Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them. - Know what to do and where to get support to report material or manage issues online. *** - Know the impact of viewing harmful content. *** - Know 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. *** - Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. - Know how information and data is generated, collected, shared, and used online. 	<p>Option 2: #Something’s Not Right – KS4 = reporting abuse (1 lesson)</p> <p>Option 3: Alice Ruggles trust – 3 lessons:</p> <p>L1: Identifying unhealthy relationship behaviours L2: Managing unwanted attention L3: Reducing inappropriate behaviours</p> <p>Option 4: university of Exeter – KS4 x 2 lessons</p> <p>Option 5: (Option 1 SEE Y9)</p> <p>- Disrespect NoBody campaign</p> <p>Each session takes between approximately 60 and 80 minutes to run in full, and timings are given for each section within a session. If you have less time for delivery, a shorter version is indicated at the start of each session. Alternatively, you can run the activities over two or more lessons. The total length of all sessions together is approximately 5 hours.</p> <p>You will need a room with internet access to show the films which form the basis of each session (available online on the ‘Disrespect NoBody’ campaign website www. disrespectnobody.co.uk. The adverts are also available on a DVD: to order please email VAWGcampaigns@homeoffice.gsi.gov.uk)</p> <p>Note: Please read the Disrespect NoBody Discussion guide in full before starting this session to ensure safe delivery</p> <p>\\fs01\StaffShare\Curriculum Subjects\RSE and PSCE\1 Online Safety\Teacher training</p> <p>The teaching materials consist of three sessions: <u>Session 1: What is relationship abuse? – Lessons 3 and 4 (80 minutes total) or same as Y10 Ten:Ten?</u> Session objective: To deepen understanding of relationship abuse, how to identify it and how to access support. Intended learning outcomes: By the end of this session the young people will be able to say:</p>
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	<ul style="list-style-type: none"> • I understand and can explain what is meant by the term ‘relationship abuse’. • I understand and can identify the different types of abuse that can be present within relationships. • I have some ideas about how to get help with relationship abuse. <p><u>Session 2: Consent (covered through Ten:Ten in Y9 lessons 1 and 2)</u></p> <p>Or find gambling etc. resources or re-do online bullying from Y8 or use fake news and trusted adult from safer schools</p> <p><u>Session 3: Sharing sexual images – Lesson 5 and 6 (60 minutes total)</u></p> <p>Session objective: To learn: • the risks associated with sharing sexual images • ways to manage pressure to share sexual images.</p> <p>Intended learning outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • describe some of the risks in relation to sharing sexual images (sending ‘nudes’) explain the implications, including legal implications, of sending or forwarding sexual images • explain how and from where to get help if someone is being pressured to send or share inappropriate images <p>Pornography and how information is generated, collected, shared and used online.</p> <p><u>Summary</u></p> <p>The sessions are designed to help young people discuss issues around abusive and healthy relationships, set in the context of online and offline behaviours.</p> <p>Overall - The objectives of the sessions are to:</p>
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		<ul style="list-style-type: none"> • help young people recognise what a healthy relationship looks like, and which behaviours are abusive; • encourage young people to consider and question their views of violence, abuse or controlling behaviour in relationships; • improve understanding of what constitutes rape, sexual assault and abusive and controlling behaviour; • build understanding of consent, and in particular the responsibility of the seeker of consent to ensure that the other person has the freedom and capacity to give it; • empower young people to avoid, challenge and report sexually violent or abusive behaviour; • direct young people to appropriate sources of further help and advice.
<p>Physical health</p>	<p>Physical health and fitness</p> <p>a. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</p> <p>Drugs, alcohol and tobacco</p> <p>a. 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.</p> <p>Health and prevention</p> <p>a. About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>b. The facts and science relating to immunisation and vaccination</p> <p>c. About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>d. (late secondary) the benefits of regular self-examination and screening.</p>	<p>Taught in Y7 and 10 Science</p> <p>a. Y10 science lessons: Effect of drugs limited to alcohol and smoking Y10 science lessons: Effect of drugs limited to alcohol and smoking</p> <p>Topic B3: lessons 18 & 20 \\fs01\StaffShare\Curriculum Subjects\Science\2020-2021\Y10 lessons\B3 Disease</p> <p>Y10 science lessons: Topic B3: lessons 2-4, 10 & 11 \\fs01\StaffShare\Curriculum Subjects\Science\2020-2021\Y10 lessons\B3 Disease</p>

	<p>e. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>	
Mental Health and Wellbeing	<p>Mental wellbeing:</p> <ul style="list-style-type: none"> - 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 	<p>PSHE association resources</p> <p>Programme of Study for PSHE Education (key stages 1–5) www.pshe-association.org.uk</p>
British values, finance and debate	<p>PSHE association and no to hate resources and nebular learning</p> <p>See RSE section above,</p> <p>Being safe 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. ***</p>	<p>TenTen sessions</p> <p>3: Beliefs, values, attitudes - this session reveals the importance of knowing our own beliefs, values and attitudes so that we are not at risk of making decisions which go against them</p> <p>4: Parenthood - this session considers what it means to be a parent, including issues such as love, dedication, obligation, commitment, sacrifice and a lifetime of responsibility</p> <p>7: Solidarity - Pupils will be challenged to live wisely, think deeply and love generously in order to live in solidarity and peace with God's creation - Pupils will learn with compassion about FGM, human trafficking, honour-based violence and about Pope Francis' concept of 'an integral ecology'. Pupils will learn that how they act on their beliefs, values and attitudes will have an effect on the world around them, for good or bad.</p>
CIAG	<p>Careers information, education, advice and guidance:</p> <ol style="list-style-type: none"> 1. NTU – 1-hour session 2. Mock interviews 3. Work related learning 	<p>Kudos</p> <p>NTU resources</p> <p>University links</p>

	<p>4. KUDOS</p> <ul style="list-style-type: none"> - <u>Work Experience Preparation</u>- Explore the case studies in Careers for their chosen work experience. - Update their CV and skills once they have completed their work experience. - <u>Work Experience Reflection</u>- Add notes about work experience in the action plan related to the career they've experienced. - This allows students to research the career in more depth by viewing videos and related LMI. It also ensures their work experience prints out on their personal My Profile report. - <u>Relate careers to labour market information</u> by exploring their favourite careers and comparing salary information, growth and people employed - <u>Use the job vacancies function</u> to search for open vacancies within 20 miles of where they live. - Take a look at the many employment, education & subject articles within the General information section. - <u>Review and update action plans</u> in the My Plans section. Students can record goals and actions that you can discuss together at their next follow-up meeting. 	
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Year 11

Topic Area	Content	Resource
RSE	<p>Respectful relationships, including friendships:</p> <ul style="list-style-type: none"> - 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. - 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. 	<p>Teach in Science and Session 4: Managing Fertility Theme: Life Cycles</p> <p><u>Ten:Ten</u> Session 1 - Self-Worth, Theme: Religious Understanding</p> <p>Session 6 - STIs, Theme: Keeping Safe</p> <p>Session 7 - Coercive Control, Theme: Living in the Wider World</p>

	<ul style="list-style-type: none"> - 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. - 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.? *** - <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> - 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. *** - 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 Note: In GCSE Science HIV and Gonorrhoea are on the spec for Y10 - The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause Note: Science covers physical aspects of reproduction at KS3. GCSE covers fertility treatments and IVF but does not address impact of lifestyle taught in Y10 but only to Higher Students. All students taught about contraceptive methods. 	
<p>Online Safety</p>		
<p>Physical health</p>	<p>See RSE section above.</p>	<p><u>Ten:Ten</u> Session 2 - Addiction Theme: Me, My Body, My Health</p> <p>Session 3 - Self-Insight and Self-Care Theme: Emotional Well-Being</p> <p>Session 5 - Pornography Theme: Personal Relationships</p>

Mental Health and Wellbeing		
British values, finance and debate	PSHE association and no to hate resources and nebular learning	
CIAG	Careers information, education, advice and guidance: <ol style="list-style-type: none"> 1. NTU – 1-hour session 2. 1 to 1 careers meetings 3. ASPIRE – information on 6th form options 4. KUDOS <ul style="list-style-type: none"> - Explore Post 16 options- Search College or Uni courses and the differing entry routes available. - Explore Apprenticeships- Research Subjects and explore how they relate to careers and specifically which careers have apprenticeship options available - Review MyFuture and MySkills within the My Profile section. Update My Personal development. 	Kudos NTU resources University links