

Relationship and Sex Education Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 4th March 2024

Last reviewed on: 23rd February 2023

Next review due by: 4th March 2025

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

This policy meets the requirements of the Education (Independent School Standards) Regulations 2014.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – the directors pulled together all relevant information including relevant national and local guidance
- Staff consultation – Firstly the SLT and those teaching staff responsible for the delivery of RSE were consulted. The SRE curriculum was then discussed with the remainder of the staff
- Parents were consulted by letter regarding the content of the RSE curriculum
- Pupils were consulted
- Ratification – once amendments were made, the policy was approved by the Directors

4. Definition

RSE is about preparing pupils for the challenges they will face when 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. RSE will support pupils in putting this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality RSE is an evidence-based and age-appropriate teaching of these subjects, which helps prepare pupils for the opportunities, responsibilities and experiences

of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in as per Appendix 1; informed by statutory requirements, government guidance and PHSE Association schemes of work and resources. We may need to adapt it as and when necessary, to account for any in to local initiatives, community priorities or parental requests to withdraw from non-mandated topics of RSE (see section 8 below). We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

In line with statutory guidance our curriculum is centred on two core principles, relationship sex education and physical health and mental wellbeing. Our curriculum is designed to continue to build on primary RSE content and in addition develop knowledge of extended content by the end of secondary school.

For more information about our curriculum, see our curriculum map in Appendix 1 and 2.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. RSE has significant links with wider curriculum areas, with biological aspects of RSE taught within the science curriculum. For links across the wider curriculum please see curriculum map in Appendix 3. Where possible, the RSE curriculum will be supported by targeted sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families – committed relationships, marriage, law and legal status in relationships and children and parenting.
- Respectful relationships and friendships – characteristics, stereotyping, discrimination, respect, bullying, cyberbullying, behaviour in relationships and equality.
- Online media – rights and responsibilities online, risks, sharing information, exposure to harmful content online and reporting any concerns.
- Being safe – concept and law in relation to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM.
- Intimate sexual relationships and sexual health – healthy intimate relationships, reproductive health, contraception, pregnancy and STIs.

For more information about our RSE curriculum, see Appendices 1 and 2.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Physical health, mental wellbeing and RSE are interlinked, and it is important that pupils understand that good physical health and mental wellbeing contribute to healthy relationships. Linked content to RSE includes:

- Mental Wellbeing – mental health, emotions, feelings, expression, self-care, hobbies and mental health conditions.
- Internet safety – risks associated with use, behaviour online, confidentiality, social media, online gaming and reporting concerns.
- Healthy lifestyles – Physical health and exercise, healthy diet, drugs, alcohol, tobacco, risks to health and prevention of illness including first aid.

- Changing adolescent body – physical and emotional changes through puberty and the menstrual cycle.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The directors

The directors will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Parents will receive confirmation in writing of the RSE intent for at the start of an academic year. The same letter is available on the school website. In response to this letter requests for withdrawal should be provided in writing and addressed to the head teacher or curriculum lead. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Relevant staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the directors (Jane Cox and Penny Harris) through half termly visits to the school and including work scrutinies, learning walks and conversations with staff and pupils. Pupils' development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the head teacher.

Appendix 1: Schemes of work for PHSE each academic year.

| Year : 7 Year | | |
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| Term: | Unit/Module | Description of work planned: |
| Autumn 1 | Core Theme: Health & Wellbeing | <i>Transition to secondary school and personal safety in and outside school, including first aid.</i> Stents learn: How to manage the challenges of moving to a new school, how to establish and manage friendships, personal safety strategies and travel safety, emergency procedures and basic first aid. |
| Autumn 2 | Core Theme: Health & Wellbeing | <i>Emotional literacy.</i> Students will learn how to identify, express and manage emotions in a constructive way. Students explore: Self-awareness, self-regulation, motivation, empathy and social skills. |
| Spring 1 | Core Theme: Relationships | <i>Diversity, prejudice, and bullying.</i> Students learn: about identity rights and responsibilities, living in a diverse society, the terms prejudice, stereotypes and discrimination and the signs and effects of bullying including online. |
| Spring 2 | Core Theme: Health & Wellbeing | <i>Healthy routines, influences on health, puberty, unwanted contact and FGM.</i> Students learn: how to make healthy lifestyle choices relating to diet, hygiene, dental health, physical activity and sleep. |
| Summer 1 | Core Theme: Relationships | <i>Self-worth, romance and friendships (including online) and relationship boundaries.</i> Students learn about qualities and behaviours relating to different types of positive relationships and how to recognise unhealthy relationships. Introduction to expectations in romantic relationships and consent. |
| Summer 2 | Core Theme: Health & Wellbeing | <i>Students learn about physical and emotional changes during puberty and strategies to manage these changes.</i> Students learn how to recognise and respond to inappropriate and unwanted contact. Students learn about FGM and how to access help and support. |
| Year : 8 Year | | |
| Term: | Unit/Module | Description of work planned: |
| Autumn 1 | Core Theme: Health & wellbeing | <i>Alcohol and drug misuse and pressures relating to drug use.</i> Students learn about medicinal and recreational drugs; including recent uses of energy drinks and e-cigarettes. Students learn risky behaviours associated with drug and alcohol use and how this can be linked to peer pressures and |

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| | | influence. |
| Autumn 2 | Core Theme: Living in the wider world | <i>Equality of opportunity in careers and life choices, and different types and patterns of work.</i> Students learn about the concept of equality and equal opportunities in life and in work. Students will expand their knowledge of stereotypes and discrimination to apply them to work contexts. Students will be introduced to aspirational goal setting for further education or employment. |
| Spring 1 | Core Theme: Relationships | <i>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.</i> Students learn how to manage influences on beliefs and decisions. Students will explore group-think and persuasion. Students will learn about gender identity and gender-based discrimination. Students will learn appropriate ways to challenge forms of discrimination. |
| Spring 2 | Core Theme: Health & wellbeing | <i>Mental health and emotional wellbeing, including body image and coping strategies.</i> Students learn about attitudes towards mental health and challenging stigma. Students will explore daily wellbeing, managing stresses and emotions; including healthy and unhealthy coping strategies. |
| Summer 1 | Core Theme: Relationships | <i>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.</i> Students will further explore qualities of positive relationships and how to demonstrate positive behaviour in relationships. Students will learn about gender identity and sexual orientation. Students will look at the legalities and morality of consent, risks of sexting and basic methods of contraception. |
| Summer 2 | Core Theme: Living in the wider world | <i>Online safety, digital literacy, media reliability, and gambling hooks.</i> Students will learn about online communication, social media and safety measures for safe communication online. Students will be taught to recognise different forms of online grooming and how to report and respond to it. Students will be introduced to assessing and managing the risks of gambling online. |
| Year : 9 Year | | |
| Term: | Unit/Module | Description of work planned: |
| Autumn 1 | Core Theme: Health & wellbeing | <i>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.</i> Students will distinguish between healthy and unhealthy relationships and assess risk when managing influences, including online. Students will identify passive, aggressive and assertive behaviour and practise assertive communication. Students will learn the risks of carrying a knife and social norms related to drug and alcohol use. |

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| Autumn 2 | Core Theme: Living in the wider world | <i>Financial decision making including saving, borrowing, budgeting.</i> Students will learn factors to consider when making financial choices and about ethical financial practices and consumerism. Students will explore banking options for saving and borrowing and will use a budget to make a financial plan. |
| Spring 1 | Core Theme: Relationships | <i>Families and parenting, healthy relationships, conflict resolution, and relationship changes.</i> Students will learn about different types of family including single parent, same sex parent, blended families, adoption and fostering. Students will explore positive relationships in the home and ways to reduce homelessness in young people. |
| Spring 2 | Core Theme: Health & wellbeing | <i>Diet, exercise, lifestyle balance and healthy choices, and first aid.</i> Students will learn about the relationship of physical and mental health. Recommendations for exercise and sleep and how these are balanced with work and leisure. Students will make informed choices about health and take increased responsibility for their own physical health, including breast and testicular self-examination. |
| Summer 1 | Core Theme: Relationships | <i>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.</i> Students will learn about readiness for sexual activity, the choices to delay sex and intimacy outside sex. Students will further explore consent, safe sex, contraception and STIs. Students will learn about assessing and managing risks of sending, sharing or passing on sexual content online and how sex and relationships are portrayed in the media and pornography. |
| Summer 2 | Core Theme: Living in the wider world | <i>Employability and online presence.</i> Students will learn about the rights and responsibilities of young people in employment. Students will practise and develop employability and enterprise skills and will be giving and receiving constructive feedback. Students will evaluate their online footprint and identify and access support for concerns relating to life online. |
| Year : 10 Year | | |
| Term: | Unit/Module | Description of work planned: |
| Autumn 1 | Core Theme: Health & wellbeing | <i>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.</i> Students will learn how to manage challenges during adolescence and how to reframe negative thinking. Students will learn about strategies for promoting mental health and wellbeing. Students will recognise the signs of emotional or mental ill-health and how mental health is portrayed in the media. Students will challenge stigma, stereotypes and misinformation. |

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| Autumn 2 | Core Theme: Living in the wider world | <i>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.</i> Students will learn how to prevent and manage debt, including understanding credit ratings and pay-day lending. Students will learn the risks of gambling gambling and managing influences related to gambling including online. Students will look at legislation around online financial activities, fraud and cybercrime. |
| Spring 1 | Core Theme: Relationships | <i>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.</i> Students will learn relationship values and the role of pleasure in relationships. Students will explore assumptions, misconceptions and social norms about sex, gender and relationships. Students will learn about the opportunities and risks of forming and conducting relationships online and managing the impact of media and pornography on sexual attitudes, expectations and behaviours. Students will learn about abstinence, asexuality and celibacy. |
| Spring 2 | Core Theme: Health & wellbeing | <i>The influence and impact of drugs, gangs, role models and the media.</i> Students will explore positive and negative role models and how to evaluate their influence on peers. Students will learn about the impacts of gang culture, drugs and alcohol safety and how to manage peer influences in scenarios relating to substances, gangs and crime. Students will learn exit strategies for dangerous situations and will raise their awareness of strategies and services available helping with substance use and addiction. |
| Summer 1 | Core Theme: Relationships | <i>Communities, belonging and challenging extremism.</i> Students will learn about inclusion, respect and belonging and relevant legislation such as the Equality act. Students will learn about how the media may distort or mis-represent information to influence beliefs and opinions. Students will learn how to safely challenge discrimination, including online; and will know how to recognise and respond to extremism of radicalisation. |
| Summer 2 | Core Theme: Living in the wider world | <i>Country and community safeguarding statistics and initiatives.</i> Students will review crime local crime statistics and data. Students will learn about prevalent local safeguarding concerns including CCE, county lines and knife crime. Students will explore what local initiatives and services are in place to support individuals and tackle rising numbers of young people being drawn into CCE, county lines and knife crime. |
| Year : 11 Year | | |
| Term: | Unit/Module | Description of work planned: |
| Autumn | Core Theme: Health & wellbeing | <i>Self-efficacy, stress management, and future opportunities.</i> Students will learn how to manage the |

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| 1 | | judgement of others and challenge stereotyping. Students will learn how to balance realistic and unrealistic expectations and develop self-efficacy, motivation, perseverance and resilience. Students will learn about the nature, cause and effects of stress and stress management. Students will explore positive and safe ways to create content online and how to balance their time using technology and being online. |
| Autumn 2 | Core Theme: Living in the wider world | <i>Application processes, and skills for further education, employment and career progression.</i> Students will learn and complete application processes including CVs, personal statements, application forms and interview techniques. Students will look at post 16 options and career pathways and SMART target setting. Students will learn about rights, responsibilities and challenges in relation to working part-time whilst studying. |
| Spring 1 | Core Theme: Relationships | <i>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.</i> Students will further explore core values and linked emotions. Students will continue to develop their understanding of gender identity, gender expression and sexual orientation. Students will practise assertive communication. Students will learn how to handle unwanted attention, including online and appropriate challenges of any forms of harassment or stalking. Students will gain increased awareness of unhealthy, abusive and exploitative relationships and related support. |
| Spring 2 | Core Theme: Health & wellbeing | <i>Responsible health choices, and safety in independent contexts.</i> Students will learn to assess and manage risk in new independent situations. Students will learn emergency first aid skills and how to assess different emergent situations and the relevant emergency service to contact. Students will learn about the links between lifestyle choices and cancers and the importance of self screening/examination. Students will learn about the benefits of vaccinations and registering with doctors, sexual health clinics and other health services. Students will learn about the legislation and ethics of blood, organ and stem cell donation. |
| Summer 1 | Core Theme: Relationships | <i>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.</i> Students will explore changing family structures and evaluate readiness for parenthood and parenting qualities. Students will learn about fertility, pregnancy, birth and miscarriage; including unplanned pregnancy options and abortion. Students will learn about managing change, loss, grief and bereavement. Students will learn about 'honour based' violence |

and forced marriage and how to safely access support.

Appendix 2: Key themes and content for secondary age pupils.

| TOPIC | PUPILS SHOULD KNOW |
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| Families | <p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 | <p>Pupils should know:</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. • 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. |

| TOPIC | PUPILS SHOULD KNOW |
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| | <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. |
| Online and media | <p>Pupils should know:</p> <ul style="list-style-type: none"> 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 | <p>Pupils should know:</p> <ul style="list-style-type: none"> 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 sexual relationships, including sexual health. | <p>Pupils should know</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. 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 |

| TOPIC | PUPILS SHOULD KNOW |
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| | <p>menopause.</p> <ul style="list-style-type: none"> • 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. |
| Mental wellbeing | <p>Pupils should know</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. |
| Internet safety and norms | <p>Pupils should know</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 relationships including social media, the risks related to online gambling including |

| TOPIC | PUPILS SHOULD KNOW |
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| | <p>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. |
| Physical health and fitness | <p>Pupils should know</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 cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation. |
| Healthy lifestyles | <p>Pupils should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. • 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. • 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. |

| TOPIC | PUPILS SHOULD KNOW |
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| | <ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn |
| Changing adolescent body | Pupils should know • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health. |

Appendix 3: Curriculum link coverage for PHSE, RSE and SMSC

PHSE Curriculum Coverage

| Key Stage Three: | Key Stage Four: |
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| <p>Key concepts delivered to learners external to individualised PHSE curriculum to support whole school approaches and personal development:</p> <ul style="list-style-type: none"> • KS3 Science link – The changing body, reproduction and diet and health. • KS3 Science link – Effects of drugs on health, life processes and behaviour. • KS3 Physical Education link – Health and fitness. • KS3 Physical Education link – Exposure to sport and leisure in the community. • KS3 Humanities link – Morality, media and terrorism. • KS3 ICT link – Impacts of technology and media. • KS3 ICT link – Cybersecurity. • KS3 Cooking link – Food packaging, preparation and practical skills. • KS3 SMSC link – Anti –Bullying Week. • KS3 SMSC link – Mental Health Awareness week. • KS3 SMSC link – Social Action Project. | <p>Key concepts delivered to learners external to individualised PHSE curriculum to support whole school approaches and personal development:</p> <ul style="list-style-type: none"> • KS4 English link – Text studies on the theme of relationships. • KS4 English link – Text studies on the theme of social equality. • KS4 Science link – Hormones and biological life systems. • KS4 Science link – Hormones and contraception. • KS4 Health & Social Care link – Personal organisation and personal progression plans. • KS4 Health & Social Care link – Personal organisation and personal progression plans. • KS4 Health & Social Care link – Health services in the local community. • KS4 Humanities link – Urban issues and challenges of increasing populations. • KS4 Humanities link – Changing economic world and resource management. • KS4 ICT link – The world of work and future impact. • KS4 Alternative provision link – ASDAN qualification in personal and social effectiveness. • KS4 Careers link – Employability skills focus in targeted careers work. • KS4 SMSC link – Anti –Bullying Week. • KS4 SMSC link – Mental Health Awareness week. • KS4 SMSC link – Social Action Project. • KS4 PHSE link – Local safeguarding initiatives and relevant issues introduced. |

SMSC Curriculum Coverage

| Key Stage Three: | Key Stage Four: |
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| <p>Key concepts delivered to learners external to individualised SMSC curriculum to support whole school approaches and personal development:</p> <ul style="list-style-type: none"> • KS3 English link – Text studies exploring the theme of war and conflict. • KS3 Science link – Creationism and evolutionary theory. • KS3 Science link – Biodiversity and ecosystems. • KS3 Humanities link – Christianity and the development of religion in the UK. • KS3 Humanities link – Melting ices and the effects of climate change. • KS3 Cooking link – Traditional foods from cultures around the world. • KS3 Cooking link – Food availability, sustainability and food waste. • KS3 Art link – Street culture and graffiti art. • KS3 Art link – Social influences of art movements e.g. Pop Art. • KS3 Music link – Origins and features of cultural music including folk and reggae. • KS3 PHSE link – Personal safety and first aid. • KS3 PHSE link – Diversity, prejudice and bullying. • KS3 PHSE link – Personal safety and first aid. • KS3 PHSE link – Unwanted contact and FGM. • KS3 PHSE link – Discrimination in all forms. • KS3 PHSE link – Gender identity, sexual orientation and consent. • KS3 Character and Culture link – Linked to events on national and cultural calendars. | <p>Key concepts delivered to learners external to individualised SMSC curriculum to support whole school approaches and personal development:</p> <ul style="list-style-type: none"> • KS4 English link – Text studies exploring the theme of Culture. • KS4 Science link – Morality and ethics of stem cell research. • KS4 Science link – Human impacts on the environment and ecosystems. • KS4 Humanities link – Culture and economy of developing countries. • KS4 Humanities link – Warfare through time including the Holocaust. • KS4 Physical Education link – Social and cultural influences of sport. • KS4 Art link – Themed project on African art and culture. • KS4 Art link – Themed project on Chinese art and culture. • KS4 Art link – Themed research project on chosen culture. • KS4 PHSE link – Mental Health Stigmas. • KS4 PHSE link – Community belonging and challenging extremism. • KS4 PHSE link – Impact of media and pornography. • KS4 PHSE link – Country and community safeguarding initiatives. • KS4 Character and Culture link – Linked to events on national and cultural calendars. |

Character and Culture Curriculum Coverage

| Key Stage Three: | Key Stage Four: |
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| Key concepts delivered to learners external to Character and Culture | Key concepts delivered to learners external to Character and Culture |

curriculum to support whole school approaches and personal development:

- KS3 SMSC link – Hanukah and Christmas.
- KS3 SMSC link – Chinese New Year.
- KS3 SMSC link – LGBTQ+ History.
- KS3 SMSC link – Ramadan and Easter.
- KS3 SMSC link – International Women’s Day
- KS3 SMSC link – International Day of Friendship
- KS3 SMSC link – Social Action Project

curriculum to support whole school approaches and personal development:

- KS4 SMSC link – Diwali
- KS4 SMSC link – Community and Local Government
- KS4 SMSC link – The Climate Crisis
- KS4 SMSC link – Citizenship and Multi-culturalism.
- KS4 SMSC link – Social Action Project.