



# HIGHFIELDS SCHOOL

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## Relationships and Sex Education Policy 2021

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## Relationship and Sex Education Policy - Rationale

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. According to the Relationships and Sex Education (RSE) and Health Education 2020 statutory guidance it can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) )

In the most recent Wolverhampton Health Related Behaviour Survey (2018) our students in Years 8 and 10 outcomes indicated: emotional health and wellbeing is higher than the city average (2% reporting low wellbeing). It highlighted that Wolverhampton's under 18s conception rate is lower than the national average (23 per 1,000), that Chlamydia detection rate is close to the national average (2165 per 100,000).

It also highlighted that we could improve outcomes by:

- ensuring students know where sexual health services can be located
- to know what STIs are and how they are passed on
- making clear where students can access condoms free of charge
- increasing knowledge about the Emergency Hormonal Contraceptive (EHC) and where to access it for free.

At Highfields we believe that Relationships and Sex Education (RSE) and Health Education should be set in the context of clear values and the importance of consent. This includes the value of family life, marriage or partnership which is loving and stable. It should teach young people to question different values, attitudes, personal and social skills, and increase their knowledge and understanding to be able make informed decisions and life choices. RSE is important to ensure that children grow whilst being informed to be comfortable with changes during puberty, to be emotionally safe, to enjoy the positive benefits of loving and responsible relationships and how to be sexually healthy. All of which are interlaced with knowledge on relevant law and where appropriate help and advice can be sought from professional organisations. This also involves how to be digitally safe with online safety being a vital message throughout the school.

This updated policy aims to offer additional support on new issues aligned with new guidance; will provide advice which reflects updated legislation, including the Equality Act 2010 and the 'Relationship Sex Education Health Education' statutory guidance for September 2020.

Other relevant policies are Safeguarding, Behaviour, Anti Bullying, and Health and Safety, Equality, Online Safety, Prevent Duty in School. Additional documents include the Relationship, Sex and Health Education / Personal Development / Citizenship and Science schemes of work.

At Highfields we aim to achieve an effective Relationships and Sex Education programme by enabling the delivery of a developmental and planned programme that is integrated into the curriculum and delivered over an extended period which is evidenced based, identifies the pressures and risk involved and the impact on society.

Highfields School believes that Relationships and Sex Education (RSE) has three main elements:

#### **Attitudes and values – developing a moral code**

- Learning the value of family life, marriage and stable and loving relationships for the nurture of children, while recognising the diversity of family groups
- Learning the value of love, respect and care, honesty and loyalty in relationships
- Learning the importance of values, individual conscience and moral considerations
- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media gender stereotypes and by being sensitive to the needs of culture and religion
- Exploring, considering and understanding moral dilemmas to minimise pressure
- Developing critical thinking as part of decision making to reduce risk and increase safety

#### **Knowledge and understanding**

- Learning and understanding physical development through age-appropriate information
- Understanding human sexuality, reproduction, sexual health, emotions and relationships and the right to confidentiality
- Consider misconceptions and misinformation
- Knowing what is and what is not illegal in matters relating to sexual activity

#### **Interpersonal skills**

- Developing self-respect, and empathy for others in society
- Communicate effectively
- Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment
- Taking responsibility for one's actions and learning about pressure and risk
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to manage emotions and relationships confidently and sensitively
- Developing an appreciation of the consequences of choices made
- Reflecting upon facts, to generate an opinion and to understand the impact of external factors, such as the media, internet and peer pressure.
- Being assertive and an independent decision maker, being confident to set boundaries

Effective RSE at Highfields School is dependent on partnerships at many levels; with our parents and carers, with our young people – and at a more strategic level with the local authority, local faith communities, health professionals, partners in children's services and the voluntary community.

#### **Legislation (statutory regulations and guidance)**

See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018 2020)
- Children and Social Work Act (2017)

## **Curriculum Design**

Our RSE program is an integral part of our whole school RSHE provision and follows statutory requirements as set out in the National Curriculum for Science.

Details of our curriculum can be viewed via our school curriculum planning on the school website. We use a variety of approved resources and external visitors to deliver our RSE and Health curriculum.

The curriculum model we use is based upon best practice as established by national organisations such as the PSHE Association, Sex Education Forum, Brook Advisory Service, Stonewall, NSPCC, Kids Health and Childline this will ensure that our delivery is age and stage relevant.

Our approach will ensure inclusivity as part of our school ethos. We will ensure differentiation within delivery as outlined in our school Teaching and Learning Policy. Images will be diverse and inclusive, materials will be relevant to age/stage, a range of materials will include films, BBC clips, YouTube videos, scenario-based tasks, questioning-box and discussion etc.

Students will be given the opportunity to raise questions anonymously using methods such as 'An Ask It Basket'. Students will not be formally assessed but be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods.

As students grow-up, and at the appropriate time they will extend teaching to include intimate relationships. Alongside being taught about intimate relationships, students should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This should enable students to distinguish between consent and experiences that exemplify healthy relationships and those that are distorted or harmful.

Knowledge about safe sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

## **Citizenship/RSE Schemes of Work for KS3, KS4, Sixth Form and Science**

Through our curriculum planning Relationships and Sex Education should empower students at our school to:

- Develop confidence in oracy: talking, listening, and thinking about feelings, emotions and relationships
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.
- RSE can assist and support parents in the difficult and changing role of educating their children about relationships and sexual matters.
- Students will understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they will be empowered to identify when relationships are unhealthy. They will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students will recognise that the content is relevant to them and their developing sexuality.
- Sexual orientation and gender identity will be explored at timely points and in a clear, sensitive and respectful manner and at times without drawing attention to it as not to highlight minorities via gender neutral images and scenario names

- Students will be informed about all variations of relationships including same sex and opposite sex
- The law will be referred to when relevant in RSE to equip students to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- Curriculum planning will be driven by local and national demands
- Staff will engage with networking meetings to maintain understanding of local issues and to share good practice

### **Roles and Responsibilities**

Policy development – those involved with the development of this policy include the Head of Citizenship/Personal Development (Mrs Hartshorne), Designated Safeguarding Lead (Mrs Bates), Mr Tate (Headteacher) Staff parents (Mrs Ellitts, Miss Wallace, Ms Bishop) and Amanda Evans (Local Authority Advisor).

Teaching and support staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness to deal with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. The Head of Citizenship/Personal Development will ensure the RSE and Safeguarding Policies are shared with staff, provide resources and reflection tasks and deliver training and to key staff. Safeguarding staff will deal with safeguarding matters should they arise. RSE lessons will be delivered as part of the RSHE provision in a timetabled weekly lesson which may include form-time and will be monitored as all other subjects. The Head of Citizenship/Personal Development will report to the Head of Learning School, Headteacher, and Local Governing Board.

### **Parental Consent**

Contact will be made with parents/carers prior to the start of RSE lessons. Consent is assumed unless parents/carers contact school. The Head of Citizenship/Personal Development and Headteacher will deal with issues concerning withdrawal. Highfields will “clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE” (Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education – September 2021).

Highfields School will respect a parent’s request to withdraw the 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 young person with sex education during one of those terms.

The school will document this process to ensure a record is kept. To minimise any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher parents may be encouraged to deliver sex education to their child at home instead.

If a student is excused from sex education, it is the school’s responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education

The topics that a parent may choose to withdraw their child from sex education are: sexual activity, safe sex and sexually transmitted infection.

## **Consent**

The age of consent will be taught as part of the Law unit in Citizenship in Year 7 upwards. Consent will be taught as a safeguarding issue initially from a non-sexual perspective in RSHE lessons.

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

Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and sexual harassment, and choices permitted by the law around pregnancy.

## **Safe and Effective Practice**

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom provision would be made to meet the individual young person's needs by either the Head of Citizenship/Personal Development or Safeguarding staff. This may involve staff swapping classes, referring the young person back to their parent/carer, School Nurse, counsellor or to their GP.

Staff will establish clear ground rules with students to ensure students feel safe, listened to and supported. Classes will be taught in mixed gendered groups unless it is agreed that specific groups will benefit from being re-grouped, neither group will be disadvantaged by this as the same content will be delivered to both groups.

When teaching about gender issues, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson. Other subjects that might explore gender issues are RE, English, Health Social Care and Science.

## **Safeguarding**

All Highfields staff are trained in safeguarding. Teachers are aware that RSE can lead to student disclosure and that in this situation staff should follow internal safeguarding procedures.

There may be times when a student wishes to confide in a teacher. It is the school policy that information will need to be passed on to the Designated Safeguarding Lead/Deputy Designated Safeguarding Leads through MyConcern if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher will decide with DSL what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary

## **Visitors**

There may be occasional visitors to deliver parts of the curriculum. They will be made familiar with the school's RSE Policy and work within it and be directed to a copy on the school website. Staff will be present during any such sessions as per the Safeguarding Policy. The input of visitors is monitored and evaluated by staff and students. This evaluation informs our future planning.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between students of all backgrounds is an essential aspect of the work of the school. We will ensure

that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

Highfields has a whole school approach to safeguarding our students which includes topics on grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.

### **Broader safeguarding**

Highfields will address the physical and emotional damage caused by female genital mutilation (FGM). Our students will also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, our students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

Highfields School will be mindful that for some students who are experiencing or have experienced unhealthy or unsafe relationships, staff may have a particularly important role in being a place of consistency and safety where students can easily speak to trusted adults, report problems and find support.

### **Engaging Stakeholders**

The school recognises that parents/carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for the challenges and responsibilities which sexual maturity bring.

Parents/carers are key partners in supporting the school in:

- Maintaining the importance of the family, law and consent
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues
- Communicating with school if there are areas of concern

We will endeavour to make as much information as possible available to support parents/carers involvement. We will consult parents/carers on issues which may arise and will offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty.

The RSE programme and policy is available on the school website. Parents/carers who have concerns will be offered the opportunity to discuss the content and delivery of the programme with the subject co-ordinator (Head of Citizenship/Personal Development). We welcome comments at any time on this policy or the teaching emanating from it. Any complaints about the content or delivery of RSE should be followed the school Complaints procedure as detailed on the school website.

### **Monitoring and Evaluation**

This will in the first instance be undertaken by the Head of Citizenship/Personal Development, who will monitor the impact of the policy on student learning, and report to Head of Learning School who will assist the Headteacher to report to the Local Governing Board/Trust Board. All monitoring will follow school policy.

**Student voice in determining curriculum**

Throughout RSE lessons, students will have the opportunity to review and reflect upon their own ideas and opinions and how lessons help support their understanding and possible actions.

The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as when and they voice concerns. Students will be able to voice opinions on resources/external agencies used and whether, on reflection and where applicable, the curriculum addressed their needs during previous years.

**Policy review date**

This policy will be reviewed biennially to ensure it continues to meet the needs of students, staff, parents and the wider community and that it is in line with current DfE advice and guidance.



### Year 7 RSE Scheme of Work 2021-22

RSHE – Rotation (12 weeks)		Citizenship – Rotation (8/9 Weeks)
<ul style="list-style-type: none"> <li>• Physical health and mental wellbeing (puberty)</li> <li>• Relationships and sex education (bullying)</li> <li>• Health education (mental health)</li> </ul>		<ul style="list-style-type: none"> <li>• British Values</li> <li>• Parliament</li> <li>• Monarchy</li> <li>• Human Rights</li> <li>• Debating</li> <li>• Campaigning</li> </ul>
Rotation Week	One (12 weeks)	Two (8/9 weeks)
1	Puberty To identify physical changes in puberty To explore how to be hygienic To understand menstruation	Democracy To understand the three parts of Parliament To know how laws are made
2	Puberty To explore how the brain affects us in puberty To explore the emotional changes that may occur during puberty To consider how support can help others	Human Rights To understand the term human rights To identify human rights and violations
3	Puberty To apply understanding to case studies by considering the issues that they might be facing Reflect on learning	Law To know why we have laws and how they protect us To identify current laws
4	Conflict To consider how conflict affects us all be it physical or situational and limitations To compare case study opportunities to a child in UK	Monarchy To identify the British Royal family and to consider their role
5	Bullying To identify various types of bullying eg homophobia To explore sexual harassment and abuse To know where to seek support	STA To demonstrate learning
6	Mental health To understand different types of mental health issues To explore how we can challenge discrimination	DIRT To reflect on assessment outcomes Debating
7	Mental health To understand ways to promote wellbeing To build resilience and how to reframe disappointments and setbacks	Campaigning To consider campaign materials
8	Mental health To explore the impact of social media To explore strategies to build digital resilience	Campaigning To create a group campaign
9	Eating problems To identify unhealthy coping strategies To understand why, when and how to access support	Campaigning To create a group campaign To evaluate outcomes
10	Health To manage difficult feelings or challenging circumstances Presentation preparation – eating problems	
11	Presentation preparation – eating problems	
12	Presentations Reflection	

### Year 8 RSE Scheme of Work 2021-22

RSHE – Rotation One (12 weeks)		Citizenship – Rotation Two (8/9 Weeks)
<ol style="list-style-type: none"> <li>1. Gangs and social groups</li> <li>2. Gangs managing risk staying safe</li> <li>3. Gangs exit strategies and support</li> <li>4. Drugs - attitudes and behaviours regarding drug use</li> <li>5. Drugs - potential legal consequences of using illegal drugs.</li> <li>6. Drugs- manage and other influence in relation to substance use</li> <li>7. What to Watch</li> <li>8. Sexting</li> <li>9. Homophobia</li> <li>10. Consent and sexual harassment</li> <li>11. Mental health strategies</li> <li>12. Puberty, Menstruation &amp; Menopause</li> </ol>		<ol style="list-style-type: none"> <li>1. Taxes and Hidden Economy</li> <li>2. Law – Equality Act</li> <li>3. Law - Discrimination STA</li> <li>4. Human rights</li> <li>5. Human rights conflict what are the limits in conflict</li> <li>6. Human rights - Influencing attitudes</li> <li>7. Human Rights – Importance of protecting rights</li> <li>8. Campaigning</li> <li>9. Campaigning</li> </ol>
Rotation	One (12 weeks) Learning Objectives	Two (8/9 weeks) Learning Objectives
1	To consider the difference between social groups and gangs	To identify who and why we pay tax To understand the importance of paying tax
2	To identify who and why we pay tax	To identify who and why we pay tax
3	To evaluate exit strategies and where support can be found	Understand what equality means and why it is important. Understand the Equality Act 2010 and how it can be applied in different cases
4	To identify how drugs improve health conditions	Understand that human rights belong to everybody. Understand that every human right is important for human beings to live and grow
5	To understand the potential legal consequences of using illegal drugs	Understand that some human rights can be limited and restricted. Understand that some human rights are absolute. Understand that human rights need to be balanced to protect individuals and wider society
6	To know how to manage and other influence in relation to substance	Understand that our attitudes can be affected by external influences. Be able to recognise how my attitudes and opinions are influenced
7	To understand how to make decisions and manage peer pressure about films and online viewing	Appreciate the benefits and importance of equality and human rights. Be able to promote and protect equality and human rights in my school and community
8	To understand pressures on young people to send nude pictures	To identify campaign methods
9	To understand the term homophobia and its impact on LGBT community	To create campaign materials
10	To understand the term consent and the role it plays in healthy relationships	
11	To understand how strategies improve mental health	
12	To understand why menstruation occurs and how to manage it To be aware that menopause is a physical change in middle adulthood	

### Year 9 RSE Scheme of Work 2021-22

Aims	Outcomes	Resources
<b>Lesson 1 Relationships, Sex and Law</b>		
<b>*All lessons</b>		
<ul style="list-style-type: none"> <li>To know what a positive and negative relationship looks like</li> <li>To be able to explain the importance of consent in positive relationships</li> <li>To explore laws on sexual activity and justify why we need them</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe what a positive and negative relationship looks like</li> <li>Be able to explain the importance of consent in relationships</li> <li>Know law on sexual activity</li> </ul>	<b>*Ground rules &amp; PPTs</b> Sam scenarios – consent Laws on consent and sexual activity
<b>Lesson 2 Consent in sexual relationships</b>		
<ul style="list-style-type: none"> <li>To consider the role of consent in intimate relationships</li> <li>To understand the role contraceptive play in sexual relationships</li> </ul>	<ul style="list-style-type: none"> <li>To be clear on the meaning of consent and that it can be withdrawn at any time</li> <li>To know that unplanned pregnancy is prevented by using contraceptives</li> </ul>	Consent video – Tea NHS Contraception video NHS Contraceptives info
<b>Lesson 3 Contraceptives</b>		
<ul style="list-style-type: none"> <li>To understand the role of contraceptives in sexual relationships</li> <li>To explore the effectiveness of condoms</li> </ul>	<ul style="list-style-type: none"> <li>To know how to prevent pregnancy and what emergency contraceptives are</li> <li>To know that condoms can be used with other contraceptives as a barrier method</li> </ul>	NHS EMBRACE website BBC drama - Dear Nobody video clips Condom demonstration video
<b>Lesson 4 Sexually Transmitted Infections</b>		
<ul style="list-style-type: none"> <li>To understand how we can have good sexual health</li> </ul>	<ul style="list-style-type: none"> <li>Know all people have responsibility to look after their own sexual health</li> <li>Understand STIs can affect anyone that is sexually active especially if condoms are not used</li> <li>I know where to seek sexual health support from</li> </ul>	Beforeplay – website PHE – campaign video Guardian - Hidden Epidemic HIV/Aids USA documentary YOUTHORIA website STIs
<b>Lesson 5 Wellbeing</b>		
<ul style="list-style-type: none"> <li>To understand the importance of sleep</li> </ul>	<ul style="list-style-type: none"> <li>To identify why we need sleep</li> <li>To consider the barriers to sleep</li> <li>To explore strategies to improve sleep routines</li> </ul>	

### Year 10 RSE Scheme of Work 2021-22

Aims	Outcomes	Resources
<b>Lesson 1 Underage pregnancy</b>		<b>*All lessons</b>
<ul style="list-style-type: none"> <li>To consider underage pregnancy</li> <li>To understand the basic laws relating to young people's sexual health and relationships</li> </ul>	<ul style="list-style-type: none"> <li>To consider why we form relationships and how those relationships might develop in the future</li> <li>Know what sexual harassment is</li> <li>Know law round relationships</li> </ul>	<b>*Ground rules &amp; PPTs</b> Pregnancy map Post it notes Law cards
<b>Lesson 2 Contraceptives</b>		
<ul style="list-style-type: none"> <li>To recognise and consider the importance of relationships</li> </ul>	<ul style="list-style-type: none"> <li>To consider stages in a relationship including when conception might occur</li> </ul>	Reproductive organs- YouTube Contraceptive cards Contraceptive sheet
<b>Lesson 3 Sexually transmitted Infections</b>		
<ul style="list-style-type: none"> <li>To consider some contraceptive options and whether they protect against sexually transmitted infections (STIs)</li> </ul>	<ul style="list-style-type: none"> <li>To recognise different STIs and know some of the symptoms</li> <li>To know about different kinds of contraceptives and consider their relative advantages and disadvantages</li> <li>To know about sexual health services available for young people</li> </ul>	Myths and facts Condom guidance C Card venues
<b>Lesson 4 Choices on pregnancy</b>		
<ul style="list-style-type: none"> <li>To explore the issues raised by unintended pregnancy and discover</li> <li>To know where young people can go if they need help and advice</li> </ul>	<ul style="list-style-type: none"> <li>To know some basic facts about emergency contraception</li> <li>To understand the choices presented by an unintended pregnancy</li> <li>To know what support services are available locally</li> </ul>	The Choices – BBC video Pregnancy testing NHS website – teenage pregnancy info
<b>Lesson 5 Pornography</b>		
<ul style="list-style-type: none"> <li>To learn about the impact of pornography on relationships</li> </ul>	<ul style="list-style-type: none"> <li>To know what pornography is and know that it's not like real life sex</li> <li>To understand the possible impact porn can have on sexual relationships and the expectations people have of relationships</li> <li>To describe some strategies and identify sources of support for anyone who is worried about porn</li> </ul>	Diamond 9 sort Law fact sheet Worksheet

### Year 11 RSE Scheme of Work 2021-22

Aims	Outcomes	Resources
<b>Lessons 1 &amp; 2 Relationships and emotions</b>		
<ul style="list-style-type: none"> <li>Develop healthy ways to manage difficult feelings</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise a range of difficult emotions</li> <li>I can use a range of strategies for managing difficult emotions</li> <li>I know where and how to access further support</li> </ul>	<p><b>*Ground rules and PPTs</b></p> <p>Word-search Dilemma cards Scenarios – managing emotions</p>
<ul style="list-style-type: none"> <li>Develop healthy ways to manage difficult feelings</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise a range of difficult emotions</li> <li>I can use a range of strategies for managing difficult emotions</li> <li>I know where and how to access further support</li> </ul>	<p><b>*Ground rules and PPTs</b></p> <p>Word-search Dilemma cards Scenarios – managing emotions</p>
<b>Lessons 3 &amp; 4 Abusive relationships</b>		
<ul style="list-style-type: none"> <li>To identify factors in an abusive relationship</li> </ul>	<ul style="list-style-type: none"> <li>To identify factors in a healthy relationship</li> <li>To identify factors in an abusive relationship</li> <li>Have strategies on how to manage in these situations</li> </ul>	<p>Card sort – healthy/unhealthy Abuse or Not? Scenarios Pressure points scenarios Signposting info: Trusted family member Year team Safeguarding team Childline For emotional support you can call the National Domestic Violence Hotline, run by Refuge and Women’s Aid, on 0808 2000 247 999</p>
<b>Lessons 5 &amp; 6 Consent and sharing images</b>		
<ul style="list-style-type: none"> <li>What we mean by ‘consent’</li> <li>How and where to access support with issues around consent</li> </ul> <p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>The risks associated with sharing sexual images</li> <li>Ways to manage pressure to share sexual images</li> </ul>	<ul style="list-style-type: none"> <li>Explain what is meant by ‘consent’, and what this means within healthy relationships</li> <li>Explain some consequences of someone not receiving consent for sexual behaviour within a relationship</li> <li>Describe how and from where to access support, and how to support a friend who may be experiencing abuse</li> </ul> <p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>Describe some of the risks in relation to sharing sexual images</li> <li>Explain the implications, including legal implications, of sending or forwarding sexual images</li> <li>Explain how and from where to get help if someone I know is being pressured to send or share inappropriate images</li> </ul>	<p>Consent video PSHE Association Myths and misconceptions Key consent message Consequences card sort</p> <p><b>Part 2</b> Sexual harassment scenarios</p>
<b>Lessons 7 &amp; 8 Fertility</b>		
<ul style="list-style-type: none"> <li>Reflect on previous learning – Forms</li> <li>We are learning about the impact of fertility, pregnancy and abortion</li> </ul>	<ul style="list-style-type: none"> <li>Know about how fertility changes over a lifetime and about the different routes to becoming a parent.</li> </ul> <p><b>Lesson 8</b></p> <ul style="list-style-type: none"> <li>Know about the possible outcomes in the event of an unplanned pregnancy</li> </ul>	<p>Resources from the PSHE Association</p> <p>continued</p>
<b>Lessons 9 &amp; 10 Abortion</b>		
<ul style="list-style-type: none"> <li>Understand facts on abortion</li> <li>Identify signs of relationship abuse</li> <li>Understand where to go for support</li> </ul>	<ul style="list-style-type: none"> <li>Know what abortion means and the laws round it</li> <li>Know some warning signs of a unhealthy relationship</li> <li>Know where to go for support if I need it or I can support a friend in need</li> </ul>	<p>Reference to law My Abortion – story BBC Brook Advisory website Abusive relationships facts Controlling behaviour video-YouTube Signpost:</p>

		School staff Safeguarding team Childline Parents
<b>Lesson 11 &amp; 12 Pornography</b>		
<ul style="list-style-type: none"> <li>We are learning about the impact of pornography on relationships</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what pornography is and know that it's not like real life sex</li> <li>I understand the possible impact porn can have on sexual relationships and the expectations people have of relationships</li> <li>I can describe some strategies and identify sources of support for anyone who is worried about porn</li> </ul>	Law fact sheet Diamond 9 sort Worksheet - features of a positive sexual relationship. Law round porn  Ex Addictive behaviours YouTube clip for discussion
<b>Lessons 13 Managing stress – Lesson 14 Mocks</b>		
<ul style="list-style-type: none"> <li>Reflect on previous learning - Forms</li> </ul>	<b>Lesson 14</b> Mock Exams	
<b>Lessons 15 &amp; 16 FGM and circumcision</b>		
<ul style="list-style-type: none"> <li>To develop an understanding of FGM</li> <li>To understand the laws around FGM</li> <li>To identify support available</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are different types of FGM</li> <li>Understand the legal standing on FGM</li> <li>Name places that they can seek help from</li> </ul>	Anita dilemma video FGM diagram CUT – Waris Dirie YouTube NSPCC website Signposting
<b>Lessons 17, 18, 19 &amp; 20 Sexual Health</b>		
<ul style="list-style-type: none"> <li>Condom Demonstration</li> <li>STI</li> <li>Law and sexual activity</li> <li>Reflect on previous learning – Forms Q&amp;A session</li> </ul>	<ul style="list-style-type: none"> <li>Know how to prevent unwanted STIs and pregnancy</li> <li>Know how to have good sexual health</li> <li>Know what laws are in place to protect young people relating to sexual activity</li> <li>Staff to organise for own group eg recapping, clarification etc.</li> </ul>	
<b>To end of term</b>		
<ul style="list-style-type: none"> <li>Your Money Matters</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

### Sixth Form RSE/PSHE - Form time

<b>Personal Safety</b>	Online safety, including social media
<b>Discrimination</b>	LGBTQ+ Gender inequality
<b>Relationships</b>	Types of relationship. Value of having positive relationships. Consent
<b>External organisations</b>	Kooth Counselling Service

### Science Programme

Year	Area
7	Puberty and secondary sexual characteristics (hormones and changes) Human growth and development Male/Female reproductive systems Science behind contraceptives Sexual intercourse through to birth
9	Fusion of gametes to make a zygote which goes on to form an embryo (B2) Growth and development – impact of smoking and drugs
9-11	Genetics and inherited gender and diseases Fertilisation and pregnancy
10	Menstrual Cycle and the hormones that regulate it (B3) Advantages and disadvantages of different methods of contraception (B3) Sexual reproduction compared to asexual reproduction to each other (B5) Advantages and disadvantages of each from a variation point of view (B5) Genetic crosses with reference to gametes and sexual reproduction (B5)
11	Sexually transmitted diseases (B6) Impact of smoking and alcohol on humans as part of non-communicable disease (B6) Gene therapy and Stem cell treatments (B6)