

We are an ambitious and inclusive Trust of schools  
strengthening communities through excellent education.

**Ted**  
**Wragg**  
TRUST

# Relationships and Sex Education (RSE) Policy – Secondary



Responsibility for approval: Senior Exec  
Date of approval: October 2025

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## 1.0 Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

## 2.0 Aims

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

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

## 3.0 Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

## 4.0 Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 5.0 What is Relationship and Sex Education

- 5.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 5.2 RSE involves a combination of sharing information, and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.

## 6.0 Legal framework

- 6.1 The legal framework is set out in statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 6.2 Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.
- 6.3 The statutory guidance applies to
  - 6.3.1 Relationships Education (for Primary education)
  - 6.3.2 Relationships and Sex Education (for Secondary Education)
- 6.4 The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

## 7.0 Principles and values

- 7.1 The Trust believes that RSE should:
  - 7.1.1 Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
  - 7.1.2 Be an entitlement for all young people;
  - 7.1.3 Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- 7.2 Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
  - 7.2.1 Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
  - 7.2.2 Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
  - 7.2.3 Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
  - 7.2.4 Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers;

## 8.0 Relationships & sex education

8.1 Relationships and Sex education covers three main elements:

### 8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

### 8.1.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### 8.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

## 9.0 Organisation and Content

9.1 Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE Programme, RE and Science lessons at KS3, and KS4.

9.2 Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.

9.3 RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

9.4 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that

answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

9.5 More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

9.6 See appendix for curriculum map

## 10.0 Inclusion

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

10.2 Students with Special Needs - 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, taking specialist advice where necessary.

10.3 Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

10.4 Regard will be given to ensure all protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are recognised as part of the delivery of RSE within school.

## 11.0 Roles and responsibilities

11.1 Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 The Headteacher

The headteacher 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 11).

11.3 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 headteacher.

#### 11.4 Pupils

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

### 12.0 Roles and responsibilities

12.1 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.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

### 13.0 Confidentiality, Controversial and Sensitive Issues

13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

13.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

13.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### 14.0 Training

14.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

14.2 The Headteacher 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.

### 15.0 Monitoring arrangements

15.1 The delivery of RSE is monitored by Abbie Roberts: Assistant Headteacher through regular QA walks.

15.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

15.3 This policy will be reviewed by Abbie Roberts: Assistant Headteacher annually. At every review, the policy will be approved by Trustees.

## **16.0 Policy circulation**

- 16.1 This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule
- 16.2 This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- 16.3 The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

## **17.0 Appendix**

- 17.1 Appendix 1: Curriculum Map

### **Relationships and sex education exemplar curriculum map**

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17.2 Appendix 2: Exemplar curriculum map

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 1	<p><b>Respectful Relationships:</b></p> <ul style="list-style-type: none"> <li>• Describe some ways of avoiding dangerous relationships and maintaining positive ones.</li> <li>• Explain ways dangerous people seek out the vulnerable and how not to fall for their traps.</li> <li>• Discuss peer pressure and being confident to make your own choices.</li> </ul>	<ol style="list-style-type: none"> <li>1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.</li> <li>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</li> <li>3. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.</li> </ol>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 2	<p><b>Keeping good friendships and avoiding negative ones:</b></p> <ul style="list-style-type: none"> <li>• Correctly identify ways we can develop genuine friendships.</li> <li>• Describe how it can be difficult to always be a good friend.</li> </ul>	<ol style="list-style-type: none"> <li>1. What tolerance requires, including the importance of tolerance of other people’s beliefs.</li> <li>2. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</li> <li>3. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.</li> </ol>
Year 7	Unit 3	<p><b>Safe internet / phone use:</b></p> <ul style="list-style-type: none"> <li>• To discuss what may be seen as fake news and therefore not reality.</li> <li>• What can happen on the internet and keeping yourself safe.</li> <li>• Repercussions of incorrect internet and/or social media usage.</li> <li>• Identify the negative internet uses and the information we should not make public.</li> <li>• Describe how an online groomer uses social media.</li> <li>• Analyse whether your social media profiles are safe from bullies and trolls.</li> </ul>	<ol style="list-style-type: none"> <li>1. Rights, responsibilities and opportunities online</li> <li>2. Online risks, e.g sharing personal information</li> <li>3. Characteristics of social media, including some social media accounts are fake</li> <li>4. Not to provide any material that they would not want to be distributed further</li> <li>5. What to do when they are concerned about material that has been circulated</li> <li>6. Deepfakes, including videos and photos</li> <li>7. Social media can lead to escalation of conflict</li> </ol>

		<ul style="list-style-type: none"> <li>Follow a simple checklist to help manage and maintain your online reputation.</li> </ul>	
Year 7	Unit 4	<p><b>Bullying or banter – what is and what isn’t acceptable?</b></p> <ul style="list-style-type: none"> <li>Identify whether situations are ‘banter’ or bullying.</li> <li>Describe the consequences of ‘banter’ and how we can tell when banter turns to bullying.</li> <li>Explain the difference between banter and bullying and why you believe each situation falls into that particular category.</li> <li>Describe different types of bullying and the difference between a bystander and an upstander.</li> <li>Identify the different types of cyber bullying.</li> <li>Describe what cyber bullying is and why people do it.</li> </ul>	<p>1.How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</p> <p>2.The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 5	<p><b>First Aid:</b></p> <ul style="list-style-type: none"> <li>• Basic treatment for common injuries and ailments</li> <li>• Lifesaving skills, including how to administer CPR</li> <li>• The purpose of defibrillators, when one might be needed and who can use them</li> </ul>	<ol style="list-style-type: none"> <li>1. Basic treatment for common injuries and ailments</li> <li>2. Lifesaving skills, including how to administer CPR</li> <li>3. The purpose of defibrillators, when one might be needed and who can use them</li> </ol>
Year 7	Unit 6	<p><b>British Values &amp; Protected Characteristics:</b></p> <ul style="list-style-type: none"> <li>• What are the British Values, and why are they important?</li> <li>• What are the protected characteristics and why are they important?</li> </ul>	<p>Schools are required to comply with relevant requirements of the Equality Act 2010.</p> <p>Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment</p> <p>Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 7	<p><b>Puberty, Periods and Hygiene</b></p> <ul style="list-style-type: none"> <li>To understand what puberty is and the changes that occur to our bodies</li> <li>To understand what periods are (menstruation) and what impacts and effects it can have on the female body</li> <li>To discuss the importance of hygiene and how to keep yourself hygienic</li> </ul>	<ol style="list-style-type: none"> <li>The main changes which take place in males and females, and the implications for emotional and physical health.</li> <li>The facts about puberty, the changing adolescent body, including brain development.</li> <li>About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.</li> <li>Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.</li> </ol>
Year 7	Unit 8	<p><b>Why do feelings change? Gender and Identity</b></p> <ul style="list-style-type: none"> <li>Know the definition of sexism and how it reinforces the discrimination of women and girls</li> <li>Understand and articulate what gender stereotypes are.</li> <li>Have an appreciation of the harm of gender stereotypes</li> <li>Understand what sexist language is</li> <li>Define 'gender', 'sex', 'gender identity' and 'sexual orientation'</li> <li>Know some of the terminology people use to identify their sexual orientation and gender identity</li> <li>Recognise the effects of homophobic, biphobic and transphobic bullying and suggest how we can combat it</li> </ul>	<ol style="list-style-type: none"> <li>The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.</li> <li>How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.</li> </ol>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 9	<p><b>Healthy Diet, Exercise &amp; Sleep inc link to cancer / cardiovascular health</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of a healthy, balanced diet</li> <li>• To understand the links with diet and illnesses</li> <li>• To understand the importance of exercise and sleep</li> </ul>	<ol style="list-style-type: none"> <li>1. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</li> <li>2. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</li> <li>3. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.</li> <li>4. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.</li> <li>5. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.</li> <li>6. The risks of unhealthy weight gain</li> </ol>

Year 7	Unit 10	<p><b>Lifestyle - Personal Hygiene &amp; Health (including dental hygiene, tooth decay / sun safety)</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of personal hygiene</li> <li>• To understand the importance of dental hygiene to avoid tooth decay</li> <li>• To understand how to keep yourself safe in the sun, and the impacts of high sun exposure</li> </ul>	<ol style="list-style-type: none"> <li>1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.</li> <li>2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.</li> <li>3. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</li> <li>4. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.</li> </ol>
Year 7	Unit 11	<p><b>Lifestyle - Habit and Addiction (Smoking, vaping and Alcohol)</b></p> <ul style="list-style-type: none"> <li>• To analyse and understand the impact of habits and addiction with a focus on smoking, vaping and alcohol use</li> <li>• To discuss the risks of over consumption of smoking, vaping and alcohol</li> </ul>	<ol style="list-style-type: none"> <li>1. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol</li> <li>2. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</li> <li>3. The facts about the multiple serious harms from smoking tobacco (particularly the link</li> </ol>

			<p>to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.</p> <p>4. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 12	<p><b>Lifestyle - Science of blood, organ and stem cell donation &amp; immunisation and vaccination</b></p> <ul style="list-style-type: none"> <li>To understand the science of blood, organ and stem cell donation</li> <li>To discuss immunization and vaccinations</li> </ul>	<p>1.The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p> <p>2.The science relating to blood, organ and stem cell donation.</p>
Year 7	Unit 13	<p><b>Male and Female Reproductive System</b></p> <ul style="list-style-type: none"> <li>To understand both the male and female reproductive systems and to be able to identify names of body parts</li> <li>To discuss the main changes that take place in both males and females and any implications that may arise</li> </ul>	<p>1.The main changes which take place in males and females, and the implications for emotional and physical health.</p>
Year 7	Unit 14	<p><b>Menstruation, hygiene, choices, emotional impacts</b></p> <ul style="list-style-type: none"> <li>To understand what menstruation is and its impacts</li> <li>To discuss hygiene during menstruation</li> </ul>	<p>1.About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.</p>

Year 7	Unit 15	<p><b>Health issues affecting young people</b></p> <ul style="list-style-type: none"> <li>• To discuss and understand what mental health issues may impact young people</li> <li>• To understand what things people can do in order to support and understand their mental health</li> </ul>	<ol style="list-style-type: none"> <li>1. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.</li> <li>2. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.</li> <li>3. How to critically evaluate which activities will contribute to their overall wellbeing.</li> <li>4. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it’s possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.</li> </ol>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 16	<b>Puberty (including effect on emotional and physical health)</b> <ul style="list-style-type: none"> <li>To understand puberty and the impacts on bodies both mentally and physically</li> </ul>	1. The facts about puberty, the changing adolescent body, including brain development.
Year 7	Unit 17	<b>Choice and Consent</b> <ul style="list-style-type: none"> <li>Correctly identify cases where consent has or has not been given.</li> <li>Describe the ‘cup of tea’ analogy and how it can be used to explain consent accurately.</li> <li>Explain whether consent has been given in particular situations and how you know this.</li> <li>Know the law regarding consent and rape</li> </ul>	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith
Year 7	Unit 18	<b>Pregnancy and Child Development</b> <ul style="list-style-type: none"> <li>Understand how pregnancy happens and early symptoms of pregnancy</li> <li>The importance of taking a pregnancy test</li> <li>Recognise the common symptoms of a miscarriage and where to get help afterward</li> <li>Understand the factors affecting fertility</li> </ul>	1. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women. 2. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 1	<p><b>How do I navigate year 8?</b></p> <ul style="list-style-type: none"> <li>• Target setting and looking to the future, to ensure a successful year at school</li> <li>• Addressing stress and upcoming points within the year for year 8 students</li> <li>• Understanding stress and wellbeing</li> </ul>	<p>1.Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.</p> <p>2. How to critically evaluate which activities will contribute to their overall wellbeing.</p> <p>3. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it’s possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.</p>

Year 8	Unit 2	<p><b>Keeping good friendships and avoiding negative ones:</b></p> <ul style="list-style-type: none"> <li>• Correctly identify ways we can develop genuine friendships.</li> <li>• Describe how it can be difficult to always be a good friend.</li> </ul>	<ol style="list-style-type: none"> <li>1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.</li> <li>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</li> <li>3. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</li> </ol>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 3	<p><b>Anti Bullying / Hate Crime / Equality Act</b></p> <ul style="list-style-type: none"> <li>• Identify whether situations are ‘banter’ or bullying.</li> <li>• Describe the consequences of ‘banter’ and how we can tell when banter turns to bullying.</li> <li>• Explain the difference between banter and bullying and why you believe each situation falls into that particular category.</li> <li>• Describe different types of bullying and the difference between a bystander and an upstander.</li> <li>• Identify the different types of cyber bullying.</li> <li>• Describe what cyber bullying is and why people do it.</li> </ul>	<ol style="list-style-type: none"> <li>1. What tolerance requires, including the importance of tolerance of other people’s beliefs.</li> <li>2. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.</li> <li>3. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.</li> <li>4. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.</li> </ol>

Year 8	Unit 4	<p><b>What is mental, emotional and physical health?</b></p> <ul style="list-style-type: none"> <li>• To understand key terminology associated with different types of health</li> <li>• To understand the importance of looking after ourselves and how we can support our own mind and body, and those of others</li> <li>• To understand that we are not alone and it is important to talk to someone we feel comfortable talking to</li> <li>• To discuss the impact of mental, emotional and physical health</li> </ul>	<ol style="list-style-type: none"> <li>1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</li> <li>3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.</li> <li>4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.</li> <li>5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.</li> <li>6. How to critically evaluate which activities will contribute to their overall wellbeing.</li> <li>7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.</li> </ol>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 5	<p><b>Citizenship – How am I a responsible member of society?</b></p> <ul style="list-style-type: none"> <li>• What are the British Values, and why are they important?</li> <li>• What are the protected characteristics and why are they important?</li> </ul>	<p>Schools are required to comply with relevant requirements of the Equality Act 2010.</p> <p>Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment</p> <p>Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education.</p>
Year 8	Unit 6	<p><b>Citizenship - Central, Regional and Local Government</b></p> <ul style="list-style-type: none"> <li>• To discuss and understand what government is, and different levels of government; central, regional and local</li> </ul>	<p>Schools are required to comply with relevant requirements of the Equality Act 2010.</p> <p>Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment</p> <p>Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 7	<b>Finance / Careers Education - Saving, Working, Credit and Debt (include mortgages)</b> <ul style="list-style-type: none"> <li>To understand how and why people may save</li> <li>To understand credit and debit</li> <li>To discuss mortgages and other financial responsibilities</li> </ul>	
Year 8	Unit 8	<b>Finance / Careers Education - Special Offers, Bargains, Scams and Consumer Rights</b> <ul style="list-style-type: none"> <li>To understand consumer rights</li> <li>To understand what bargains may be and how things may be a 'scam' both online and offline</li> </ul>	
Year 8	Unit 9	<b>Finance / Careers Education - What can I do when I leave Isca?</b> <ul style="list-style-type: none"> <li>To explore and understand what options there after post year 11; apprenticeships, T Levels, Alevels etc</li> </ul>	

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 10	<p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• To understand how to keep myself safe in different situations, for example in the water and by trains</li> <li>• How to identify peer pressure and what to do in these situations</li> <li>• How to develop independence and confidence when dealing with certain difficult or challenging situations</li> <li>• To understand the sign of Knife / Gang crime and how to keep myself safe</li> </ul>	<ol style="list-style-type: none"> <li>1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).</li> <li>2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.</li> <li>3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.</li> <li>4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.</li> <li>5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).</li> <li>6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.</li> </ol>

Year 8	Unit 11	<p><b>Mental Wellbeing (including online)</b></p> <ul style="list-style-type: none"> <li>• To understand the risks of high online usage and the impact it can have on mental and physical health and wellbeing</li> <li>• To discuss and analyse the online world vs offline</li> <li>• To discuss harmful behaviours online and understand that not everything is as it seems as we need to be cautious of what we are viewing</li> </ul>	<ol style="list-style-type: none"> <li>1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</li> <li>2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.</li> <li>3. 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.</li> <li>4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.</li> <li>5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.</li> <li>6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.</li> <li>7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.</li> </ol>
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Year 8	Unit 12	<p><b>Health Protection and Prevention</b></p> <ul style="list-style-type: none"> <li>• To discuss the importance of healthy behaviours before and after pregnancy</li> <li>• To understand how to navigate your local healthcare system</li> </ul>	<p>1. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health.</p> <p>2. How to navigate their local healthcare system: what a GP is; when to use A&amp;E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 13	<p><b>Gender, Sexuality and Body Image</b></p> <ul style="list-style-type: none"> <li>• Define 'gender', 'sex', 'gender identity' and 'sexual orientation'</li> <li>• Know some of the terminology people use to identify their sexual orientation and gender identity</li> <li>• Understand the meaning behind Pride month</li> <li>• Recognise the effects of homophobic, biphobic and transphobic bullying and suggest how we can combat it</li> <li>• To understand what body image is and how to look at ourselves positively – focusing on the internet and how online impacts our opinions of ourselves and others</li> </ul>	<ol style="list-style-type: none"> <li>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.</li> <li>3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity</li> </ol>
Year 8	Unit 14	<p><b>Consent</b></p> <ul style="list-style-type: none"> <li>• To understand what consent is</li> <li>• To understand the law of consent</li> <li>• To understand the importance of consent</li> <li>• To understand the consequences of not having consent</li> </ul>	<ol style="list-style-type: none"> <li>1. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.</li> <li>2. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.</li> </ol>

Year 8	Unit 15	<p><b>Contraception and STI's</b></p> <ul style="list-style-type: none"> <li>• Describe some ways we can protect ourselves against unsafe sex.</li> <li>• Explain the pros and cons of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception.</li> <li>• Evaluate which type of contraception is best depending on a person's circumstances.</li> <li>• Know how to put a condom on safely and to only use condoms that are in date and display a British safety mark</li> <li>• Understand what can go wrong and options available in an emergency.</li> </ul>	<p>1.The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.</p> <p>2.How the different sexually transmitted infections (STIs), including HIV, are transmitted.</p> <p>How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma</p> <p>3. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>4.The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.</p> <p>5.How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 16	<p><b>Marriage / Families</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of family and the roles of family members.</li> <li>• Describe the changes in family roles since the 1950s</li> <li>• Explain why roles have changed and why we need to learn about different types of families.</li> <li>• Identify different types of marriage and long-term relationships</li> <li>• The importance of getting on with family members</li> <li>• Recognising that there are different types of committed stable relationships</li> <li>• The characteristics and legal status of marriage, civil partnerships and cohabiting</li> <li>• The traditional practices of arranged marriages</li> </ul>	<ol style="list-style-type: none"> <li>1. That there are different types of committed, stable relationships.</li> <li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</li> <li>3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.</li> <li>4. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.</li> <li>5. That forced marriage and marrying before the age of 18 are illegal.</li> <li>6. How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development.</li> <li>8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure</li> </ol>

			<p>who to trust.</p> <p>9.The concepts and laws relating to forced marriage.</p>
Year 8	Unit 17	<p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• To understand what is a good and respectful relationships</li> <li>• To understand what inequality looks like, including the use of language</li> </ul>	<p>1. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.</p> <p>2.Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.</p> <p>3. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.</p>
Year 8	Unit 18	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• To discuss how we determine who is trustworthy or not and what we do if we are in a situation we don't feel safe in</li> <li>• To understand personal safety and how to behave in public</li> </ul>	<p>1.How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.</p> <p>2.How to increase their personal safety in public spaces, including when socialising with friends, family, the wider</p>

			<p>community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.</p> <p>3. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 1	<p><b>Healthy and unhealthy relationships: domestic abuse:</b></p> <ul style="list-style-type: none"> <li>• What is a healthy relationship?</li> <li>• What is an unhealthy relationship?</li> <li>• Why is it sometimes difficult for a person to acknowledge that he or she is in an unhealthy relationship?</li> <li>• Why do people stay in unhealthy relationships?</li> <li>• If someone is in an unhealthy relationship, what can they do about it?</li> </ul>	<p>1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.</p> <p>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</p> <p>What tolerance requires, including the importance of tolerance of other people’s beliefs.</p> <p>3. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.</p> <p>4. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 2	<p><b>How can I access and interpret online information safely?</b></p> <ul style="list-style-type: none"> <li>• How to stay safe online with scams</li> <li>• To understand what is posted on social media and how this can be accessed and interpreted</li> </ul>	<p>1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.</p> <p>3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.</p> <p>4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there</p>

			<p>is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.</p> <p>5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.</p> <p>6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.</p> <p>7. About the prevalence of deepfakes including videos and</p>
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			<p>photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.</p> <p>8. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).</p> <p>9. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.</p>
Year 9	Unit 3	<p><b>Mental Health - Body Image and Self Esteem</b></p> <ul style="list-style-type: none"> <li>• To understand what body image is</li> <li>• To understand what self-esteem is</li> <li>• To discuss the importance of both body image and self esteem of oneself and others and to promote healthy relationships</li> <li>• How to develop a positive relationship with self-esteem and body image</li> </ul>	<p>The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 4	<p><b>Mental Health - Friendships, Sleep and Health</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of sleep and the impact it has on our health</li> <li>• To discuss ways to support positive sleep, for example lack of screen time in the evening</li> <li>• To discuss and understand food and the risks of weight gain on our health</li> </ul>	<p>1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.</p> <p>2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.</p> <p>3. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 5	<p><b>Mental Health - Mental Health Strategies</b></p> <ul style="list-style-type: none"> <li>• To understand different type of emotions</li> <li>• To discuss different mental health strategies to support with positive mental health, for example the benefits of sleep, hobbies etc</li> </ul>	<ol style="list-style-type: none"> <li>1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</li> <li>3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.</li> <li>4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.</li> <li>5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed</li> </ol>

			<p>in a way that encourages normal feelings to be labelled as mental health conditions.</p> <p>6. How to critically evaluate which activities will contribute to their overall wellbeing.</p> <p>7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it’s possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.</p>
Year 9	Unit 6	<p><b>Why and how do I revise?</b></p> <ul style="list-style-type: none"> <li>To understand the different ways to revise to support with progress</li> </ul>	

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 7	<p><b>Healthy Relationships: Sexual Harassment / Sexual Violence / Domestic Abuse including coercive control</b></p> <ul style="list-style-type: none"> <li>• Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously.</li> <li>• Explain how victims are targeted, the abuse they suffer and correctly identify different types of abuse</li> <li>• Describe what sexual violence is</li> <li>• Describe what domestic abuse is</li> <li>• To understand where to go if anyone is experiencing this</li> </ul>	<ol style="list-style-type: none"> <li>1. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.</li> <li>2. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.</li> <li>3. The concepts and laws relating to sexual violence, including rape and sexual assault.</li> <li>4. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.</li> <li>5. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</li> </ol>

Year 9	Unit 8	<p><b>Consent and Exploitation (inc indecent imagery)</b></p> <ul style="list-style-type: none"> <li>• Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE.</li> <li>• Understand why it is often difficult to identify victims</li> <li>• Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities.</li> <li>• Know where to go for help and advice</li> <li>• Correctly identify cases where consent has or has not been given.</li> <li>• Know the law regarding consent and rape</li> </ul>	<p>1.How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>2.How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.</p> <p>3.The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p>
Year 9	Unit 9	<p><b>Pregnancy and Choices</b></p> <ul style="list-style-type: none"> <li>• Understand how pregnancy happens and early symptoms of pregnancy</li> <li>• The importance of taking a pregnancy test</li> <li>• Recognise the common symptoms of a miscarriage and where to get help afterwards</li> <li>• Understand the factors affecting fertility</li> <li>• Understand the choices in relation to pregnancy including keeping the baby, adoption and abortion.</li> <li>• Know the facts about abortion, adoption and keeping the baby</li> <li>• Know where to get further help.</li> </ul>	<p>1.That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 10	<p><b>Contraception and STI's</b></p> <ul style="list-style-type: none"> <li>• Describe some ways we can protect ourselves against unsafe sex.</li> <li>• Explain the pros and cons of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception.</li> <li>• Evaluate which type of contraception is best depending on a person's circumstances.</li> <li>• Know how to put a condom on safely and to only use condoms that are in date and display a British safety mark</li> <li>• Understand what can go wrong and options available in an emergency.</li> </ul>	<p>1.The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.</p> <p>2.How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.</p>
Year 9	Unit 11	<p><b>Healthy Relationships and online safety: Pornography and Indecent Imagery</b></p> <ul style="list-style-type: none"> <li>• To understand the law around pornography and indecent images</li> <li>• To know where to go and how to speak to if any support is needed</li> </ul>	<p>1.That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.</p> <p>2.That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake</p>

		<ul style="list-style-type: none"> <li>To understand the consequences of sharing, receiving or distributing images</li> </ul>	<p>intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.</p> <p>That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.</p> <p>3. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.</p> <p>4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.</p>
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Year 9	Unit 12	<p><b>Wellbeing online</b></p> <ul style="list-style-type: none"> <li>To understand the ways in which online can be dangerous and to keep yourself safe online</li> </ul>	<ol style="list-style-type: none"> <li>1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</li> <li>2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</li> <li>3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</li> <li>8. That abuse, bullying and harassment can take place</li> </ol>
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			<p>online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p> <p>10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>11. Where and how to report concerns and get support with issues online.</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 13	<p><b>Drugs, alcohol, tobacco and vaping</b></p> <ul style="list-style-type: none"> <li>• To understand the impacts of addition both mentally physically to your health and wellbeing</li> <li>• To understand that drugs and alcohol can impact your judgements</li> </ul>	<ol style="list-style-type: none"> <li>1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.</li> <li>2. The law relating to the supply and possession of illegal substances.</li> <li>3. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</li> <li>4. The dangers of the misuse of prescribed and over-the-counter medicines.</li> <li>5. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.</li> <li>6. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.</li> <li>7. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</li> </ol>

Year 9	Unit 14	<p><b>Impact of substances on physical and psychological health (including fertility)</b></p> <ul style="list-style-type: none"> <li>To understand how substances such as drugs and alcohol can impact your health and also your fertility</li> </ul>	<ol style="list-style-type: none"> <li>The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.</li> <li>The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health</li> <li>The impacts of alcohol on diet and unhealthy weight gain.</li> <li>That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety.</li> </ol>
Year 9	Unit 15	<p><b>Gambling, Tattoos and Piercings</b></p> <ul style="list-style-type: none"> <li>To discuss gambling, tattoos and piercings and understand the impact these can have</li> </ul>	<ol style="list-style-type: none"> <li>The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.</li> <li>How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.</li> </ol>

			4. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
Year 9	Unit 16	<b>Skin Care / Sun Safety, Roads, Water</b> <ul style="list-style-type: none"> <li>• To understand the importance of skin care, for example in the sun</li> <li>• To understand how to keep yourself safe by roads and in water</li> </ul>	<p>1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).</p> <p>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 17	<p><b>Knife Crime and Gangs</b></p> <ul style="list-style-type: none"> <li>• To understand what signs may suggest someone is involved in knife crime or a gang</li> <li>• Where to go for help</li> <li>• To understand why someone may have become involved in knife crime or a gang</li> </ul>	<p>1. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.</p> <p>5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).</p>
Year 9	Unit 18	<p><b>Testicular / Ovarian/Cervical Cancer</b></p> <ul style="list-style-type: none"> <li>• To know what signs / symptoms may be present to show cancer</li> <li>• To understand the importance of checking your body regularly</li> </ul>	<p>1. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 1	<p><b>What makes a good or bad relationship?</b></p> <ul style="list-style-type: none"> <li>To understand what makes a good or bad relationship, not just in an intimate relationship</li> <li>To understand what to do if you are in a relationship that isn't what you expected</li> </ul>	<p>1.The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.</p> <p>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</p>
Year 10	Unit 2	<p><b>Consent and Exploitation (inc indecent imagery)</b></p> <ul style="list-style-type: none"> <li>Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE.</li> <li>Understand why it is often difficult to identify victims</li> <li>Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities.</li> <li>Know where to go for help and advice</li> <li>Correctly identify cases where consent has or has not been given</li> <li>Know the law regarding consent and rape</li> <li>To understand the impact of indecent imagery / pornography</li> </ul>	<p>1.How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>2.How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.</p> <p>3.The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p> <p>4. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual</p>

			behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 3	<p><b>Contraception, Pregnancy and STI's</b></p> <ul style="list-style-type: none"> <li>• To understand what different types of contraception exist and what they do</li> <li>• To understand options with pregnancy and where to go for help</li> <li>• To understand different types of STI/STD's, how to stay safe and where to go for check ups</li> </ul>	<p>1.How the different sexually transmitted infections (STIs), including HIV, are transmitted.</p> <p>How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma</p> <p>2.The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>3.The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.</p> <p>4.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> <p>5.How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.</p>

Year 10	Unit 4	<p><b>Understanding Menopause</b></p> <ul style="list-style-type: none"> <li>• To understand what menopause is</li> <li>• To understand the impact both mentally and physically menopause can have a on a female</li> </ul>	<p>1.The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 5	<p><b>Sexual Violence, Sexual Harassment and Grooming</b></p> <ul style="list-style-type: none"> <li>• To understand what sexual violence, harassment and grooming may look like and how to identify it</li> <li>• To know where to go for help</li> </ul>	<ol style="list-style-type: none"> <li>1.The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.</li> <li>2.How and where to seek support for concerns around sexual relationships including sexual violence or harms.</li> <li>3.That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone’s neck or covering someone’s mouth and nose is dangerous and can lead to serious injury or death.</li> <li>4.That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.</li> <li>5.How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.</li> <li>6.That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</li> <li>7.What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.</li> <li>8.That sexual harassment includes unsolicited sexual</li> </ol>

			<p>language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.</p> <p>9. That some sexual behaviours can be harmful.</p>
Year 10	Unit 6	<p><b>Female Genital Mutilation (FGM)</b></p> <ul style="list-style-type: none"> <li>• To understand what FGM is</li> <li>• To understand signs to look out for</li> <li>• To understand the law surrounding FGM</li> </ul>	<p>1. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 7	<p><b>Planning and Target Setting + Intro to work experience</b></p> <ul style="list-style-type: none"> <li>To target set to understand what I want to do when I leave year 11</li> </ul>	
Year 10	Unit 8	<p><b>Careers Education - Where to?</b></p> <ul style="list-style-type: none"> <li>To be able to identify what options there are after year 11 and how and where to apply to these different options</li> </ul>	
Year 10	Unit 9	<p><b>Careers Education – Apprenticeships</b></p> <ul style="list-style-type: none"> <li>To understand what an apprenticeship is and what options are available to me</li> </ul>	

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 10	<p><b>Careers Education - 6th Form / T Levels</b></p> <ul style="list-style-type: none"> <li>To understand what 6<sup>th</sup> form / Tlevels are and what options are available to me</li> </ul>	
Year 10	Unit 11	<p><b>Careers Education - university life and financial implications</b></p> <ul style="list-style-type: none"> <li>To understand what university is, and options are available to me</li> </ul>	
Year 10	Unit 12	<p><b>Careers Education – CV Writing</b></p> <ul style="list-style-type: none"> <li>To understand what a CV is and the importance of writing a strong CV / Supporting Statement</li> </ul>	

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 13	<p><b>Lifestyles - Hate Crime / Knife Crime / Radicalisation</b></p> <ul style="list-style-type: none"> <li>• Understand the consequences of hate crime</li> <li>• Explain what is meant by the terms extremism, terrorism and radicalisation.</li> <li>• Suggest factors which contribute to the formation of extremist ideologies.</li> <li>• Spot signs that could indicate that a young person is being radicalized</li> <li>• Know what the Prevent Strategy is</li> </ul>	<p>1.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> <p>2.The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.</p>
Year 10	Unit 14	<p><b>Lifestyles - Young Carers</b></p> <ul style="list-style-type: none"> <li>• To understand what a young carer is and what they may experience on a day to day basis</li> </ul>	
Year 10	Unit 15	<p><b>Lifestyles - Cancer Self Examination</b></p> <ul style="list-style-type: none"> <li>• To know how to self examine to ensure I am aware of what to look out for when checking my body</li> </ul>	<p>1. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</p> <p>2. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</p>

Year 10	Unit 16	<p><b>Lifestyles - Sexism / Misogyny / Homophobia</b></p> <ul style="list-style-type: none"> <li>• Know about important milestones in the history of women’s rights in the UK</li> <li>• Understand what is meant by sex discrimination</li> <li>• Recognise that ‘sex’ and sexuality is a protected characteristic in the Equality Act 2010</li> <li>• Discuss the challenges that remain</li> <li>• Give examples of female activists who put their lives in danger to make their voices heard</li> </ul>	<p>1.How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 17	<p><b>Lifestyles - Addiction Smoking / Alcohol (inc peer pressure)</b></p> <ul style="list-style-type: none"> <li>• What is peer pressure and how to avoid it</li> <li>• What to do if you need help or support</li> <li>• To understand the impacts of smoking and alcohol</li> </ul>	<ol style="list-style-type: none"> <li>1. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.</li> <li>2. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.</li> <li>3. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</li> <li>4. The dangers of the misuse of prescribed and over-the-counter medicines.</li> <li>5. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.</li> <li>6. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.</li> </ol>

Year 10	Unit 18	<p><b>Mental Health - Mock Week Term - How to Handle Stress / Revision</b></p> <ul style="list-style-type: none"> <li>• How to handle stress</li> <li>• What stress looks like</li> </ul>	<p>1.The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</p> <p>2. How to critically evaluate which activities will contribute to their overall wellbeing.</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 11	Unit 1	<p><b>Consent and Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• To emphasis the importance of consent</li> <li>• To understand the law surrounding consent and the consequences if this isn't upheld</li> </ul>	<ol style="list-style-type: none"> <li>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.</li> <li>3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.</li> <li>4. 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.</li> <li>5. That some sexual behaviours can be harmful.</li> </ol>
Year 11	Unit 2	<p><b>Intimate and Sexual Relationships and Pornography</b></p> <ul style="list-style-type: none"> <li>• To understand intimate and sexual relationships and the importance of ensuring autonomy</li> <li>• The impact of pornography and what it could lead some people to do</li> </ul>	<ol style="list-style-type: none"> <li>1. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.</li> <li>2. That pornography, and other online content, often presents a distorted picture of people</li> </ol>

			<p>and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.</p>
Year 11	Unit 3	<p><b>Being Safe Online</b></p> <ul style="list-style-type: none"> <li>• To understand how to keep myself safe online</li> <li>• To understand the evolving landscape of the online world and how this can impact my future</li> </ul>	<ol style="list-style-type: none"> <li>1. How information and data is generated, collected, shared and used online.</li> <li>2. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.</li> <li>3. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</li> <li>4. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.</li> </ol>

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Responsibility for approval: Senior Exec  
Date of approval: October 2025