



Abbeywood
School

Relationships and Sex Education (RSE) Policy

Last Update: September 2021

Next Update: September 2022

Rationale

All schools must have in place a written policy for Relationships and Sex Education (RSE). This policy sets out the framework for Relationships and Sex Education at Abbeywood School providing clarity on how our RSE curriculum is informed, organised and delivered.

This policy was reviewed and developed in response to the following guidance:

- Keeping Children Safe in Education (DfE, 2021)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- 16-19 Study Programmes Guidance (DfE/ESFA, 2019)
- The Independent School Standards Guidance for independent schools (DfE, 2019)
- Review of sexual abuse in schools and colleges (Ofsted, 2021)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)
- Preventing and tackling bullying (DfE, 2017)
- Three steps to RSHE success (Sex Education Forum, 2021)
- Principles of good RSE (Sex Education Forum, 2017)
- Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (UKCCIS, 2016)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, 2015)
- Equality Act 2010: advice for schools (DfE, 2014)
- National Curriculum in England – Key Stages 1-4 (DfE, 2014)

This policy should be read in conjunction with the following school policies:

- Child Protection Policy and Procedures
- Anti-Bullying Policy
- Positive Behaviour Support Policy
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policy
- PSHE and Citizenship Policy
- Science Policy
- RE Policy
- Online Safety Policy
- Data Protection Policy
- IT Systems and Services Acceptable Use Policy
- SMSC and British Values Policy

Aims and Intent

At Abbeywood School, our over-arching aims for RSE are as follows:

- To deliver high-quality and age-appropriate RSE lessons as part of our overall planned school curriculum and ethos
- To fulfil our legal obligations related to RSE, whilst taking account of parental views
- To ensure pupils are provided with accurate information from reliable sources
- To use a range of appropriate resources matched to the strengths and needs of individual pupils

- To provide pupils with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions
- To encourage pupils to remember what they learn to support their ongoing preparation for the future

In order to achieve our aims, we will plan and teach the RSE content set out by the DfE and provided in **Appendix 1** of this policy.

Legal Obligations

The Relationships, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought some compulsory changes into effect in all schools from September 2020.

Relationships Education is now compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) is now compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in all schools. Health Education is already in place at Abbeywood School as it is a requirement of the Independent School Standards which we must comply with as an independent school. Details of what is taught as part of Health Education are outlined in our school's PSHE and Citizenship Policy.

The focus of Relationships Education is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The aim of Relationships and Sex Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It is important to note that primary schools have the option to decide whether or not pupils are taught 'Sex Education'. In order to support pupils' ongoing emotional and physical development effectively, we will offer this for our primary-aged pupils at Abbeywood School, where the teaching and learning is appropriate for the age and maturity of each pupil. However, the vast majority of what is taught as part of 'Sex Education' for our primary-aged pupils, is already covered as part of the National Curriculum for Science or as part of Health Education in PSHE.

For further clarity, please see **Appendix 2** of this policy for an overview of the compulsory aspects of RSE at the different stages of education as set out by the DfE.

Parent and Carer Engagement

At Abbeywood School, we continue to be committed to liaising with parents and carers about all aspects of their child's education. As such, we understand the importance of the role of parents and carers in the development of their child's understanding about relationships, sex and health.

From September 2020, the law required schools to consult with parents and carers on their RSE policy. Consultation must be carried out when the policy is formed and subsequently whenever it is updated.

At Abbeywood School, we will notify parents/carers each September when the policy has been reviewed, updated and uploaded to the school website and we will provide a window of opportunity for all parents and carers to respond with their views. The final version of the policy will then be available on the school website from October onwards for reference.

We will provide additional opportunities for parents/carers to be informed and ask questions about the delivery and content of the RSE curriculum by providing:

- Notification of when RSE topics are to be taught and a summary of the content to be covered
- Opportunities to view and discuss examples of RSE teaching and learning resources
- Information about parents' right to withdraw their child from non-statutory elements of RSE

Parents/carers of new pupils will be provided with all of the above information at the point of admission, regardless of the time of year they join the school.

We understand that parents and carers may have concerns about some aspects of RSE and all views will be listened to and carefully considered. However, the school will ultimately make the final decision about what is to be taught and when, and this will be informed by our statutory obligations as well as the needs of our pupils.

Parents/carers will be provided with opportunities to find out about the progress of their children in RSE related topics; for example, as part of Annual Reviews of EHCPs, during parents' evenings and within termly progress reports.

Right to Withdraw

RSE is an important part of our curriculum and it is hoped that all pupils will participate in all aspects of these lessons. However, the school acknowledges the legal rights of parents/carers as described below:

From September 2020, parents of both primary and secondary-aged pupils ***will not*** be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents of both primary and secondary-aged pupils ***will not*** be able to withdraw their child from any aspect of the National Curriculum for Science (which includes subject content such as {PRIMARY} the names of external body parts, the human body as it grows from birth to old age, and reproduction/offspring in some plants and animals AND {SECONDARY} reproduction in humans and plants, hormones in reproduction, hormone and non-hormone methods of contraception communicable diseases including sexually transmitted infections in humans).

Parents ***will*** be able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education (other than those as listed above) up to and until three terms before the age of 16.

In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education rather than be withdrawn, we will make arrangements to provide the pupil with Sex Education during one of the three terms before the age of 16.

At Post 16, we will continue to offer Sex Education to our pupils as part of their non-qualification activities linked to the development of character, broader skills, attitudes and confidence and in preparation for transition to life beyond school. Parents/carers ***will not*** have the right to withdraw pupils from this.

Roles and Responsibilities

At Abbeywood School, the Headteacher, assumes overall responsibility for ensuring that the organisation and delivery of RSE lessons are carried out by staff who have an appropriate level of

expertise and knowledge and that all pupils make progress in achieving the expected outcomes. The Headteacher is also responsible for managing any requests to withdraw pupils from non-statutory sex education lessons and organising alternative appropriate education.

The PSHE and Citizenship Lead, is responsible for ensuring that RSE is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work. With the support of the Senior Leadership Team, the PSHE and Citizenship Lead is responsible for ensuring that RSE is taught consistently well across the school and is suitably resourced. This may include liaising with and supporting other staff members/external professionals who deliver some/all of the RSE lessons at our school. The PSHE/Citizenship Lead is expected to work closely with the Designated Safeguarding Lead (DSL) as well as colleagues in related curriculum areas to ensure the curriculum is suitable for individual pupils and complements content covered in National Curriculum subjects.

Teachers who are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support and advice and additional professional development wherever necessary to ensure that teaching continues to be well-prepared and of a high standard at all times.

The governance structure provided by Witherslack Group will ensure that the school complies with the provisions of this policy and that legal obligations as related to RSE are fulfilled.

Implementation (Organisation and Delivery)

Effective RSE does not encourage or promote sexual experimentation. At Abbeywood School, RSE is carefully planned and delivered primarily through our PSHE and Citizenship curriculum. PSHE/Citizenship lessons are given a high priority and are timetabled every week for all Key Stages. Some aspects of RSE feature across several topics, yet discrete RSE topics are also planned and delivered, giving full consideration to the timing of this as related to the age and emotional maturity of our pupils. Additional teaching may also take place within assemblies, Science lessons, RE lessons and other areas of the curriculum, but these will be part of our carefully planned approach to RSE and not simply an 'add-on'. Please see **Appendix 3** of this policy for an overview of RSE within our curriculum.

Through effective organisation and delivery of RSE, we ensure that:

- RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question boxes (encouraging pupils to use their names) will allow pupils to raise issues or ask questions which they may find embarrassing.
- Teachers ensure that pupils' views are listened to and encourage them to ask questions and engage in discussion. Ground rules are developed and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.
- Core knowledge is sectioned into units of a manageable size.
- Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work and where relevant are linked to other areas of the curriculum.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum proactively addresses issues in a timely way in line with current evidence on pupils' development as well as their age.
- Groupings are carefully considered by teachers and senior leaders (including the Designated Safeguarding Lead as appropriate) - some classes may be taught in gender-specific groups, on

a one to one basis or within a whole class setting - dependent on the nature of the topic being delivered at the time, the cultural, religious or personal background of pupils, their age and SEND.

- All resources ~~will be~~ are selected carefully and are suitable for the needs of the pupils being taught – inappropriate/illegal images, videos and other materials are not ~~will not be~~ used in any circumstances and all related school policies ~~will be~~ are followed.
- Care ~~will be~~ is taken to ensure that there is no stigmatisation of any pupil based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. children in care or young carers.
- There is an awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this.
- There is a balance between teaching pupils about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of any child who is abused and why victim blaming is always wrong.
- It must be recognised that young people may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner.
- Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.
- There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.
- Steps ~~will be~~ are taken to foster healthy and respectful peer-to-peer communication and we provide an environment which challenges sexual violence and harassment as well as perceived limits on pupils based on their gender or any other protected characteristic.
- There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment (including online), with positive action taken to build a school culture within which these are not tolerated.
- Awareness of the issues of sexting and youth produced sexual imagery are not taught in isolation and instead are taught as part of a developmental PSHE programme with all recent government guidance carefully considered.

Working with other professionals

Working with external agencies can sometimes enhance our delivery of RSE, bringing in specialist knowledge and different ways of engaging pupils. Examples might include a School Nurse or a representative from the NSPCC Speak Out/Stay Safe Programme. The school would only use visitors to enhance teaching provided by our school staff, not to replace it. Staff employed by the school will be present during any RSE session delivered by an external visitor commissioned by the school. It will be agreed with any visitor how confidentiality will work in any lesson and how safeguarding reports are to be dealt with in line with the school Child Protection Policy and Procedures. Similarly, the school will consider whether information-sharing is necessary and will comply with the provisions of the school's Data Protection Policy.

Where external experts are invited to assist from time-to-time with the delivery of RSE, they will be expected to comply with the provisions of this policy and any related policies. In line with the usual procedures and policies of our school, we will check the credentials of all external agencies and we will ensure the teaching delivered by any external experts fits with the planned curriculum and provisions of this policy. The school will discuss with the visitor the details of how they intend to deliver their

sessions and ensure that content is age-appropriate and accessible for all pupils. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

Where a pupil has involvement from specialist external agencies, discussions between those agencies and appropriate senior staff in school, including the school's Designated Safeguarding Lead (DSL), are important in order to ensure that RSE lessons are delivered in a way that is most appropriate for the individual child.

Safeguarding and confidentiality

At Abbeywood School there is a focus on keeping our pupils safe, and the RSE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online, as part of our over-arching curriculum.

The PSHE/Citizenship Lead will liaise with the school's Designated Safeguarding Lead (DSL) in anything that is safeguarding-related within the context of RSE. The DSL is likely to have knowledge of trusted, high quality local resources that could be engaged, as well as knowledge of any particular local issues which may be appropriate to address in lessons. The DSL will liaise with the PSHE and Citizenship Lead about the circumstances of individual pupils if felt to be required and additional professional advice will be sought if needed as related to those pupils.

Our good practice allows pupils to have an open forum to discuss potentially sensitive issues and it is recognised that such discussions could lead to increased safeguarding reports. The school's Child Protection Policy and Procedures must be adhered to at all times and without exception, concerns or disclosures made within or as a result of RSE lessons must be shared with the Designated Safeguarding Lead (DSL). Pupils are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Managing difficult questions

Pupils may ask their teachers or other adults' questions pertaining to sex or sexuality. Given ease of access to the internet, pupils whose questions go unanswered may turn to inappropriate sources of information. At Abbeywood School the PSHE and Citizenship Lead will provide advice on the type of questions which are appropriate and inappropriate to ask and answer within a whole-class setting and the use of Ground Rules with pupils will support this process. Depending on the nature of the questions asked, staff will use their skill and discretion to determine whether a question will be answered at the time. They may decide to explain to a pupil that their question will be returned to at a later time and they may decide to discuss possible responses to questions with a parent/carer, the PSHE and Citizenship Lead, the DSL or a member of the Senior Leadership Team. Answers to questions may then be followed-up with individuals, small groups or a whole class as deemed to be appropriate.

Impact and Assessment

The school has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Our curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Learning is assessed and assessments are used to identify where pupils need extra support, intervention or additional challenge. Whilst there is no formal examined assessment for RSE, teachers will assess all

outcomes to capture progress. Strategies include assessment against the school's own assessment system, known as Wayposts, as well as additional tests/quizzes, written assignments, self/peer evaluations, use of structured questioning, mind-maps, presentations/role-play, pupil interviews and learning portfolios.

Monitoring and Evaluation

Supported by the Senior Leadership Team, the PSHE and Citizenship Lead is responsible for monitoring the quality of teaching and learning in RSE.

The quality of RSE provision is also subject to regular and effective self-evaluation as part of an annual subject report for PSHE and Citizenship. Information to be taken into account includes feedback from lesson visits and learning walks, planning and work scrutiny, pupil and parent feedback and pupil progress.

Other factors to be considered as part of this process are outlined below:

- Is the curriculum effectively managed and are staff teaching RSE suitably skilled and knowledgeable?
- Does the RSE curriculum reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the curriculum as intended?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Are the RSE resources used suitable and accessible?

Policy Review

This policy will be reviewed by the PSHE and Citizenship Lead on an annual basis. As described earlier in this policy, parents and carers will be consulted about the policy and will have an opportunity to share their views. The policy will be available on the school's website and all stakeholders will be notified of any changes.

The next scheduled review date for this policy is September 2022.

APPENDIX 1

The school's curriculum is planned so that the key content is taught at the appropriate time for each pupil. The key content is outlined below and is provided within the *DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education'*. This does not include related content taught as part of the National Curriculum for Science or related content taught as part of Health Education.

By the end of primary school, pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious*).
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any person.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

- where to get advice e.g. family, school and/or other sources.

At secondary school and Post 16 pupils should continue to develop knowledge on topics specified for primary pupils and should also know:

Families

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

Respectful relationships, including friendships

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Related content in the National Curriculum for Science at Key Stages 2-4

KS2

describe the life process of reproduction in some plants and animals

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

describe the changes as humans develop to old age

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

KS3

reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

KS4

Coordination and control

principles of hormonal coordination and control in humans

hormones in human reproduction, hormonal and non-hormonal methods of contraception

homeostasis

AQA Specification references

4.5.3.4 Hormones in human reproduction

Students should be able to describe the roles of hormones in human reproduction, including the menstrual cycle.

During puberty reproductive hormones cause secondary sex characteristics to develop.

Oestrogen is the main female reproductive hormone produced in the ovary. At puberty eggs begin to mature and one is released approximately every 28 days. This is called ovulation.

Testosterone is the main male reproductive hormone produced by the testes and it stimulates sperm production.

Several hormones are involved in the menstrual cycle of a woman.

- Follicle stimulating hormone (FSH) causes maturation of an egg in the ovary.
- Luteinising hormone (LH) stimulates the release of the egg.
- Oestrogen and progesterone are involved in maintaining the uterus lining.

(HT only) Students should be able to explain the interactions of FSH, oestrogen, LH and progesterone, in the control of the menstrual cycle.

(HT only) Students should be able to extract and interpret data from graphs showing hormone levels during the menstrual cycle.

4.5.3.5 Contraception

Students should be able to evaluate the different hormonal and non-hormonal methods of contraception.

Fertility can be controlled by a variety of hormonal and non-hormonal methods of contraception.

These include:

- oral contraceptives that contain hormones to inhibit FSH production so that no eggs mature
- injection, implant or skin patch of slow release progesterone to inhibit the maturation and release of eggs for a number of months or years
- barrier methods such as condoms and diaphragms which prevent the sperm reaching an egg
- intrauterine devices which prevent the implantation of an embryo or release a hormone
- spermicidal agents which kill or disable sperm
- abstaining from intercourse when an egg may be in the oviduct
- surgical methods of male and female sterilisation.

4.5.3.6 The use of hormones to treat infertility

Students should be able to explain the use of hormones in modern reproductive technologies to treat infertility.

This includes giving FSH and LH in a 'fertility drug' to a woman. She may then become pregnant in the normal way.

In Vitro Fertilisation (IVF) treatment.

- IVF involves giving a mother FSH and LH to stimulate the maturation of several eggs.
- The eggs are collected from the mother and fertilised by sperm from the father in the laboratory.
- The fertilised eggs develop into embryos.
- At the stage when they are tiny balls of cells, one or two embryos are inserted into the mother's uterus (womb).

WS 1.1

Developments of microscopy techniques have enabled IVF treatments to develop.

WS 1.3

Understand social and ethical issues associated with IVF treatments.

Although fertility treatment gives a woman the chance to have a baby of her own:

- it is very emotionally and physically stressful
- the success rates are not high
- it can lead to multiple births which are a risk to both the babies and their mothers

Related content in the Health Education curriculum as part of PSHE and Citizenship at Key Stages 2-4

Focus topics:

KS2 – Families and people who care for me

KS2- Physical health and mental wellbeing

KS2 – Caring friendships

KS2 – Respectful Relationships

KS2 – Online relationships

KS2 – Being Safe

KS3/4– Mental wellbeing

KS3 /4– Internet Safety and Harms

KS3 /4– Physical Health and fitness

KS3/4 – Healthy Eating

KS3/4 – Drugs, alcohol and tobacco.

KS3 /4– Health and Prevention

KS3 /4– Basic first aid

KS3 /4– Changing adolescent body

KS3/4 – Families

KS3 /4– Online and media

KS3/4 – Respectful relationships, including friendships

KS3 /4– Being safe

KS3/4 – Intimate and sexual relationships, including sexual health

APPENDIX 2

Please see below an overview of the compulsory aspects (as set out by the DfE) of RSE, within the different stages of education.

	KS1	KS2	KS3	KS4
Relationship education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
PSHE - Health education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Science - reproduction education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Sex education (beyond the compulsory Health and Science aspects of the curriculum)	Schools can choose whether to teach this – parents can withdraw	Schools can choose whether to teach this – parents can withdraw	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child's 16 th birthday

The Independent Schools Standards clarify that PSHE is compulsory and also that where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs must be in place. The DfE/ESFA 16 to 19 study programmes: guidance (2019 to 2020 academic year) clarifies that the 16-19 study programme principles apply equally to students with SEND. Whilst there is no specific reference to RSE in the 16-19 study programmes, the guidance explains that all 16-19 pupils are expected to take part in meaningful non-qualification activity, such as activities to develop confidence, character, resilience and life-skills. In line with the SEND Code of Practice (2015), some young people aged 16 and over may have RSE related outcomes in their EHCPs as part of their transition to adulthood. In addition, the SEND Code of Practice explains that after compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions under the Children and Families Act 2014 applies to young people directly, rather than to their parents.

Schools within the Witherslack Group have chosen to continue to offer RSE for Post 16 students, in response to the above requirements and as a progression of learning for secondary pupils.

APPENDIX 3

Please see below our Curriculum Map which shows when RSE related content is taught within this academic year:

This is shown below for PSHE/Citizenship and Science, it also identifies the accredited courses followed at KS4.

Class/ Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	<p>Health and Prevention To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>To know how medicines, when used responsibly, contribute to</p>	<p>Changing Adolescent Body To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>To recognise their individuality and personal qualities</p> <p>To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>To know about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>To identify the external genitalia and internal reproductive organs in males and females and how the process of</p>	<p>Mental Wellbeing To know how to make informed decisions about health</p> <p>To know about everyday things that affect feelings and the importance of expressing feelings</p> <p>To develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>To recognise that feelings can change over time and range in intensity</p> <p>To develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and</p>	<p>Online and the Media To know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>To know that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>To know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively</p> <p>To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>Being Safe To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>To know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>To develop strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>To know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>To know about seeking and giving permission (consent) in different situations</p> <p>To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out</p>	<p>Internet Safety and Harms To be aware of reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>To know about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>To raise awareness about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>To identify the ways that money can impact on people's feelings and emotions</p> <p>To know how to predict, assess and manage risk in different situations</p>

	<p>health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>To know about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn .</p> <p>Science - Physical changes during puberty Sexual and Asexual reproduction Male and female reproductive systems Conception Pregnancy and birth</p>	<p>puberty relates to human reproduction</p> <p>To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>To know about the new opportunities and responsibilities that increasing independence may bring</p> <p>To develop strategies to manage transitions between classes and key stages</p>	<p>that it is important to discuss feelings with a trusted adult</p> <p>To raise awareness about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>To be aware of strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p>To know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>To know about some of the different ways information and data is shared and used online, including for commercial purposes</p>	<p>about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	
KS3	<p><u>Drugs, Alcohol and Tobacco</u></p> <p>To be aware of the positive and negative uses of drugs in society</p>	<p><u>Online and Media</u></p> <p>To know that features of the internet can amplify risks</p>	<p><u>Families</u></p> <p>To know about different types of relationships, including those within families,</p>	<p><u>Economic Wellbeing, Aspirations, Work and Careers – Choices and Pathways</u></p> <p>To know the options available to them at the</p>	<p><u>Health and Prevention</u></p> <p>To know strategies for maintaining personal hygiene, including oral health, and prevention of infection</p>	<p><u>Citizenship (gap fill)</u></p> <p>To recognise there are human rights, that are there to protect everyone</p>

<p>including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>To identify strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>To know the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>To understand the law relating to the supply, use and misuse of legal and illegal substances</p> <p>To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>To explore information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>To know the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>To know about the concepts of dependence and addiction including awareness of help to overcome addictions</p> <p>Science - Physical changes during puberty Sexual and Asexual reproduction Male and female reproductive systems Conception Pregnancy and birth</p>	<p>and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>To identify strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>To know the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>To understand how the way people present themselves online can have positive and negative impacts on them</p> <p>To know the impact of sharing sexual images of others without consent</p> <p>To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>To know that on any issue there will be a range of</p>	<p>friendships, romantic or intimate relationships and the factors that can affect them</p> <p>To identify indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>To explore the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>To know that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>To know the difference between biological sex, gender identity and sexual orientation</p> <p>To explore the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>To identify the roles and responsibilities of parents, carers and children in families</p> <p>To know how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p>	<p>end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>To know about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>To explore the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p>To know different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>To know about different work roles and career pathways, including clarifying their own early aspirations</p> <p>To know about young people's employment rights and responsibilities</p> <p>To manage emotions in relation to future employment</p>	<p>To know how to access health services when appropriate</p> <p>To know the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society</p> <p>To recognise the importance of sleep and strategies to maintain good quality sleep</p> <p>To recap sexual health, contraception and know the consequences of unintended pregnancy, sources of support and the options available</p>	<p>To know about the relationship between rights and responsibilities</p> <p>To identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</p> <p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>To know about the different groups that make up their community; what living in a community means</p> <p>To value the different contributions that people and groups make to the community</p> <p>To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>
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		<p>viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p> <p>To know how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>To know that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>				
KS4 Year 1	<p><u>Intimate and sexual relationships including sexual health</u></p> <p>To recognise that sexual attraction and sexuality are diverse</p> <p>To manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>To know that intimate relationships should be pleasurable</p> <p>To know how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>To be able to gauge readiness</p>	<p><u>Economic Wellbeing, Aspirations, Work and Careers</u></p> <p>To evaluate and further develop their study and employability skills</p> <p>To evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>To identify how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>To know about the range of opportunities available to</p>	<p><u>Internet safety and harms</u></p> <p>Too know how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p> <p>To explore ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>To identify strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and</p>	<p><u>Health and prevention</u></p> <p>To know about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>To know how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>To make informed lifestyle choices regarding sleep, diet and exercise</p> <p>To be aware of the benefits of having a balanced approach to spending time online</p> <p>To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of</p>	<p><u>Basic First Aid</u></p> <p>To know how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>To know about what is meant by first aid; basic techniques for dealing with common injuries</p> <p><u>Respectful Relationships including Friendships</u></p> <p>To safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p>To identify ways to manage grief about changing relationships including the impact of separation,</p>	<p><u>Economic Wellbeing, Aspirations, Work and Careers</u></p> <p>To know how to effectively budget, including the benefits of saving</p> <p>To know how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>To recognise and manage the range of influences on their financial decisions</p> <p>To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>To develop the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>To evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-</p>

<p>for sexual intimacy</p> <p>To know about the purpose, importance and different forms of contraception; how and where to access contraception and advice</p> <p>To develop the communication and negotiation skills necessary for contraceptive use in healthy relationships.</p> <p>To know the risks related to unprotected sex</p> <p>To know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p>To manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>To understand the impact of sharing sexual images of others without consent</p> <p>To know that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p>	<p>them for career progression, including in education, training and employment</p> <p>To be aware of the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>To know about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p>	<p>alcohol, violent crime and gangs)</p> <p>To understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others</p> <p>Science- Physical and hormonal changes during puberty Sexual and asexual reproduction The menstrual cycle Male and female reproductive systems Sexual intercourse Conception Pregnancy Contraception Fertility treatment</p>	<p>physical and mental health</p> <p>To be aware of the purpose of blood, organ and stem cell donation for individuals and society.</p> <p>Science- Physical and hormonal changes during puberty Sexual and asexual reproduction The menstrual cycle Male and female reproductive systems Sexual intercourse Conception Pregnancy Contraception Fertility treatment</p>	<p>divorce and bereavement; sources of support and how to access them</p> <p>To know ways to access information and support for relationships including those experiencing difficulties</p> <p>To know about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>To be aware of the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>To develop strategies to challenge all forms of prejudice and discrimination</p>	<p>employment full-time, part-time and zero-hours contracts</p>
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	<p>To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p> <p>To know that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p> <p>To know that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>To recognise the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>To know what is meant by sexting and why is it so risky to send personal images. To know the laws around sexting</p>					
KS4 Year 2	<u>Respectful Relationships including Friendships</u>	<u>Economic Wellbeing, Aspirations, Work and</u>	<u>Physical Health and Fitness</u>	<u>Basic First Aid</u> To increase confidence in performing	<u>Drugs, Alcohol and Tobacco Health and Prevention</u>	<u>Families</u> To respond appropriately to indicators of unhealthy

<p>To develop the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>To know about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p>To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>To know law relating to abuse in relationships, including coercive control and online harassment</p> <p>To recognise when a relationship is abusive and strategies to manage this</p> <p>To know about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>To know the legal rights, responsibilities and protections provided by the</p>	<p>Careers</p> <p>To know the labour market, local, national and international employment opportunities</p> <p>To know about employment sectors and types, and changing patterns of employment</p> <p>To research, secure and take full advantage of any opportunities for work experience that are available</p> <p>To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p>To be aware of the benefits and challenges of cultivating career opportunities online</p> <p>To develop strategies to manage their online presence and its impact on career opportunities</p> <p>To develop the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>To know about confidentiality in the workplace, when it should</p>	<p>To make informed lifestyle choices regarding sleep, diet and exercise</p> <p>To know the benefits of having a balanced approach to spending time online</p> <p>To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p>To identify the ways in which industries and advertising can influence health and harmful behaviours</p> <p>To know the purpose of blood, organ and stem cell donation for individuals and society</p>	<p>emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>Recap</p> <p>To know how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>To know how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>To know about what is meant by first aid; basic techniques for dealing with common injuries</p>	<p>To be aware of the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>To explore wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p>To know about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>To know how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p>	<p>relationships, including seeking help where necessary</p> <p>To understand the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>To understand the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p>
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	<p>Equality Act 2010</p> <p>To develop strategies to challenge all forms of prejudice and discrimination</p>	<p>be kept and when it might need to be broken</p> <p>To know the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>				
KS5	None currently in this age range in school					

Person responsible: Miss H Purvis (Deputy Head Teacher) / Mrs L Underwood (PSHE Lead)