



NATIONAL  
CHURCH OF ENGLAND  
ACADEMY

# Health, Relationships and Sex Education Policy

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<b>This review:</b> September 2021	<b>Next review:</b> September 2022	<b>Statutory/non:</b> Statutory	<b>Lead:</b> Rachel Halfpenny – Head of Faculty (Social Sciences)
<b>Associated documents:</b> NCEA – Curriculum Policy NCEA – Single Equality Policy NCEA – SEND Policy			
<b>Links to:</b> Safeguarding & Child Protection Policy Keeping Children Safe in Education SRE Guidance (DfE 0116/2000) The Equality Act 2010 RE and RSHE in Church of England Schools  Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance: <a href="#">Relationships Education, Relationships and Sex Education and Health Education guidance</a> ( <a href="#">publishing.service.gov.uk</a> )			

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# 1 Policy statement and introduction

The government requires that relationships and sex education will be age-appropriate, building knowledge and life skills over time in a way that prepares students for issues they will soon face.

This focuses on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships

NCEA ensures the ARCH values underlie all we do to create an effective climate for learning across the academy.

## **Achievement**

God has given us all talents and abilities. He wants us to develop our talents and use them fully: to have a sense of achievement, and to know the joy of learning.

## **Respect**

This should be at the heart of everything: respect for the environment around us; respect for other people in the way we behave towards them; and respect for ourselves.

## **Charity**

Christians believe that it is important to show love for others, in the way that we treat them. We can help to build a fairer, more just world by sharing our wealth with those who are less fortunate.

## **Humility**

God loves all of us as individuals. In his eyes, we are equally important.

## **Wisdom**

Our aim is not just to instil knowledge, but to teach students how to use learning wisely. As adults we can use our experience to put things into perspective. 3

## **Service**

Jesus told us to serve others, when he washed the feet of his disciples. This means that we must put others before ourselves, and try to see the good in people

In writing this document the RSE and RSHE in Church of England Schools document has been taken into consideration and applied, where appropriate.

## 2 Scope and purpose

Relationship and sex education (RSE) is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health, including online sexting.

NCEA wholeheartedly supports this philosophy and believes it is best taught as part of personal, social, health and citizenship education (at National, this is referred to as Personal Development PD). The programme seeks to promote the spiritual, moral, cultural, mental and physical development of students as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age. It also incorporates the major strands of the National Healthy School Standard.

## 3 Responsibility for implementing the policy

NCEA has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. NCEA has delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Principal.

3.1 Members of the Senior Leadership for the academy will be responsible alongside the Head of Social Sciences for the drawing up of the RSE appendix to this policy. Students have the opportunity to provide their views through student voice activities and parents can contribute through parent consultation activities.

3.2 The appendices must outline how the academy delivers the curriculum on:

- safety in forming and maintaining relationships
- the characteristics of healthy relationships
- how relationships may affect mental and physical health

### Role of senior leaders and Head of Social Sciences in the academy

These members of staff will together:

- a. Manage all aspects of the RSE and health education programme developing curriculum materials where appropriate
- b. Liaise with external agencies to deliver specific elements of the programme
- c. Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum.

The academy may on occasion use external agencies such as Health Care professionals to assist staff with delivery of the RSE and health education programme.

## 4 Aims and objectives of RSE and Health education

The aim of RSE is to help students develop a healthy, safer lifestyle. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help young people develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring, stable relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all students together with sensitivity to the needs of others, loyalty and acceptance of responsibility. All sexual relationships and diverse family groups are also discussed.

## 5 The content and organisation of RSE and health education

RSE and health education will be taught through personal development lessons and the tutor programme. The programme is delivered to all students (see appendix A) by dedicated selected staff. Teaching staff will be present when colleagues are working with a teaching group and will be responsible for preparatory or follow-up work as appropriate. The topics are developed gradually through the programme and enhanced by the academy's pastoral system. The RSE and health education curriculum is organised in a spiral which develops themes/topics taking into account the age and maturation of the students. This means that topics are revisited in greater detail as students get older. Lessons are delivered to mixed-ability teaching groups. A variety of teaching and learning styles will be used to ensure effectiveness and differentiation. Before any lessons begin the teacher will discuss and establish agreed 'ground rules' which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement. Parents right to withdraw their child from any part of any RSE programme is detailed in section 20 below. This procedure is regularly indicated in school brochures and parents/carers mailings. Requests should be made in writing to the Principal. A copy of withdrawal requests will be placed in the students' educational record. NCEA believes in a whole-academy approach and contributions can be made by different curriculum areas. All teaching is reinforced by the general ethos of the academy in creating a supportive environment for all students. Students are regularly informed of who can offer confidential support and where they can access sexual health services. Across all key stages, students will be supported with developing the following skills:

- communication (including how to manage changing relationships and emotions);
- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;
- informed decision making;
- self-respect and empathy for others;
- recognising and maximising a healthy lifestyle;
- managing conflict;
- discussion and group work.

Students at the National Academy will receive one period of Personal Development lessons per week, each lasting for a total of 50 minutes. The RSE and health education programmes will be amalgamated into the wider Personal Development schemes of work.

The academy delivers the curriculum on safety in forming and maintaining relationships, the characteristics of healthy relationships and how relationships may affect mental and physical health through discreet personal development lessons in key stage three and four. In each year group elements of each area are covered and revisited and built upon in an age appropriate way.

The Personal Development department falls under the jurisdiction of the social sciences faculty.

See appendix C for a more detailed breakdown of the coverage of RSE across key stage three and four.

### [RSE subject overview:](#)

RSE will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

## **Families**

By the end of secondary school, students will know:

- 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 children, including the characteristics of successful parenting.

Students will also know 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 recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

## **Respectful relationships, including friendships**

By the end of secondary school, students will know:

- 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 relationships.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Being safe**

By the end of secondary school, students will know:

- 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 – this includes online.

### **Intimate and sexual relationships, including sexual health**

By the end of secondary school, students will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

#### Health education subject overview:

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

#### **Mental wellbeing**

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

#### **Internet safety and harms**

By the end of secondary school, students will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

#### **Physical health and fitness**

By the end of secondary school, students will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.



- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

By the end of secondary school, students will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

By the end of secondary school, students will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

### **Health and prevention**

By the end of secondary school, students will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid**

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- [Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

## Changing adolescent body

By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

## 6 Sensitive issues

It is inevitable that controversial issues may occur as part of RSE e.g. divorce, rape, abortion, etc. The issue will be addressed with sensitivity and at a level appropriate to the age group, in an objective manner free from personal bias. Account must be taken of different viewpoints, e.g. different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

Where students approach members of staff with concerns about lessons which cover sensitive or distressing content, staff will inform the faculty leaders who will check with the safeguarding leads about any issues which would prevent the student from being able to actively participate in lessons with their peers. Each case will be looked at independently and where appropriate, students may work away from their class group for the lesson which could cause distress/upset.

## 7 Confidentiality and disclosure

It is almost inevitable that effective RSE which allows for open discussion to take place may lead to disclosures from students. It is essential that those teaching RSE are completely familiar with the child protection procedures. Student disclosures or suspicion of abuse must be followed up with the student concerned, that same day and referred to the designated senior teacher for child protection or the designated person. They will deal with these disclosures or suspicions in line with the child protection policy.

## 8 Health professionals

They are bound by their own professional codes of conduct, but in the classroom setting they are also bound by relevant academy policies. Outside the teaching situation they can give one-to-one advice or information to a student on health related matters including contraception.

The academy uses the service of specialist public health practitioner; students can access the drop in service provided and students can also be seen 121 through referrals made to the healthy families team.

## 9 Teenage pregnancy – contraception advice

By law teachers are not allowed to give individual or personal advice. They may offer advice, but only to a group with reference to legal situation and the aspect of sexually transmitted diseases. However, students should be educated as to the other sources of advice and support.

## 10 Family life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with the emphasis on; respect; caring and support. RSE will be taught as a part of family life within a permanent, monogamous, heterosexual relationship. All family groupings are discussed and respected.

## 11 Religion and faith

Through citizenship or personal and social development lessons and by linking to other curriculum areas such as religious studies. Students are made aware of other religions, faiths, cultures and citizenship. Where there is a cultural or ethnic mix in the classroom, teachers will need to make themselves aware of pertinent issues relating to the needs of specific students, for example, discussion of some topics in a mixed sex group is forbidden in some religions.

Please see the section 1 in regards to the academy's core ARCH values.

## 12 Equal opportunities, inclusion and disability

RSE must be inclusive and should seek to help young people to:

- a. Be aware of sexuality
- b. Understand the arguments for and benefits of delaying sexual activity
- c. Understand the reasons for having protective sex
- d. Value themselves and others
- e. Avoid exploitation

Whilst these issues are pertinent for all young people regardless of their physical or intellectual capabilities it is essential that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

## 13 Children and young people in public care

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSE at home, at their academy and in care because of the often disrupted pattern of their experiences. Designated staff from the academy will ensure that each young person's entitlement is met in this regard.

## 14 Lesbian, gay, bisexual and transgender (LGBTQ+)

Within the PSHE framework, teachers should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying.

The sexual, social, emotional and mental health needs of LGBTQ+ young people will be addressed through designated staff at the academy or other externally sourced professionals.

NCEA is committed, through a formal partnership with Stonewall, to promote the well-being of children who identify as LGBTQ+, and to educate the wider academy community on issues around gender identity.

### Homophobic Bullying

NCEA will take positive steps to eradicate homophobia as a motivator for bullying. Through citizenship, personal and social development lessons and subjects such as religious studies work will include discrimination; social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people.

Homophobic bullying within the academy is not acceptable. NCEA will support all students in a positive manner observing the protected characteristics of the Equality Act 2010.

The NCEA has a zero tolerance approach to all forms of bullying and a highly effective support system for victims. Full details of these systems and processes are available.

## 15 HIV/AIDS awareness and sexually transmitted infections (STIs)

As part of the RSE programme issues of contraception; HIV/AIDS; STIs; sexuality and abortion are addressed. Facts are presented in a balanced and objective way, with students being encouraged to consider their attitudes and values. They are made aware of the difference between fact, opinion and religious belief.

## 16 RSE and students with special educational needs and disability

NCEA is an inclusive organisation. Students with special educational needs and disability will, wherever possible, follow the mainstream curriculum and may have supporting lessons from a teaching assistant. The students' opinions will be sought and valued as with all students. Appropriate interventions will be made to enable the academy to handle SEN as appropriate on an individual basis.

## 17 Staff training

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. NCEA will support the use of visitors from outside the trust (such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE).

## 18 Monitoring, evaluation and review

To ensure that the RSE programme is effective; is meeting the needs of students and complies with RSE guidelines the following strategies will be used to quality assure the NCEA RSE programme:

- a. Evaluation self-review from students after specific topics or at the end of key stages
- b. Comments from students and representatives of the Student Forum
- c. Whole class discussions

## 19 Dissemination of the policy

The policy will be located on the NCEA website to ensure that it is disseminated to all stakeholders. Copies will be available at the academy reception and the academy website will have a direct link to this policy and the appendix.

## 20 Parental rights to withdraw

NCEA are committed to ensuring that the education provided to students in relationships education and RSE is appropriate to the age of students and their religious background. This provision enables our academy to teach these subjects according to the tenets of its faith, whilst still being consistent with requirements of the Equality Act.

From September 2020:

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

Where students are withdrawn from sex education, NCEA will document the process to ensure that the student receives appropriate, purposeful education during the period of withdrawal.

## 21 Review of the policy

This policy is reviewed annually by the Social Sciences head of faculty who will monitor the application and outcomes of this policy to ensure it is working effectively.

This particular iteration of the RSE statutory policy may be reviewed in September 2021, to bring policy alignment with other academies policies that should follow the academic yearly cycle September to August.

## Appendix A

### Content

The RSE content of PSHE/Citizenship/Curriculum Days is detailed below.

It aims to address:

- **Puberty changes:** personal hygiene, expectation of change, body image, variety and stereotypes
- **Relationships:** relationship skills, self-image and identity, body language, relationships with family and friends, platonic and sexual relationships, morality in relationships, coping with abuse
- **Human sexuality:** questions about human sexuality, sexual alternatives, HIV & AIDS, the expression of sex within relationships, the right not to be sexually active, peer group and media pressures, the importance of safe sex
- **Sexual exploitation:** an understanding of actual or attempted abuse of position of vulnerability, differential power, or trust, for sexual purposes
- **Female Genital Mutilation** – including associated ethical and moral questions
- **Population, growth and control:** population growth, the choice of parenthood, discussion of contraceptive methods
- **Education for parenthood:** the nature of families – pressures and responsibility, parenting skills
- **Gender role:** changing attitude to gender role; sexism, equal opportunities
- **STIs and abortion:** including associated ethical and moral questions
- **Agencies:** voluntary and statutory help available for individuals and families

It should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their own sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections, including HIV
- Avoid being exploited or exploit others
- Avoid being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and, if necessary, treatment

### **A value framework for RSE**

Young people should be taught RSE within a framework that models and encourages the following values:

- A respect for self
- A respect for others
- Non-exploitation in sexual relationships
- Commitment, trust and bonding within sexual relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and others
- An exploration of the rights, duties and responsibilities involved in sexual relationships
- Compassion, forgiveness, mercy and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation
- Self-discipline regarding their sexuality

## Appendix C

YEAR 7	
Term	Topic
Pentecost 1	Keeping good friendships and avoiding toxic ones.
Pentecost 1	Family relationships - the different types and why we don't always get along.
Pentecost 1	Love and relationships - falling in love and dealing with new feelings.
Pentecost 1	PIP update
Pentecost 2	Bullying or banter? Why do people bully others and how can we stop this?
Pentecost 2	What is cyber bullying?
Pentecost 2	How do we keep safe and positive relationships (on and offline)?
Pentecost 2	What is my personal identity and why is it so important?
Pentecost 2	Extremism.
YEAR 8	
Term	Topic
Lent 2	How do we have safe sex and use different forms of contraception?
Lent 2	How do we keep good sexual health and avoid STIs?
Pentecost 1	What is consent and why is it important we know about it?
Pentecost 1	What is sexting and why is it so risky to send personal images?
Pentecost 1	What is pornography and why can it be dangerous?
Pentecost 1	How can we prevent radicalization and recognize the signs of extremism?
Pentecost 1	Who are extremist groups and why are they so dangerous?
Pentecost 2	Where does extremism come from?
Pentecost 2	How do religious extremists attract converts?
Pentecost 2	Islamophobia - do Muslims really want Sharia law in Britain?
Pentecost 2	How can British values teach us tolerance and respect for others?
Pentecost 2	Domestic conflict - why do people run away from home and why is this so dangerous?
YEAR 9	
Term	Topic
Pentecost 1	Who are the LGBT community and what would they like us to know?
Pentecost 1	Why are British communities so diverse? (Immigration and diversity focus).
Pentecost 1	What are domestic violence and abusive relationships? Healthy and unhealthy relationships.
Pentecost 1	CSE - how are children and young people lured in to dangerous relationships and what do these look like?
Pentecost 1	Body image and the media 1 (focus on boys).
Pentecost 2	Body image and the media 2 (focus on girls).
Pentecost 2	Body image and the media 3 - does the media contribute to eating disorders?
Pentecost 2	Can we respect and celebrate British values and the religion and culture of our choice?
Pentecost 2	Can we respect and celebrate British values and the religion and culture of our choice? (lesson 2)
Pentecost 2	What is peer pressure - why is it so powerful and how can this be overcome?
YEAR 10	
Term	Topic
Lent 2	Same sex relationships (LGBT+)
Pentecost 1	What are forced and arranged marriages and what do we need to know?
Pentecost 1	Gender and Trans Identity LGBT+
Pentecost 1	Why do sexism, gender prejudice and stereotypes still exist?
Pentecost 1	What is community cohesion and why is this important? (British Values)
Pentecost 1	Revenge Porn – What is this and how can we prevent ourselves from being victims?
Pentecost 2	Do we have healthy or unhealthy relationships with our role models?



Pentecost 2	Harassment and stalking – what are these things and what does the law say about it?
Pentecost 2	Parenting, the different types and styles and looking after a child.
Pentecost 2	Relationships types and sexuality
Pentecost 2	What is Chem Sex and what do we mean when we talk about safe sex?
YEAR 11	
Term	Topic
Lent 1	Bullying - body shaming.
Lent 1	What is “Good Sex”?
Lent 1	Why is it essential we know about consent, rape and sexual abuse?
Lent 1	How can we make ourselves and other people feel more positive and why is happiness important?
Lent 1	How can we manage conflict successfully?
Lent 1	Do we have healthy or unhealthy relationships with our role models?

## Appendix D

YEAR 7	
Term	Topic
Advent 1	What do we mean by a healthy lifestyle? Health introduction
Advent 1	How can I keep healthy? Food groups, diet, nutrition
Advent 1	Eating responsibly – food labels and health hazards
Advent 1	Not eating healthily – what are the consequences?
Advent 1	The dangers of cigarettes and alcohol
Advent 2	What’s the big deal about energy drinks?
Advent 2	Puberty – what happens, when and why?
Advent 2	What is FGM and why is it dangerous?
Advent 2	Introduction to mental health issues – depression focus
Advent 2	What are drugs? Why are they dangerous?
Lent 1	How can we manage our anger?
Lent 1	Exercise
YEAR 8	
Term	Topic
Advent 1	Personal development and target setting - how can I improve my skills and behavior?
Advent 1	How can self confidence boost our achievement?
Advent 1	How can I manage my behavior to achieve targets and goals?
Advent 1	Why do teenage parents have it so tough? How we can avoid teenage pregnancy?
Advent 1	Stereotyping, discrimination and prejudice. Disability focus
Advent 1	How can we look after ourselves and others in an emergency? Personal safety and first aid
Advent 2	What is vaping and is this as bad as smoking?
Advent 2	What is mindfulness? How can this aid positive mental health?
Advent 2	Emotional literacy - why is self-awareness in our actions towards others so important?
Advent 2	Cancer awareness
YEAR 9	
Term	Topic
Advent 1	Why do we need to keep rules in order to succeed?
Advent 1	How can we foster a Growth Mindset to succeed and achieve?
Advent 1	How can I develop interpersonal skills to help me succeed?

Advent 1	How can we manage the stress of school and exams?
Advent 1	Why do people take illegal drugs and what does the law say about drug use?
Advent 1	Why do people become selfie obsessed and consequences this can have?
Advent 2	What are the short and long-term consequences of excess alcohol drinking?
Advent 2	What is self - harm and why do people do this?
Advent 2	How are we protected from prejudice and discrimination?
Advent 2	Mental health - how can I deal with and manage anxiety?
Advent 2	Responsible health choices-blood donation, stem cells, vaccinations
Advent 2	Why can't some people access education?
Lent 1	Acid attacks
<b>YEAR 10</b>	
<b>Term</b>	<b>Topic</b>
Advent 1	Why do some people commit suicide?
Advent 1	How can we manage grief and bereavement?
Advent 1	Risk taking
Advent 1	What is binge drinking, what are the risks and why do people still do it?
Advent 1	Fertility and reproductive health issues
Advent 1	First aid
<b>YEAR 11</b>	
<b>Term</b>	<b>Topic</b>
Advent 1	Gambling and online gaming
Advent 1	How can we manage our time effectively to help us succeed?
Advent 1	Perseverance and procrastination
Advent 1	Why do we need sleep and how does sleep deprivation affect us?
Advent 2	How can we manage social anxiety?
Advent 2	Study skills - the power of mind and memory
Lent 1	Privilege - How does this affect us all?
Lent 1	Social media and self esteem
Lent 2	Why do we still need an international women's day
Lent 2	Internet safety-the dangers of excessive screen time
Lent 2	Personal safety in the Wider World
Lent 2	GCSE revision and study skills
Pentecost 1	GCSE revision and study skills