



Relationships, Sex and Health Education Procedure



Partner school
John Taylor Multi Academy Trust

Introduction and Aims:

The purpose of this procedure is to ensure that our Relationship and Sex Education (RSE) and our Health Education meets all legal requirements expected of an establishment delivering Secondary Education. In addition, preparing pupils for a healthy and happy adult life is something here at Chase Terrace we feel passionately about. Furthermore, there is a need for good and non-harmful relationships between our pupils and an affective Relationship and Sex Education programme can encourage this.

The procedure applies to all pupils at Chase Terrace, and we see the curriculum as a total learning experience, which includes not only the taught PD sessions but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis to ensure that all of them make the best progress possible and attain high standards and understanding.

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around sexuality and relationships.
- To ensure LGBTQ+ issues are discussed frequently, openly and to ensure that heteronormativity isn't the norm.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils understand that healthy relationships are an important part of wellbeing.

Statutory requirements:

Our procedure follows the statutory guidance given by the government (DfE). Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

As a Secondary school, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education.

Legal framework:

This procedure has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- 'The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education 2023'.
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2021) 'Relationships Education, Relationships and Sex Education and Health Education'

Delivery of RSE:

Our RSE is taught as part of our PSHE curriculum. The course is delivered to all pupils through PSHE learning sessions taught by our PD teachers. There are two sessions of PSHE taught a week for all year groups during the 30 min PD time. Elements of the programme may be supported through School assemblies and bringing in of additional expertise, such as outside speakers.

For the purpose of this procedure:

- "RSHE" is used to refer to the overall programme of relationships, sex and health education.
- "RSE" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, pupils, and parents in the following ways:

- questionnaires
- meetings
- letters
- training sessions.

The majority of the RSHE curriculum will be delivered through PSHE education, with statutory elements taught via the PD curriculum.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled. The RSHE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

RSE subject overview:

RSE will continue to develop pupils' 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, pupils 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.

Pupils 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, pupils will know:

- about 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.
- about 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.
- about 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.

Online and media:

By the end of secondary school, pupils will know:

- their rights, responsibilities, and opportunities online, and that the same expectations of behaviour apply in all contexts.
- about online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- how information and data is generated, collected, shared and used online.

Being safe:

By the end of secondary school, pupils will know:

- about 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, pupils 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 pressuring 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.

RSE programmes of study:

The school will determine an age-appropriate, developmental curriculum, which meets the needs of young people and includes the statutory content documented above in this procedure.

The RSE programmes for each year group are accessible on the school website.

Health education subject overview:

The physical health and mental wellbeing curriculum will continue to develop pupils' 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, pupils 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.
- about 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, pupils will know:

- about 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, pupils 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.

Healthy eating:

By the end of secondary school:

- pupils 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, pupils 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, pupils will know about:

- personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- 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, pupils 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, pupils will know:

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

Health education programmes of study:

The school will determine an age-appropriate, developmental curriculum, which meets the needs of young people and includes the statutory content determined in the above of this procedure.

The RSE programmes for each year group are accessible on the school website.

Delivery of the curriculum:

Through effective organisation and delivery of the RSHE, we will ensure that:

- core knowledge is sectioned into units of a manageable size.
- the required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- 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.

RSHE complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional, and sexual development.

RSHE will be delivered in a non-judgemental, age-appropriate, factual, and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate, and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g., the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g., cultural background.

All teaching and resources are assessed by the RSE and Health Education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds, and meet the needs of any SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Procedure and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be used to avoid stigmatising pupils on the basis of their home circumstances.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appears as instructive rather than preventative.

Teachers will ensure lessons focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Curriculum organisation:

The RSHE programme is delivered through a variety of opportunities including:

- designated PSHE time as part of a PD curriculum
- use of external agencies and services
- school values
- small group work
- cross-curricular links
- assemblies
- drop down days
- residential trips

Terminology:

Pupils will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure pupils are not left vulnerable.

Dealing with difficult questions:

It is important that all school staff feel comfortable to take RSHE classes and answer questions from pupils. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the pupils, and their learning will be compromised.

The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader.

Working with parents:

The school understands that parents' role in the development of their children's understanding about relationships and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

When in consultation with parents, the school will provide:

- the curriculum content, including what will be taught and when.
- examples of the resources the school intends to use to deliver the curriculum.
- information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents.

If parents have concerns regarding RSE and health education, they may submit these via email to office@chaseterraceacademy.co.uk , or contact the school

office to arrange a meeting with the Assistant Headteacher responsible for PSHE/RSE on 01543 682286.

Working with external agencies:

Working with external agencies can enhance our delivery of RSHE and brings in specialist knowledge and different ways of engaging pupils.

External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this procedure.

When working with external agencies, the school will ensure:

- a teacher is present throughout these lessons.
- the lesson the external expert has planned fits with the school's planned curriculum.
- the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Procedure.
- the expert's lesson plan is age-appropriate and accessible for the pupils.
- that the materials the expert intends to use, meets all pupils' needs, including those with SEND.
- that procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Procedure.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

Withdrawal from lessons:

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the Assistant Headteacher responsible for PSHE/RSE.

Before granting a withdrawal request, the Assistant Headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The Assistant Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented and these records will be kept securely in the pupils file in line with the school's Records Management Procedure.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this

point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the Assistant Headteacher will liaise with the SENDCo and will take the pupils' specific needs into account when making their decision.

Equality and accessibility:

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics:

- age
- sex
- race
- disability
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership
- sexual orientation

The school will consider the backgrounds, gender, age-range, and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school will design the RSHE curriculum to be inclusive of all pupils.

The school will be aware that some pupils are more vulnerable to exploitation, bullying, and other issues due to their characteristics, e.g., SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to deliver appropriately the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, and developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils and provide an environment that challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Child Protection and Safeguarding

Safeguarding and confidentiality:

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g., self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils.

Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's GDPR Data Protection Procedure.

Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g., disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. The teacher will upload the disclosure onto My Concern in line with the Safeguarding procedure.

Pupils will be made aware of how to raise their concerns or make a report and how their report will be handled – this includes the process for when they have a concern about a peer.

Monitoring and review:

The Assistant Headteacher and PSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject.

The Assistant Headteacher and PSHE subject leader will conduct subject assessments on a half termly basis, which will include a mixture of the following:

- self-evaluations
- surveys
- topic reviews
- learning walks

- work scrutiny

The Assistant Headteacher and PSHE subject leader will create annual subject reviews for the headteacher and governing board to report on developments and updates within the subject.

The Assistant Headteacher and PSHE subject leader will work regularly and consistently with the Headteacher and PSHE link governor, e.g., through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Reviewed by Governing Body:	November 2024
Adopted:	November 2024
Review date:	November 2025

PSHE curriculum overview 24/25:

Year 7:

Autumn 1 – 8-week term:	Learning journey focus – promoting independence: W1 – introduction to British values. W2 – what is PSHE? W3 – starting secondary school. W4 – managing feelings/ emotions W5 – healthy friendships – include inappropriate touching W6 – building confidence W7 – working well in groups W8 – PSHE half-termly review
Autumn 2 – 7-week term:	Learning journey focus – Wider experiences: W1 – Why is diversity good for us? W2 – Challenging stereotypes W3 – Verbal bullying and banter W4 – Emergency first aid W5 – Managing money at secondary school W6 – Aspirations/ careers W7 – PSHE half-termly review.
Spring 1 – 6- week term:	Learning journey focus – RSE: W1 – Puberty W2 – Puberty W3 – Unwanted contact W4 – Unwanted contact W5 – Am I ready for a boyfriend/ girlfriend? W6 – PSHE half-termly review.
Spring 2 – 7- week term:	Learning journey focus – RSE continued... W1 – What are relationships? W2 – Positive romantic relationships W3 – Healthy ways to manage relationships W4 – Relationships and the media W5 – Relationships and the media W6 – Accepting responsibility W7 – PSHE half-termly review.
Summer 1 – 4-week term:	Learning journey focus – Health, safety and wellbeing: W1 – Challenging mental health stigma W2 – Mental health disorders W3 – how can we manage anger? W4 – PSHE half-termly review.
Summer 2 – 7-week term:	Learning journey focus – Health, safety and well-being continued. W1 – Legal and illegal drugs W2 – Attitudes about alcohol W3 – Attitudes to tobacco/ vaping and cannabis W4 – Energy drinks W5 – Hygiene and dental health W6 – Healthy living (exercise and keeping active) W7 – PSHE half-termly review.

Year 8:

Autumn 1 – 8-week term:	Learning journey focus – Rights, responsibilities and FBV: W1 – Introduction to PSHE W2 – equality W2 – Championing the LGBTQ+ community W3 – Stereotypes (focus on racism/ disability) W5 – Gender identity W6 – Why is diversity good for us? W7 – PSHE half-termly review.
Autumn 2 – 7-week term:	Learning journey focus – careers:
Spring 1 – 6- week term:	Learning journey focus – RSE: W1 – love and relationships – falling in love and dealing with new feelings W2 – Positive and respectful intimate relationships W3 – Am I ready for a sexual relationship? W4 – sexting W5 – Contraception W6 – PSHE half-termly review.
Spring 2 – 7- week term:	Learning journey focus – Health, safety and well-being: W1 – importance of sleep W2 – stress W3 – bereavement W4 – Gambling W5 – smoking and quitting W6 – PSHE half-termly review.
Summer 1 – 4-week term:	Learning journey focus – Promoting independence: W1 – What are savings, loans and interest? W2 – Why do we pay tax and how is it spent? W3 – What is income and expenditure? W4 – PSHE half-termly review.
Summer 2 – 7-week term:	Learning journey focus – Wider experiences: W1 – CPR W2 – Isolation and mental health W3 – How to travel sensibly W4 – Water safety W5 – Keeping safe in large cities W6 – sleep W7 – PSHE review

Year 9:

<p>Autumn 1 – 8-week term:</p>	<p>Learning journey focus – RSE (wider relationships focus): W1 – introduction to British values. W2 – PSHE in Y9 W3 – positive and respectful online relationships W4 – managing misunderstandings W5 – gangs and knife crime W6 – personal and social consequences of knife crime/ gang culture W7 – Drug use/ county lines W8 – PSHE review</p>
<p>Autumn 2 – 7-week term:</p>	<p>Learning journey focus – Rights, responsibilities and FBV: W1 – Bullying W2 – How can the British values teach us tolerance and respect for others? W3 – How to stay safe online W4 – Different online behaviour W5 – What is grooming? W6 – Who can support and help victims of grooming? W7 – PSHE half-termly review.</p>
<p>Spring 1 – 6-week term:</p>	<p>Learning journey focus – Health, safety and wellbeing (mental health focus): W1 – Mental health disorders W2 – Why do people self-harm? W3 – Addictions (focus on cannabis, cocaine, alcohol) W4 – Why do people take illegal drugs and what does the law say about drug use? W5 – Impact of drugs and alcohol on mental health W6 – PSHE half-termly review.</p>
<p>Spring 2 – 7-week term:</p>	<p>Learning journey focus – RSE (intimate relationships focus): W1 – Laws and rights in relationships W2 – Stages of romantic relationships W3 – Contraception W4 – Sexually transmitted infections W5 – pregnancy and choice W6 – pregnancy and miscarriage W6 – PSHE half-termly review.</p>
<p>Summer 1 – 4-week term:</p>	<p>Learning journey focus – careers:</p>
<p>Summer 2 – 7-week term:</p>	<p>Learning journey focus – Rights, responsibilities and FBV: W1 – Equality and the law W2 – mental health and volunteering W3 – stereotyping sex and gender W4 – What are the LGBTQ+ community and what would they like us to know? W5 – Why are British communities so diverse? Immigration and diversity focus. W6 – Impact of ethnic minority groups in society W7 – PSHE half-termly review.</p>

Year 10:

Autumn 1 – 8-week term:	Learning journey focus – Health, safety and wellbeing: W1 – introduction to British values. W2 – PSHE in Y10 W3 – Preparing for change W4 – Helping a friend or relative who is struggling to cope W5 – How words can affect mental health W6 – Unhealthy coping strategies and warning signs W7 – Support for mental health W8 – PSHE half-termly overview
Autumn 2 – 7-week term:	Learning journey focus – careers:
Spring 1 – 6-week term:	Learning journey focus – RSE: W1 – Laws and rights in relationships W2 – stages of a relationship W3 – marriage and the law W4 – divorce W5 – domestic abuse W6 – PSHE half-termly review.
Spring 2 – 7-week term:	Learning journey focus – Promoting independence/ HSW: W1 – Confidence and self-esteem W2 – Anxiety and depression W3 – online body image W4 – Impact of eating disorders W5 – Improving relationships W6 – Getting support W7 – PSHE half-termly review.
Summer 1 – 4-week term:	Learning journey focus – Promoting independence (finance) W1 – Homelessness W2 – Managing money – tax/ money W3 – Navigating accounts, savings loans and financial institutions. W4 – PSHE half-termly review.
Summer 2 – 7-week term:	Learning journey focus – Rights, responsibilities and FBV: W1 – the influence of social media in ideologies W2 – What makes us different? W3 – Religious tolerance W4 – The impact of extremist views W5 – PREVENT W6 – Hate crimes W7 – PSHE half-termly review.

Year 11:

<p>Autumn 1 – 8-week term:</p>	<p>Learning journey focus – Health, safety and wellbeing (mental health focus): W1 – Review of British values. W2 – what is PSHE? W3 – Developing resilience W4 – receiving feedback/ handling judgement W5 – stress, anxiety and depression W6 – impact exams on mental health W7 – how to cope during exam periods Revision techniques W8 – PSHE half-termly review</p>
<p>Autumn 2 – 7-week term:</p>	<p>Learning journey focus – HSW (physical health focus): W1 – immunisations and vaccinations W2 – HIV and AIDs W3 – Sexual health W4 – fertility and reproductive health issues W5 – What is binge-drinking? W6 – Mental health – focus on suicide and where to access key support. W7 – PSHE half-termly review.</p>
<p>Spring 1 – 6-week term:</p>	<p>Learning journey focus – Promoting independence: W1 – What is fake news and why do we need critical thinking skills? W2 – What is anti-social behaviour and how does this affect communities? W3 – What is overt and covert racism and why are people still prejudiced? W4 – Why do we need Pride month? W5 – Why do we still need an International women's day? W6 – PSHE half-termly review.</p>
<p>Spring 2 – 7-week term:</p>	<p>Learning journey focus – RSE: W1 – Same-sex relationships W2 – What are forced and arranged marriages and what do we need to know? W3 – Gender and transgender identities W4 – Why do sexism, gender prejudice and stereotypes still exist? W5 – Why is it essential we know about consent, rape and sexual abuse? W6 – How can we make ourselves and other people feel more positive and why is happiness important? W7 – PSHE half-termly review.</p>
<p>Summer 1 – 4-week term:</p>	<p>Learning journey focus – careers:</p>
<p>Summer 2 – 7-week term:</p>	<p>Students left for study leave...</p>