

Garstang Community Academy

# PSHE and Relationship and Sex Education Policy



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**From September 2020 the Government renamed Sex and Relationships Education- Relationships and Sex Education (RSE). RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education.**

## **1. Vision & Objectives**

### **1.1 Vision and Intent**

At Garstang Community Academy we believe in creating inspirational learning experiences to enable all of our students to achieve individual excellence and thrive as happy, independent and responsible young adults. A strong PSHE curriculum plays an important role in helping pupils develop into these well-rounded members of society, preparing them for the opportunities, responsibilities and experiences of life.

Our PSHE curriculum is strongly interlinked to our RSE and health education delivery, but there are also some cross-curricular links within the RE and Science curriculum. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. It is the lifelong learning about physical, moral, social and emotional development.

We are committed to the important role that RSE plays in pupils' holistic education and we aim to build on the RSE programmes covered in Primary School. Effective RSE is achieved through successful relationships between health services, up-to-date information, understanding current trends and liaising with a range of agencies for better outcomes for pupils.

### **1.2 Objectives**

At Garstang Community Academy our **PSHE Programme** seeks to:

- 1.2.1. Be age appropriate and differentiated to the needs of the pupils including SEN, visually impaired pupils and any other disabilities that require a bespoke curriculum
- 1.2.2 Present information in an objective, balanced and sensitive manner
- 1.2.3 Prepare pupils for the journey from adolescence to adulthood
- 1.2.4 To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- 1.2.5 To allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- 1.2.6 To develop appropriate skills in literacy and numeracy.
- 1.2.7 To develop programmes of study and experiences which will enhance pupil's self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- 1.2.8 To provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- 1.2.9 To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- 1.2.10 To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.

- 1.2.11 To equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- 1.2.12 To encourage appreciation of, and concern for, the environment.
- 1.2.13 To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- 1.2.14 To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- 1.2.15 To provide pupils with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- 1.2.16 To enable pupils to make informed choices when considering the development of a healthy and safer lifestyle.
- 1.2.17 To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff

At Garstang Community Academy our **RSE Programme** seeks to:

- 1.2.18 Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- 1.2.19 Be fully inclusive of all genders, sexual orientations and all types of families (LGBT+ inclusive)
- 1.2.20 Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- 1.2.21 Reinforce the importance of loving relationships, rooted in mutual respect
- 1.2.22 Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- 1.2.23 To represent all types of families and to explore the different methods for starting a family
- 1.2.24 Ensure pupils can identify the qualities of healthy and unhealthy relationships
- 1.2.25 Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity
- 1.2.26 Make pupils aware how and where to seek help if they are in an unhealthy or abusive relationship
- 1.2.27 Provide pupils with a safe environment to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- 1.2.28 Ensure that pupils have a clear understanding of sexual and reproductive biology, including knowledge of sexually transmitted diseases
- 1.2.29 Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception
- 1.2.30 Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- 1.2.31 Develop pupils' understanding of the dangers of pornographic material

## 2. Legal Requirements and Key Responsibilities

### 2.1 Legal Requirements

Under the Education Act (1996/2002) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

*The guidance document ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers’ become statutory in September 2020. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, ‘school’ means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.*

**See appendix 1 and 2 for further information on curriculum content.**

### 2.2 Key Roles and Responsibilities

- 2.2.1 The Governing body has overall responsibility for the implementation of the school’s PSHE and SRE Policy.
- 2.2.2 The Governing body has overall responsibility for ensuring that the PSHE and RSE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.2.3 The Head Teacher has overall responsibility for reviewing the PSHE and RSE Policy annually.
- 2.2.4 The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.
- 2.2.5 The Head Teacher will be responsible for the day-to-day implementation and management of the PSHE and RSE Policy.
- 2.2.6 The PSHE and RSE Co-Ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE and SRE education that achieves the aims laid out in this policy.
- 2.2.7 The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.2.8 The school will work with parents to ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- 2.2.9 The school ensures that pupils are also involved in the creation of this policy through pupil voice and evaluation.

### 3. Course Content and Assessment

#### 3.1 Content

Our RSE curriculum is published on our school website and detailed content of the Relationships & Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.***

##### ***Relationships and Sex Education...***

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

##### ***Physical health and mental wellbeing...***

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

#### 3.2 Assessment

- 3.2.1 The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular in class feedback on their progress, where appropriate.
- 3.2.2 Pupils will complete 'Assess' tasks each lesson as a method of formative assessment, to check their understanding and inform future planning
- 3.2.3 There is no formal reporting to parents/carers for PSHE. However, students will build up a portfolio of work to review their progress. This is available on request for parents/carers to see.
- 3.2.4 The Subject Leader for PSHE is responsible for the effective delivery of PSHE. This will be through the school's Quality Assurance procedure.

It is the Subject Leader's responsibility to:

- Ensure that RSE is delivered in the school's curriculum during PSHE lessons
- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the school's programme

## **4. Sensitive or Controversial Topics**

- 4.1 During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- 4.2 If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
- 4.3 Teachers should establish a set of ground rules so that young people are aware of parameters.
- 4.4 Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others
- 4.5 Teachers and pupils will show respect for all genders, sexualities and different types of families
- 4.6 Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
- 4.7 Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- 4.8 HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
- 4.9 Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## **5. Organisation**

- 5.1 Relationships & Sex Education is taught within PSHE lessons, through assemblies and Personal Development Days (collapsed timetabled days).
- 5.2 All pupils within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities
- 5.3 Identified SEN pupils will receive a differentiated RSE programme as required
- 5.4 Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
- 5.5 We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

## **6. Delivery**

### **6.1 Students with SEN**

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEN or pupils who have been identified as likely to need social, emotional and mental health (SEMH) support with RSE will either receive the support of a Teaching Assistant during their RSE lessons. Alternatively, arrangements will be made for specific pupils to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme delivered within the SEND (Special Educational Needs Department). The SENCO and Subject Leader for PSHE will make the relevant plans at the start of each academic year, in consultation with parents.

### **6.2 The Role of Health Professions in the Delivery of Relationships and Sex Education**

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

All health professionals and visitors are asked to conform to the following:

- 6.2.1 Visitors contributing to RSE do so at the invitation of the school and will be qualified to make an appropriate contribution
- 6.2.2 Visitors must agree with the aims of the school in delivering its policy on RSE
- 6.2.3 When in class visitors are supervised by a teacher, who will be present at all times
- 6.2.4 Visitors follow the school's child protection procedures if a disclosure occurs
- 6.2.5 Visitors know and understand where their contribution fits into the school's programme for PSHE Health services for pupils provided by the school

### **6.3 Support**

Pupils may be referred to the Counsellor, School Nurse or other appropriate professionals. These services are available following consultation with the Pastoral Co-Ordinator and parents may also contact the PC to make an appointment with the Counsellor or other agencies.

It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct. Health professionals such as School Nurses can:

- Give one-to-one advice or information to a pupil on a health-related matter including contraception
- Exercise their own professional judgement as to whether a pupil has the maturity to consent to medical treatment including contraceptive treatment. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils.



## **7. Working with Parents**

### **7.1 Parental support**

Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters

Our RSE programme is outlined on our school website and parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials

### **7.2 Parental right to withdraw**

Parents/carers have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum.

Parents/carers with concerns or considering withdrawing their child for RSE should in the first instance write a letter to the Head Teacher. When the Head Teacher receives such a letter, he, or a designated member of SLT, will invite the parent/carer to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE.

### **7.3 Confidentiality**

Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and, in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.

When a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

## **8. Linked Policies**

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

This policy will be adhered to in conjunction with the following school policies:

- Complaints Procedures Policy
- SEND Policy
- SMAC Policy
- Transgender Policy
- Behaviour for Learning Policy
- Bullying Policy
- Drugs Education Policy and Confidentiality
- Child Protection and Safeguarding Policy

## **Appendix 1: Statutory RSE curriculum from**

*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'*

### **Relationships and Sex Education**

By the end of secondary school:

<b>Families</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships.</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• 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.</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• The characteristics and legal status of other types of long-term relationships.</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• 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.</li></ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• 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).</li><li>• 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.</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li><li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li><li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li><li>• 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.</li></ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li><li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li><li>• 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 online.</li></ul>

<b>Online and media</b>	<ul style="list-style-type: none"> <li>• What to do where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• 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.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> <li>• 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.</li> <li>• 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).</li> </ul>

## **Appendix 2: Statutory Health curriculum from**

*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'*

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li><li>• that happiness is linked to being connected to others.</li><li>• how to recognise the early signs of mental wellbeing concerns.</li><li>• common types of mental ill health (e.g. anxiety and depression).</li><li>• 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.</li><li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li></ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li><li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li></ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li><li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li><li>• about the science relating to blood, organ and stem cell donation.</li></ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li></ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li><li>• the law relating to the supply and possession of illegal substances.</li><li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li><li>• the physical and psychological consequences of addiction, including alcohol dependency.</li><li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li><li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li></ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li><li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li><li>• (late secondary) the benefits of regular self-examination and screening.</li></ul>

	<ul style="list-style-type: none"> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	Pupils should know <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	Pupils should know <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

### Appendix 3: GCA Curriculum Overview

Year 7	Term 1		Christmas	Term 2		Easter	Term 3	
One lesson per week	<b>Health &amp; Wellbeing</b>	<b>Living in the wider world</b>		<b>Relationships</b>	<b>Health &amp; Wellbeing</b>		<b>Relationships</b>	<b>Living in the wider world</b>
	<b>Proud to be GCA – Community.</b>  <b>Personal Strengths &amp; self-esteem.</b>  <b>Growth Mindset.</b>  <b>Friendship &amp; Bullying.</b>  <b>Mental health</b> early signs of concern & and <b>stress.</b>  <b>Personal hygiene.</b> Importance of <b>sleep, exercise</b> and a balanced <b>diet.</b>  <b>Homework and assessment tips.</b>	<b>British Values.</b>  <b>Rules, laws</b> and the <b>justice</b> system.  <b>Citizenship</b> & the <b>Local community.</b>  <b>Government, Political parties</b> and <b>voting.</b>  <b>People</b> and the <b>environment.</b>  <b>Tackling discrimination.</b>		<b>Positive and negative relationships,</b> including <b>peer on peer abuse.</b>  <b>Respectful relationships</b> and <b>self-esteem.</b>  <b>Friendship &amp; sexual orientation.</b>  <b>Exploring family</b> life. <b>Managing conflict</b> at home.  <b>Parenting</b> and the dangers of <b>running away</b> from home.  <b>Managing peer influences.</b> <b>Stereotypical relationships</b> and the media.	<b>Personal &amp; Dental hygiene.</b> Why is it important?  <b>Eating healthy</b> and <b>healthy lifestyle.</b> Why it is important?  <b>The risks of alcohol</b> and consumption of <b>energy drinks.</b>  <b>Tobacco</b> and <b>E-cigarette</b> use.  <b>Introduction</b> to illegal, legal and medical <b>drugs.</b>  <b>Puberty-</b> Girls/Boys, personal hygiene and emotional well-being.  <b>Periods-</b> what happens and when.		<b>Internet safety</b> and <b>Cyber bullying.</b>  <b>Managing on- and off-line friendships.</b>  <b>Social media &amp; Digital footprint.</b>  <b>Challenging bullying</b> or <b>banter.</b>  <b>Marriage</b> and <b>committed relationships.</b>  <b>Trusting others</b> and sources of information.	<b>Communication- Phonetic alphabet &amp; basic sign language.</b>  <b>Budgeting &amp; shopping ethically.</b>  <b>Looking after the environment.</b>  <b>Dangers in our local community,</b> including <b>road safety.</b>  <b>Basic treatment</b> for common injuries.

Year 8	Term 1			Term 2			Term 3	
One lesson per week	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>		<b>Relationships</b>	<b>Living in the wider world</b>		<b>Health &amp; Wellbeing</b>	<b>Living in the Wider World - Careers</b>
	<b>Proud to be GCA – Community.</b>  <b>Peer on peer abuse.</b>  <b>Bullying or Banter?</b>  <b>Mindfulness</b>  <b>Importance of sleep.</b>  <b>Peer pressure &amp; influences.</b>	<b>Personal Development.</b>  <b>Body Image &amp; eating disorders.</b>  <b>Anger Management.</b>  <b>Healthy relationships &amp; consent.</b>  <b>Managing Conflict &amp; running away from home.</b>  <b>Discrimination &amp; stereotypes.</b>  <b>Racism.</b>		<b>Online opportunities and risks.</b>  <b>Online safety- selfies.</b>  <b>Online Safety-Grooming.</b>  <b>Intro to consent.</b>  <b>LGBTQAI+ and homophobia.</b>  <b>Dangers of viewing harmful content.</b>  <b>Domestic Conflict.</b>	<b>British Values.</b>  <b>Anti-social behaviour</b>  <b>County Lines</b>  <b>Personal Identity and British Values</b>  <b>Income and expenditure</b>  <b>Avoiding debt</b>  <b>Tax and national insurance.</b>		<b>Healthy eating &amp; Nutrition.</b>  <b>First aid:</b> Bleeding, bones, muscle and head injuries.  <b>First aid:</b> Breathing and heart problems. Inc. CPR.	<b>Proud to be me.</b>  <b>Transferable skills.</b>  <b>Careers and Aspirations.</b>  <b>Breaking career stereotypes.</b>  <b>Step into the NHS.</b>



Year 9	PSHE		Careers
Year 9 One lesson per week	<b>Living in the wider world</b>  <b>Gangs, Knife crime and punishment</b>  <b>Racism (Black Lives Matter)</b>  <b>How does marketing impact me? (on and offline)</b>  <b>Democracy – in the UK and beyond</b>	<b>Relationships</b>  <b>Marriage</b> including legal status, forced and arranged <b>marriages</b> , and same sex marriages.  <b>Relationship break ups (Inc. revenge porn)</b>  <b>FGM, Equality, &amp; Respect.</b>  <b>Sexting &amp; Grooming.</b>  Healthy <b>relationships, sex &amp; consent.</b>  <b>Contraception</b> and the risks of STIs.  Managing romantic <b>relationship challenges.</b>  <b>Harassment – what is it?</b>	<b>Employability and workplace skills</b>  <b>Being enterprising</b> – Dragon’s Den Enterprise project  <b>Transferable Skills</b>  <b>Post-16 Options</b> – An introduction  How to write an excellent CV  Creating a digital record of achievement using START
	<b>Health &amp; Wellbeing</b>  <b>Mental health and wellbeing</b>  <b>Digital media resilience.</b> Including Instagram vs Reality  <b>Alcohol and drug</b> misuse and addiction  Benefits of an <b>active lifestyle</b> <b>Eating disorders</b>  <b>Cosmetic Procedures</b>		<b>RE</b>  <b>Introduction to Life after death</b> <b>Christian views on Life after death, funerals and Symbolism</b> The soul - views on this <b>Christian views on the soul and comparisons</b> Hindu key ideas - life and death Hindu funerals and symbolism <b>Reincarnation</b> <b>Introduction to Humanism</b> – life and death perspectives <b>Humanist Rites of Passage</b> <b>The Golden Rule-</b> How we live a meaningful life

## Year 10

<div> <div>Year 10</div> <div>One lesson per week</div> </div>	<b>Living in the Wider World</b>  <b>Human Rights.</b>  <b>Law and Order.</b>  <b>Mutual respect of diversity</b> within the UK.  <b>Income</b> and <b>expenditure</b> - including insurance, savings and pensions.  <b>Criminal justice system.</b>	<b>Relationship &amp; Sex Education</b>  <b>Sexual consent</b> , harassment, stalking and sexual violence. Domestic abuse. The law.  Different <b>STIs</b> (including HIV/Aids) are transmitted. <b>Contraception</b> and testing.  <b>Sex in the media</b> , including <b>pornography</b> and viewing harmful content.  <b>LGBT+ and Gender and trans identity.</b>	<b>Careers</b>  What is the LMI? LMI information.  Post 16 Options Inc. Apprenticeships.  The right career for me.  Preparing for the world of work. Purpose of a CV.
	<b>Health and wellbeing</b>  <b>Alcohol &amp; drugs</b> - effects and consequences, abuse, drink driving, long term effects.  <b>Cosmetic procedures</b> - Inc Botox, breast implants and lip augmentation.  <b>Suicide, grief and bereavement.</b>  <b>Immunisation and vaccination.</b>	<b>RE</b>  <b>Introduction to belief in God</b> – arguments for and against beliefs  <b>Christian upbringing</b>  <b>Religious Experiences</b>  <b>Science v Religion</b>	<b>RE</b>  <b>Sanctity of Life</b>  <b>Abortion</b> – social and religious views  <b>Euthanasia</b> – social and religious views  <b>Near death experiences</b> – the Soul

## Year 11

<div>Year 11</div> <div>One lesson per week</div>	<b>Living in the Wider World</b>  <b>British Values</b>  <b>What is multiculturalism?</b>  <b>What is right-wing extremism?</b>  <b>Identity and diversity</b>  <b>Privilege</b> – how does this affect us all?	<b>Relationship &amp; Sex Education</b>  Symptoms of testicular/breast/cervical <b>cancer</b>  <b>Parenting</b> (including teenage pregnancy) and being a single parent. Including what <b>pregnancy</b> and <b>childbirth</b> entails.  Maternal and paternal rights. <b>Abortion</b> . <b>Adopting</b> and <b>fostering</b>  <b>Safe sex</b> and <b>dangers of unsafe sex</b> (Inc <b>chem sex</b> ) and <b>consent</b>	<b>Careers</b>  Preparing for <b>interviews</b>  <b>Competency questions</b> - <b>STAR</b> technique  Intro to Higher Education & LMI  Development of digital record of achievement using START  Completing applications
	<b>Health and wellbeing</b>  <b>Fertility and reproductive health</b>  <b>Symptoms</b> of testicular/breast/cervical cancer  <b>Personal safety</b> – Adult health and looking after yourself (Inc. First Aid)  <b>Bullying</b> – body shaming		