



### PSHE (including Relationship and Sex Education) Policy

|                |                                      |                              |
|----------------|--------------------------------------|------------------------------|
| Applicable to: | ✓                                    | Astley Community High School |
|                | ✓                                    | Seaton Sluice Middle School  |
|                | ✓                                    | Whytrig Middle School        |
| Approval body: | Curriculum and Performance Committee |                              |

#### Status:

|                              |                             |
|------------------------------|-----------------------------|
| Statutory policy or document | Yes                         |
| Review frequency             | Annually                    |
| Approval by                  | Governing Body to determine |

#### Publication:

|  |     |
|--|-----|
| Statutory requirement to publish on school website | No  |
| Agreed to publish on school website                | Yes |

#### Review:

|           |                 |
|-----------|-----------------|
| Frequency | Next Review Due |
| Annually  | September 2025  |

**Version Control:**

| <b>Author</b>              | <b>Creation Date</b> | <b>Version</b> | <b>Status</b>  |
|----------------------------|----------------------|----------------|--|
| Head of School WMS (JS)    | 22 November 2016     | 0.1            | Draft policy for SVF for consultation with SLT   |
| <b>Changed by</b>          | <b>Revision Date</b> |                |  |
| Business Manager (SH)      | 23 November 2016     | 0.2            | Amended format   |
| Head of School WMS (JS)    | 23 November 2016     | 0.3            | Minor amendments   |
| Head of School WMS (JS)    | 30 November 2016     | 1.0            | Final version for publication  |
| Business Manager (BW)      | 22 August 2019       | 1.1            | Minor updates to overall format and in 6.5 to reflect current practice   |
| SMSC Teacher SSMS (AS)     | 13 February 2020     | 1.2            | Updated draft to incorporate new RSE curriculum statutory requirements (June 2019)   |
| Executive Headteacher (JB) | 16 October 2020      | 1.3            | Additional federation/PSHE context   |
| Business Manager (BW)      | 22 December 2020     | 1.4            | Renamed policy; updated appendix to include Y9-Y11 overview; inclusion of link to DfE support and training materials for schools |
| Business Manager (BW)      | 12 January 2021      | 1.5            | Updated appendix to include Y5-Y6 overview   |
| Business Manager (BW)      | 26 January 2021      | 2.0            | Final approved version for publication   |
| Business Director (BW)     | 13 July 2022         | 2.1            | Updates to Appendix A  |
| Business Director (BW)     | 27 July 2022         | 3.0            | Final approved version for publication   |
| Business Director (BW)     | 18 November 2024     | 3.1            | Annual review prior to consultation with staff and parents/carers; no changes  |
|                            |                      |                |  |
|                            |                      |                |  |

## **1 Introduction**

- 1.1 As a federation we place great store on the education of the whole child and the Personal, Social, Health and Economic (PSHE) / Spiritual, Moral, Social and Cultural (SMSC) curriculum plays a very important part in this.
- 1.2 The PSHE element of the whole child education is developed through weekly SMSC/PSHE lessons. The overviews at Appendix A offer a flavour of what is taught in the lessons. There are three main core areas covered:
  - health and wellbeing
  - relationships
  - living in the wider world
- 1.3 The curriculum builds upon work done in previous years and Key Stages so that by the time the pupils leave the federation they have been taught in all areas.
- 1.4 From 2020, all maintained schools must provide Relationship Education to all Key Stage 2 (KS2) pupils and RSE to all secondary pupils as per the Children and Social Work Act 2017.
- 1.5 This federation-wide policy was developed in consultation with pupils, parents, staff, governors and other relevant outside agencies. It provides information on how we provide RSE as part of the Spiritual, Moral, Social and Cultural (SMSC) and Personal, Social, Health and Economic (PSHE) education framework. This is in addition to the National Curriculum science topics.

## **2 What is Relationship and Sex Education (RSE)?**

- 2.1 RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of SMSC/PSHE.
- 2.2 A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

## **3 Why teach RSE?**

- 3.1 National and local research shows that giving young people the right information now, equips them to make informed choices about their lives. Research also tells us such lessons do not encourage sexual activity but can actually delay sex, as we examine the pressures around having sex for young people today.
- 3.2 High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.
- 3.3 It contributes to:
  - a positive ethos and environment for learning
  - safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

#### 4 Aims and objectives

4.1 The objective of RSE is to help and support young people through their physical, emotional and moral development and to provide them with the knowledge, confidence and skills to enable them to make informed and responsible choices now and later in life emphasising the benefits of a healthy lifestyle.

4.2 After consultation with all stakeholders, the current program will prioritise the following aims:

- To develop confidence in talking about feelings and relationships.
- To promote self-esteem, confidence and empathy especially in their relationships with others.
- To give accurate, age appropriate information about puberty, sexual development, reproduction and contraception and to promote the skills to build positive personal relationships.
- To create a positive culture around issues of sexuality, gender identity and relationships.
- To encourage the development of communication, negotiation and decision-making skills.
- To develop assertiveness skills and strategies to manage unwanted peer pressure and media influence.
- To explore ideas about family, marriage, parenting, the ways in which people care for each other and the benefits of stable relationships.
- To give students the knowledge, skills and vocabulary to stay healthy and safe.

#### 5 Right of withdrawal

5.1 Parents **do not have the right** to withdraw their children from Relationships Education **in KS2**.

5.2 Parents **do have the right to withdraw** their children from the **non-statutory** components of sex education within RSE. Parents should discuss their wish to withdraw their child from RSE lessons with the Head of School at the earliest opportunity.

5.3 Opportunities will be provided to discuss the federation's RSE delivery and to view any resources the federation uses.

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

#### 6 Content and delivery

6.1 Relationships Education and RSE will be taught as part of the PSHE/SMSC programme and will be planned and reviewed by a specialist teacher in consultation with all relevant stakeholders, taking into account the National Curriculum requirements,

school/federation priorities, local priorities and initiatives, racial and cultural differences and the special needs and maturity levels of individual pupils.

6.2 Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

6.3 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- families
- respectful relationships, including friendships
- online and media
- being safe
- intimate and sexual relationships, including sexual health

6.4 Further information about the federation's SMSC/PSHE curriculum content can be found at Appendix A.

6.5 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them e.g. Looked After Children or young carers.

6.6 Our schools value and encourage the involvement of external agencies and services in supporting the delivery of RSE. Where other professionals are to be involved their contribution will be properly planned to be appropriate for pupils and be delivered alongside school staff with whom pupils are comfortable and familiar.

## **7 Equality**

7.1 Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others to prevent and remove prejudice.

7.2 In accordance with the federation's Equality Policy and local authority policy, a commitment to equal opportunities will be built into all aspects of RSE.

7.3 We intend to meet individual pupil needs to enable them achieve academically and in their personal relationships.

## **8 Support and training**

8.1 The governing body acknowledges that the effective teaching of RSE requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole school/federation issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is

essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

8.2 The DfE has published support and training materials for schools as part of the [Teaching about relationships, sex and health](#) guidance.

## 9 Confidentiality and controversial/sensitive issues

9.1 Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Executive Headteacher of any disclosure unless the Executive Headteacher has specifically requested them to do so. In a case where a teacher learns from a pupil aged under 16 that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary, to seek medical advice
- child protection issues will be considered, and referred if necessary, to the designated member of staff for child protection under the federation's Child Protection Policy
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services

9.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the federation's Child Protection Policy.

## 10 Parents

10.1 The federation recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the federation's RSE and have access to this policy which is published on the federation's website.

## 11 Monitoring

11.1 Provision for RSE, including the personal development of pupils will be monitored, evaluated and reviewed by the Senior Leadership Team and subject co-ordinators in the context of each school's plans for monitoring the quality of teaching and learning.

11.2 This policy will be made available to all staff, students, parents, governors and other stakeholders. It will be reviewed annually or as required by any relevant changes in pupil requirements, legislation or available resources. Any review will involve consultation with pupils, staff, parents, governors and relevant professionals.

## Appendix A: SMSC/PSHE Overview

### Year 5

|   |  |
|---|--|
| Term 1 - Autumn 1   |  |
| All about me  | All about me sheet   |
| Living in the wider world - Staying Safe                          | Road Safety  |
|   | Road Safety  |
| Health and Wellbeing  | Promoting self-efficacy  |
|   | Promoting hope   |
|   | Promoting gratitude  |
|   | What is mental health?   |
|   | How can we take care of our mental health?   |
|   | How are our feelings and emotions affected and how can I manage them during challenging times?         |
| Term 1 - Autumn 2   |  |
| Anti Bullying Week  | Theme will change every year   |
| Dave Burns workshop = Anti Bullying                               |  |
| Relationships - Friendship  | Managing friendships and peer influence  |
|   | Managing friendships and peer influence  |
|   | Managing friendships and peer influence  |
| Relationships - Respect   | Responding respectfully to a wide range of people  |
|   | Recognising prejudice and discrimination   |
|   | Recognising prejudice and discrimination   |
| Term 2 - Spring 1   |  |
| Health and Wellbeing  | The importance of sleep  |
|   | How to improve our sleep   |
|   | Everyday hygiene and infection   |
|   | The benefits of medicines and vaccinations   |
| Living in the wider world   | Influences of career choice  |
| Term 2 - Spring 2   |  |
| Living in the wider world   | Belonging to a community   |
|   | Protecting the environment - plastic pollution   |
|   | Protecting the environment - identification of different types of plastic pollution and making changes |
| Living in the wider world - Media Literacy and Digital Resilience | Fake news  |
|   | Targeted news  |
| Drop Down Day - First Aid   |  |
| Term 3 - Summer 1   |  |
| Health and Wellbeing - Healthy Choices                            | Sun safety   |
|   | Sun safety   |
|   | Drugs and alcohol  |
| Health and Wellbeing- Personal Identity                           | Gender   |
|   | Self esteem  |
|   | Resilience   |

|  |   |
|--|---|
| Living in the wider world - Staying Safe | Water safety                                      |
| Term 3 - Summer 2                        |   |
| Relationships - Puberty                  | The importance of personal hygiene during puberty |
|  | Hormones and our emotions                         |
|  | Puberty workshops - thinking about changes        |
| Relationships - Staying Safe             | Protective behaviours - keeping safe              |
|  | Is it risky?                                      |
| Me, Myself and I - Gender                | Reflect on skills and help develop sense of self  |

## Year 6

|  |  |
|--|--|
| Term 1 - Autumn 1                                |  |
| What is SMSC?                                    |  |
| Relationships - Friendships                      | P4C - What makes a good friend?  |
|  | Recognising good friendships and warning signs - keeping secrets               |
|  | Getting on - how to make friends, get to know them                             |
|  | Conflict resolution  |
| Living in the Wider World                        | Influences and attitudes to money  |
|  | Money and financial risk   |
| Term 1 - Autumn 2                                |  |
| Health and Well being - Anti Bullying week       | Themed activities change every year  |
|  | Follow up lesson to Anti Bullying week   |
| Diversity - Relationships                        | Different families   |
|  | Fostering and Adoption   |
|  | Same sex parents   |
|  | What is important in a family?   |
| Dave Burns - staying safe workshop               |  |
| Term 2 - Spring 1                                |  |
| Living in the Wider World - British Values       | The UK - Is it a diverse place to live   |
| RE/Living in the Wider World                     | Respect for different faiths - recap the values of the six main religions      |
| RE/Living in the Wider World                     | Create a passport for one of the main six religions                            |
| RE/Living in the Wider World - Places of Worship | How do houses of worship in different religions compare and contrast?          |
| Term 2 - Spring 2                                |  |
| Mental Health                                    | Dealing with loss  |
|  | Dealing with loss  |
|  | Understanding the importance of looking after our mental health                |
|  | Looking out for warning signs of Mental Health problems - Worry                |
| Living in the Wider World - Rights Of Animals    | Rights of Animals  |
| RE/Living in the Wider World - Rights of Animals | Our Responsibilities towards animals (Links with Christianity and Stewardship) |
| Term 3 - Summer 1                                |  |



|                                       |   |
|---------------------------------------|---|
| RE - Islam                            | To learn about the important event in the lives of Ibrahim and Muhammad                 |
|                                       | To know why the Quran is so important in Muslim belief                                  |
|                                       | To know how Muslim belief shapes their life - the Five Pillars                          |
|                                       | To know how Muslim belief shapes their life - diet and respect                          |
|                                       | To know how Muslim belief shapes their life - praying and prayer mats                   |
| Drop down day - Money Matters         |   |
| Term 3 - Summer 2                     |   |
| Making the Right Choices              | To understand the risks associated with legal drugs - alcohol<br>What does the law say! |
|                                       | Underage drinking and peer pressure   |
|                                       | Why should I wait? To understand the risks associated with legal drugs                  |
|                                       | To understand the risks associated with legal drugs - vaping/e cigarettes               |
| Mental Health - Protective Behaviours | To understand how to stay safe online - friendships                                     |
|                                       | To explore strategies to respond to hurtful behaviour                                   |
| Relationships                         | Lucinda and Godfrey Sense Video - Puberty Refresher                                     |
|                                       | Lucinda and Godfrey Sense Video - Puberty Refresher                                     |
| Living in the Wider World             | Sharing things online and keeping safe  |
|                                       | Evaluation of media sources   |

## Year 7

|                   |                 |   |
|-------------------|-----------------|---|
| Term 1 - 7.3, 6.4 |                 |   |
| 1.1 / 1.2         | Diversity 1, 2  | Schoolio - Understanding Bullying         |
| 1.3               | Diversity 3     | Bullying quiz - What to do about bullying |
| 1.4               | Diversity 4,5   | Understanding racism                      |
| 1.5               | Diversity 6     | The story of Martin Luther King           |
| 1.6               | Diversity 7     | Standing up against racism and bullying   |
|                   | Diversity       | DB - Bullying and online safety           |
| 1.7               | Mental Health 1 | Resilience                                |
| 1.8               | Mental Health 2 | Sleep                                     |
| 1.9               | RE 1            | Why study RE?                             |
| 1.10              | RE 2            | Hinduism                                  |
| 1.11              | RE 3            | Hinduism 2                                |
| 1.12              | RE 4            | Hinduism 3                                |
| 1.13              | RE 5            | Hinduism 4                                |
| P4C               |                 | Does money make us happy?                 |
| Term 2 - 6, 5.4   |                 |   |
| 2.1               | Drugs 1         | What is VSA?                              |

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|---|--|--|
| 2.2   | Drugs 2  | What is the impact of VSA?   |
| 2.3   | Drugs 3  | Peer pressure, Dear Demi (assessment)                                  |
|   | Drugs  | DB County Lines  |
| 2.4 / 2.5   | Health   | First Aid 1 - First Aid Champions (Red Cross)                          |
| 2.6   | Health   | First Aid 1 - Basic Life Support (St John's Ambulance)                 |
| 2.7   | RE 6   | Buddhism 1 - Life of Buddha  |
| 2.8   | RE 7   | Buddhism 2 - 8 fold path   |
| 2.9   | RE 8   | Buddhism 3 - Wesak festival  |
| 2.10  | RE 9   | Buddhism 4 - Mandala / Meditation                                      |
| 2.11  | Citizenship  | Rights and Responsibilities  |
| DD2   | Citizenship<br>Social Action - WE digital<br>programming | Issues bus - include right and wrong                                   |
|   |  | Challenge zone   |
|   |  | Action planning  |
| Term 3 - 5, 7   |  |  |
| 3.1   | RSE 1  | What is sex?   |
| 3.2   | RSE 2  | What makes a positive relationship? Where should sex come in?          |
| 3.3   | RSE 3  | What does the law say about sex? How can I talk about not being ready? |
| 3.4   | RSE 4  | Coping with breakup and loss   |
| DD3   | Democracy 1  | Introducing Democracy and Elections                                    |
|   | Democracy 2  | Writing a manifesto  |
|   | Democracy 3  | Finish manifesto and present   |
| 3.5   | Democracy 4  | Prep / Write up manifesto  |
| 3.6   | Democracy 5  | Prep / Froggy pop - Parliament and government                          |
| Assembly and workshop from Parliament Education - democracy and campaigning |  |  |
| 3.7   | mental Health 3,4  | Body image and self esteem P4C - what is real beauty?                  |
| 3.8   | RE 10  | Sikhism 1  |
| 3.9   | RE 11  | Sikhism 2  |
| 3.10  | RE 12  | Sikhism 3  |
| 3.11  | RE 13  | Sikhism 4  |

## Year 8

|               |             |  |
|---------------|-------------|--|
| Term 1 - 7, 8 |             |  |
| 1.1           | Diversity 1 | FIT - Intro and GA   |
| 1.2           | Diversity 2 | FIT - Lee (Gender stereotypes)   |
| 1.3           | Diversity 3 | FIT - Karmel (Homophobic language)   |
| 1.4           | Diversity 4 | FIT - Tegn (Bullying)  |
| 1.5           | Diversity 5 | Gender Identity P4C What is gender?  |
| 1.6           | Diversity 6 | Challenging prejudice  |
| 1.7           | RE 1        | P4C - What is belief?  |
| 1.8           | RE 2        | Humanism   |
| 1.9           | RE 3        | Rastafari  |
| 1.10          | MH 1        | Digital Resilience - Online stress and FOMO                                |
| 1.11          | MH 2        | Unhealthy coping strategies - understanding self-harm and eating disorders |
| 1.12          | MH 3        | Healthy Coping Strategies  |

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|---|---|---|
| 1.13  | Drugs 1   | ICT Talk to Frank including the law, prescription and OTC medicines and New Psychoactive Substances   |
| 1.14  | Drugs 2   | Alcohol, risk and resisting peer pressure - Collingwood Learning  |
| Workshop - Drugs - DB - Cannabis                                    |   |   |
| Term 2- 6, 5  |   |   |
| 2.1, 2.2, 2.3   | RE 4,5,6  | What happens when we die?   |
| 2.4   | RSE 1   | The Law around consent, harassment and stalking   |
| 2.5   | RSE 2   | Unhealthy relationships   |
| 2.6   | RSE 3   | Baby Borrowers - Highs and Lows of parenting  |
| 2.7, 2.8, 2.9   | RE 7,8,9  | Why does suffering exist? (assessment)  |
| 2.10  | Health  | FGM   |
| Workshop - RSE - DB - Exploitation / Safe use of ICT / Social media |   |   |
| Term 3 - 5, 7   |   |   |
| 3.1, 3.2, 3.3   | Justice System                                  | x3  |
| 3.4, 3.5  | Careers 1, 2                                    | Hopes and Dreams - the cost of living P4C - What is success?  |
| 3.6   | Careers 3                                       | Path to success game  |
| 3.7   | Careers 4                                       | ICT - the buzz quiz   |
| 3.8   | Careers 5                                       | Speed interviews  |
| NHS interactive theatre - careers                                   |   |   |
| 3.8-3.10  | Human Rights                                    | X3  |
| 3.10<br>3.11<br>3.12  | Barclays Lifeskills Workshops (Skills for Work) | Self-confidence, aiming high, setting and achieving goal/activities from value for money, recognising and building personal strengths, problem solving, importance of challenge, next steps, adaptability, growth mindset |
| DD 2.1  | RSE 4   | STIs and contraception (workshops)  |

### Years 9-11

| AUTUMN TERM   |  |  |
|---|--|--|
| Year 9  | Year 10  | Year 11  |
| <ul style="list-style-type: none"> <li>• Introduction to humanities, faculty expectations and policies</li> <li>• Mental health and the impact of covid</li> <li>• Contraception</li> <li>• Disease, viruses, immunisations</li> <li>• Religious attitudes to contraception</li> <li>• Unwanted pregnancies</li> <li>• Adoption and abortion</li> <li>• Self-esteem</li> <li>• Religious attitudes to abortion</li> <li>• Family types and gender roles in the family</li> <li>• Legal and illegal drugs</li> <li>• The health and social problems caused by drugs and alcohol</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to humanities, faculty expectations and policies</li> <li>• Introduction to mental health</li> <li>• Mental health - depression</li> <li>• Mental health - growth mindset</li> <li>• Too much screen time</li> <li>• Recognizing sexual harassment</li> <li>• Sex and the media</li> <li>• Social media and self esteem</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to mental health</li> <li>• Depression</li> <li>• Mental health - stress</li> <li>• Mental health - social anxiety</li> <li>• Human sexuality</li> <li>• Peer on peer sexual abuse, consent and rape</li> <li>• Coercive and controlling relationships</li> <li>• Date rape, sexual assault</li> </ul> |

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|---|--|--|
| <ul style="list-style-type: none"> <li>• The role of the family in religion.</li> <li>• Toxic friendships v healthy ones</li> <li>• Peer on peer sexual bullying/harassment</li> <li>• Online predators (online safety)</li> <li>• Religious meaning of Christmas</li> </ul>  |  |  |
| <b>SPRING TERM</b>  |  |  |
| Year 9  | Year 10  | Year 11  |
| <ul style="list-style-type: none"> <li>• Gender identities held within LGBTQ+</li> <li>• The importance of sleep</li> <li>• The Stonewall riots and progression for LGBTQ+ community</li> <li>• Attitudes to homosexuality in Christianity</li> <li>• Basic first aid (St John's ambulance) including CPR</li> <li>• Attitudes to homosexuality in Islam</li> <li>• Challenging homophobic bullying</li> <li>• Christian attitudes to bullying</li> <li>• Responding to incidents - choking and allergic reactions</li> <li>• Muslim attitudes to bullying</li> <li>• The UK as a multi-ethnic society</li> <li>• How does the government promote community cohesion?</li> <li>• How do religions work to promote community cohesion?</li> <li>• Why Christians promote racial harmony</li> <li>• Why Muslims promote racial harmony</li> <li>• What issues are raised by a multi-faith society?</li> </ul> | <ul style="list-style-type: none"> <li>• Healthy eating and obesity</li> <li>• How do Christians view the nature of God?</li> <li>• Religious experiences</li> <li>• Evil and suffering in the world</li> <li>• Why do some people believe in life after death?</li> <li>• Non-belief in life after death</li> <li>• What do Christians and Muslims believe about life after death?</li> </ul> | <ul style="list-style-type: none"> <li>• Honour based violence and FGM</li> <li>• STIs - cause and effect</li> <li>• Treatment and support</li> <li>• How drugs and alcohol can lead to risky sexual behaviour</li> <li>• Illegal substance abuse and their impact on careers, relationships and future lifestyles</li> <li>• Finance and careers</li> <li>• Democracy and governance</li> <li>• Legal and justice system</li> </ul> |
| <b>SUMMER TERM</b>  |  |  |
| Year 9  | Year 10  | Year 11  |
| <ul style="list-style-type: none"> <li>• Sources of moral authority in Christianity</li> <li>• Human rights - what are they? Why are they important?</li> <li>• The UDHR</li> <li>• Amnesty international and human rights project (3-4 lessons)</li> </ul>   | <ul style="list-style-type: none"> <li>• Romance, love, new feelings and teen relationships</li> <li>• Positive and healthy friendships</li> <li>• How sex is portrayed in the media</li> <li>• Recognising the characteristics and positive</li> </ul>  | <ul style="list-style-type: none"> <li>• Being a responsible citizen</li> </ul>  |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Why human rights are important to Christians</li> <li>• Amnesty International and current case studies</li> <li>• How is the British government made up? Roles and responsibilities</li> <li>• The importance of taking part in the electoral and democratic processes</li> <li>• Examining famous campaigners for human rights</li> <li>• Global warming / climate change</li> <li>• Pollution (air, land and water), causes, effects, solutions</li> <li>• Natural resources and conservation</li> <li>• Christianity and stewardship</li> <li>• Islam and stewardship</li> <li>• Christian attitudes to infertility treatments</li> <li>• Muslim attitudes to infertility treatments</li> <li>• Infertility treatments</li> <li>• Organ donation</li> <li>• Transplant surgery</li> </ul> | <p>aspects of a healthy one to one intimate relationship</p> <ul style="list-style-type: none"> <li>• Reproductive health, including STIs and contraception</li> <li>• Identifying and managing sexual pressure, including the choice to delay sex or enjoy intimacy without intercourse</li> <li>• Bullying including online bullying</li> </ul> |  |
|---|---|--|