

RELATIONSHIPS AND SEX EDUCATION CURRICULUM MAP

YEAR GROUP	TERM	TOPIC/THEME DETAILS	ASSEMBLIES	ADDITIONAL PD	STAFF CPD	RESOURCES
KS1	Autumn 1	Roles of different people; families; feeling cared for	World Mental Health Day	Strengthening Minds Police Visit Lauren Cox – Open Road - Drugs and Alcohol – Every Tuesday at 11am. Connexion – Tracey Scott @ All Day Friday-ongoing City Senco Hub Impero Training Youth Health Champions	Educare Courses- Child Protection Refresher 4 th September Child Protection in education 19 th October External CPD Impero Training (IT) – Callum Cooper – Thursday 28 th September	PSHE Association - Families Medway Public Health Directorate - Changing and growing up NSPCC – Talk PANTS
	Families and friendships	-about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children’s lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family				
	Safe relationships	Recognising privacy; staying safe; seeking permission about situations when someone’s body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private				
<p>RSE Statutory links to Families and people who care about me -That families are important for children growing up because they can give love, security and stability; The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives; That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care; That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up; That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong; How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>						
	Autumn 2	Recognising privacy; staying safe; seeking permission to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission How behaviour affects others; being polite and respectful what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns	Healthy living British Values	Police Visit Prince Charming – domestic violence School nurse Open Road -Hidden Harm/ County Lines/exploitation/ Triggers and coping mechanisms–Tuesday at 11am.	Educare Courses- School Attendance and Children Missing Education 10th November/ Preventing Bullying 17th November/Autism awareness 8th December	
	Safe relationships					
	Respecting ourselves and others					
<p>RSE Statutory links to Respectful relationships The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; Practical steps they can take in a range of different contexts to improve or support respectful relationships; The conventions of courtesy and manners; The importance of self-respect and how this links to their own happiness; That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority; About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; What a stereotype is, and how stereotypes can be unfair, negative or destructive; The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>RSE Statutory links to Caring relationships- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right; How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>						

<p>Spring 1 Living in the Wider World Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p>that different people have different needs</p> <p>how we care for people, animals and other living things in different ways</p> <p>how they can look after the environment, e.g. recycling</p> <p>Using the internet and digital devices; communicating online</p> <p>how and why people use the internet</p> <p>the benefits of using the internet and digital devices</p>	<p>Equality and diversity</p> <p>Dr. Martin Luther King Jr Day</p> <p>Holocaust Memorial Day</p> <p>Internet Day safety</p>	<p>Police Visit</p> <p>School nurse</p>	<p>Educare Courses- Online Safety 4th January 2024 / Epilepsy awareness 25th January 2024</p>	
<p>RSE Statutory links to Families and people who care for me That families are important for children growing up because they can give love, security and stability; The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives; That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care; That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up; How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed;</p> <p>RSE Statutory links to Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends; The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties; Those healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>					
<p>Spring 2 Living in the Wider World Media literacy and Digital resilience</p> <p>Money and Work</p>	<p>Using the internet and digital devices; communicating online</p> <p>how people find things out and communicate safely with others online</p> <p>Strengths and interests; jobs in the community</p> <p>that everyone has different strengths, in and out of school</p> <p>about how different strengths and interests are needed to do different jobs</p> <p>about people whose job it is to help us in the community</p> <p>about different jobs and the work people do</p>	<p>Resilience</p>	<p>Police Visit</p> <p>School nurse</p> <p>See the Signs- Drugs and alcohol / gangs and county lines</p>	<p>Educare Courses- The SEND Code of Practice 8th March 2024/ ADHD 22nd March 2024</p>	
<p>RSE Statutory links to Online relationships That people sometimes behave differently online, including by pretending to be someone they are not; That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous; The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them; How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met; How information and data is shared and used online</p>					
<p>Summer 1 Health and Wellbeing</p> <p>Physical health and Mental wellbeing</p>	<p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>what it means to be healthy and why it is important</p> <p>ways to take care of themselves on a daily basis</p> <p>about basic hygiene routines, e.g. hand washing</p> <p>about healthy and unhealthy foods, including sugar intake</p> <p>about physical activity and how it keeps people healthy</p> <p>about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p>	<p>Being safe online</p> <p>Communication and relationships</p>	<p>Police Visit</p> <p>School nurse</p> <p>Open Road- Hallucinogens/ Peer Pressure and assertiveness/Exploring attitudes- TBC</p>	<p>Educare Courses- Adverse Childhood Experiences (ACEs) 18th April 2024/Understanding Anxiety 2nd May 2024</p>	

	Growing and changing	how to keep safe in the sun to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong				
<p>RSE Statutory links to Respectful relationships- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; Practical steps they can take in a range of different contexts to improve or support respectful relationships; The conventions of courtesy and manners; What a stereotype is, and how stereotypes can be unfair, negative or destructive; The importance of permission-seeking and giving in relationships with friends, peers and adults;</p>						
	Summer 2 Growing and changing	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared</p>	Changes Managing emotions	Police Visit School nurse Open Road-Stimulants/ Cannabis TBC	Educare Courses- The Prevent Duty 6th June 2024/Cyber security 4th July 2024	
	Keeping safe					
<p>RSE Statutory links to Families and people who care for me</p> <p>That families are important for children growing up because they can give love, security and stability; The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives; That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up; How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>RSE Statutory links to Caring friendships</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends; The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties; That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded; That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right; How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to manage this situation, how to manage conflict, and how to seek help or advice from others if needed.</p> <p>RSE Statutory links to Respectful relationships</p> <p>The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; Practical steps they can take in a range of different contexts to improve or support respectful relationships; The conventions of courtesy and manners; What a stereotype is, and how stereotypes can be unfair, negative or destructive;</p> <p>RSE Statutory links to Being Safe- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe; that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact; How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know; How to recognise and report feelings of being unsafe or feeling bad about any adult; How to ask for advice or help for themselves or others, and to keep trying until they are heard; How to report concerns or abuse, and the vocabulary and confidence needed to do so; Where to get advice e.g. family, school and/or other sources</p>						
KS2	Autumn 1 Families and friendships	<p>What makes a family; features of family life</p> <p>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love</p>	World Mental Health Day	Strengthening Minds Police Visit Lauren Cox – Open Road - Drugs and Alcohol – Every Tuesday at 11am. Connexion – Tracey Scott @ All Day Friday-ongoing City Senco Hub Impero Training Youth Health Champions	Educare Courses- Child Protection Refresher 4 th September Child Protection in education 19 th October External CPD Impero Training (IT) – Callum Cooper – Thursday 28 th September	PSHE Association - Families Coram Life Education – The Adoptables' Schools Toolkit Curiosity Library (£) NSPCC – Talk PANTS The Rez

	<p>Safe relationships</p>	<p>about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>to identify if/when something in a family might make someone upset or worried</p> <p>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>about what privacy and personal boundaries are, including online</p> <p>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p>				<p>PSHE Association - Consent lesson packs</p> <p>Our Class - Caring Friendships</p> <p>PSHE Association - pick your pics</p> <p>PSHE Association – Friendship and bullying</p>
<p>RSE Statutory links to Families and people who care about me -That families are important for children growing up because they can give love, security and stability; The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives; That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care; That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up; That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong; How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>						
	<p>Autumn 2</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p>	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying</p> <p>what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>the importance of self-respect and their right to be treated respectfully by others</p> <p>what it means to treat others, and be treated, politely</p> <p>the ways in which people show respect and courtesy in different cultures and in wider society</p>	<p>Healthy living</p> <p>British Values</p>	<p>Police Visit</p> <p>Prince Charming – domestic violence</p> <p>School nurse</p> <p>Open Road -Hidden Harm/ County Lines/exploitation/ Triggers and coping mechanisms–Tuesday at 11am.</p>	<p>Educare Courses- School Attendance and Children Missing Education 10th November/ Preventing Bullying 17th November/Autism awareness 8th December</p>	<p>PSHE Association - Consent lesson packs</p> <p>Our Class - Caring Friendships</p> <p>PSHE Association - pick your pics</p> <p>PSHE Association – Friendship and bullying</p> <p>Curiosity Library (£)</p> <p>PSHE Association – Friendship and bullying</p>

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

RSE Statutory links to Caring relationships- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right; How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

<p>Spring 1 Living in the Wider World Belonging to a community</p> <p>Media literacy and Digital resilience</p>	<p>The value of rules and laws; rights, freedoms and responsibilities the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p>How the internet is used; assessing information online how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate</p>	<p>Equality and diversity Dr. Martin Luther King Jr Day Holocaust Memorial Day Internet Day safety</p>	<p>Police Visit School nurse</p>	<p>Educare Courses- Online Safety 4th January 2024 / Epilepsy awareness 25th January 2024</p>	<p>Environment Agency – Caring for the Environment and Careers Curiosity Library (£) National Cyber Security Centre - CyberSprinters Curiosity Library (£)</p>
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RSE Statutory links to Online Relationships That people sometimes behave differently online, including by pretending to be someone they're not; That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (even when we're anonymous); How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met; How information and data is shared and used online

<p>Spring 2 Living in the Wider World Media literacy and Digital resilience</p> <p>Money and Work</p>	<p>How the internet is used; assessing information online to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p>Different jobs and skills; job stereotypes; setting personal goals about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common misconceptions and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making</p>	<p>Resilience</p>	<p>Police Visit School nurse See the Signs- Drugs and alcohol / gangs and county lines</p>	<p>Educare Courses- The SEND Code of Practice 8th March 2024/ ADHD 22nd March 2024</p>	<p>National Cyber Security Centre - CyberSprinters Curiosity Library (£) LOUD! Network - Job skills, influences and goals Environment Agency – Flood alert Environment Agency – Caring for the Environment and Careers</p>
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	to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby				
<p>RSE Statutory links to Respectful relationships - The importance of permission-seeking and giving in relationships with friends, peers and adults;</p> <p>RSE Statutory links to Online Relationships The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;</p> <p>RSE Statutory links to Being safe About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe); That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.</p>					
Summer 1 Health and Wellbeing	<p>Health choices and habits; what affects feelings; expressing feelings</p> <p>the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>what can help people to make healthy choices and what might negatively influence them</p> <p>about habits and that sometimes they can be maintained, changed or stopped</p> <p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association – Mental health and wellbeing Summer – Health and wellbeing</p> <p>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>about the things that affect feelings both positively and negatively</p> <p>strategies to identify and talk about their feelings</p> <p>about some of the different ways people express feelings e.g. words, actions, body language</p> <p>to recognise how feelings can change overtime and become more or less powerful</p>	Being safe online Communication and relationships	Police Visit School nurse Open Road- Hallucinogens/ Peer Pressure and assertiveness/Exploring attitudes- TBC	Educare Courses- Adverse Childhood Experiences (ACEs) 18th April 2024/Understanding Anxiety 2nd May 2024	Curiosity Library (£) PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association – Mental health and wellbeing Summer – Health and wellbeing

<p>Summer 2 Growing and changing</p> <p>Keeping safe</p>	<p>Personal strengths and achievements; managing and reframing setbacks that everyone is an individual and has unique and valuable contributions to make</p> <p>to recognise how strengths and interests form part of a person’s identity</p> <p>how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</p> <p>to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</p> <p>basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>how to identify typical hazards at home and in school</p> <p>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>about fire safety at home including the need for smoke alarms</p> <p>the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>	<p>Changes</p> <p>Managing emotions</p>	<p>Police Visit</p> <p>School nurse</p> <p>Open Road-Stimulants/ Cannabis TBC</p>	<p>Educare Courses-</p> <p>The Prevent Duty 6th June 2024/Cyber security 4th July 2024</p>	<p>PSHE Association - Personal identity</p> <p>PSHE Association and GambleAware KS2 Lesson 1 Exploring risk</p> <p>PSHE Association – Drug and Alcohol Education (Year 3-4)</p> <p>Environment Agency – Canal and river safety / Flood alert</p> <p>PSHE Association - Keeping safe at home</p> <p>PSHE Association - Firework safety</p> <p>PSHE Association - Road and rail safety</p>
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RSE Statutory links to Families and people who care for me

That families are important for children growing up because they can give love, security and stability; The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives; That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up; How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

RSE Statutory links to Caring friendships

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

RSE Statutory links to Respectful relationships

The importance of respecting others, even when they’re very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; Practical steps they can take in a range of different contexts to improve or support respectful relationships; The conventions of courtesy and manners; What a stereotype is, and how stereotypes can be unfair, negative or destructive;

KS3	Autumn 1	Personal identity and self esteem Week 1 - Welcome to Personal Development, including identifying elements that shape personal identity Week 2 - Factors that contribute to a positive sense of self Week 3 – self-esteem and confidence Week 4 - The relationship between personal identity and self-esteem Week 5 - Building confidence and self-esteem Week 6 – Assertiveness Week 7 – Different gender identities	World Mental Health Day	Strengthening Minds Police Visit Lauren Cox – Open Road - Drugs and Alcohol – Every Tuesday at 11am. Connexion – Tracey Scott @ All Day Friday-ongoing City Senco Hub Impero Training Youth Health Champions	Educare Courses- Child Protection Refresher 4 th September Child Protection in education 19 th October External CPD Impero Training (IT) – Callum Cooper – Thursday 28 th September	PSHE Association – Personal Identity. Safe Schools Alliance UK – Secondary Resources – Positive Identity. Childnet.com – Online Identity. British Red Cross – Identity and Belonging.
	RSE Statutory links Respectful relationships, including friendships 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)					
	RSE Statutory links Intimate and sexual relationships, including sexual health How to recognise the characteristics and positive aspects of healthy 1-to-1 intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship; That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others					
	Autumn 2	Recognising and dealing with bullying Week 1 – What is bullying? Week 2 – forms of bullying Week 3 – effects of bullying on the victim Week 4 – Intervention strategies that may help the victim Week 5 – strategies that may help the bully. Week 6 – sources of help and support available	Anti-Bullying Week	Police Visit Prince Charming – domestic violence School nurse Open Road -Hidden Harm/ County Lines/exploitation/ Triggers and coping mechanisms–Tuesday at 11am.	Educare Courses- School Attendance and Children Missing Education 10th November/ Preventing Bullying 17th November/Autism awareness 8th December	BBC.co.uk – Bitesize. Antibullying Week: Different types of Bullying. NSPCC – Helping children deal with bullying/Types of bullying. Mental Health School - Bullying and Cyberbullying.
	RSE Statutory links Respectful relationships, including friendships The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship; Practical steps they can take in a range of different contexts to improve or support respectful relationships; About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help; That some types of behaviour within relationships are criminal, including violent behaviour and coercive control					
	RSE Statutory links Intimate and sexual relationships, including sexual health How to recognise the characteristics and positive aspects of healthy 1-to-1 intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship					
	Spring 1	Beliefs & values Week 1 – Introduction to what is meant by beliefs with examples of some beliefs of other people/groups Week 2 - what is meant by values Week 3 – Look at our own values & British values Week 4 – Look at the values held by other people/groups Week 5 - how values and beliefs have an influence on attitude and behaviour Week 6 - how accepting others’ beliefs and values can contribute to a diverse society	Safer Internet Day (6 February)	Police Visit School nurse	Educare Courses- Online Safety 4th January 2024 / Epilepsy awareness 25th January 2024	BBC Bitesize – KS3 Religious Studies – Beliefs. CCEA – Morals, values and beliefs.
RSE Statutory links Respectful relationships, including friendships That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people’s beliefs; That some types of behaviour within relationships are criminal, including violent behaviour and coercive control; The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal						
Spring 2	Understanding relationships Week 1 - meaning of the term 'relationship' and the importance of relationships Week 2 - different types of relationships and the term “consent” in a relationship Week 3 - characteristics of personal and social relationships and what is meant by a healthy relationship Week 4 - the importance of knowing and respecting boundaries within a relationship	National Child Exploitation Awareness Day (18 March)	Police Visit School nurse See the Signs- Drugs and alcohol / gangs and county lines	Educare Courses- The SEND Code of Practice 8th March 2024/ ADHD 22nd March 2024	Healthy Schools – Healthy Relationships Safe4me – Healthy relationships PSHE Association – Relationships & Sex education. BBC Bitesize – What is a healthy relationship?	

	<p>Week 5 - skills needed to develop and maintain relationships and the importance of trust and honesty within a relationship</p> <p>Week 6 - possible causes of conflict within a relationship and how these might be overcome</p>				
<p>RSE Statutory links to Families. That there are different types of committed, stable relationships; How these relationships might contribute to human happiness and their importance for bringing up children; 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)</p> <p>RSE Statutory links Respectful relationships, including Practical steps they can take in a range of different contexts to improve or support respectful relationships; That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p>					
Summer 1	<p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>Week 1- about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering/ about positive relationships in the home and ways to reduce homelessness amongst young people</p> <p>Week 2 - about conflict and its causes in different contexts, e.g. with family and friends/conflict resolution strategies</p> <p>Week 3 – how to manage relationship and family changes, including relationship breakdown, separation and divorce /how to access support services</p> <p>Isolation and loneliness</p> <p>Week 4 - What is loneliness and isolation- different ways in which people experience loneliness and isolation</p> <p>Week 5 - the different causes of loneliness and isolation/ the potential consequences of loneliness and isolation</p> <p>Week 6 - ways to reduce feelings of loneliness and isolation/ support services for those experiencing loneliness and isolation</p>	International Day Against Homophobia, Transphobia, and Biphobia	Police Visit School nurse Open Road- Hallucinogens/ Peer Pressure and assertiveness/Exploring attitudes- TBC	Educare Courses- Adverse Childhood Experiences (ACEs) 18th April 2024/Understanding Anxiety 2nd May 2024	<p>Coram Life Education – Adoptables Schools Toolkit</p> <p>Home Office - Something's Not Right (abuse disclosure)</p> <p>CRESST: Curious about conflict</p> <p>University of Exeter – The Rights Idea?</p> <p>Medway Public Health Directorate – Relationships and sex education</p> <p>PSHE Association – Mental health and emotional wellbeing</p> <p>PSHE Association – Committed relationships and family life</p>
<p>RSE Statutory links to Families- That there are different types of committed, stable relationships; How these relationships might contribute to human happiness and their importance for bringing up children; What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony; Why marriage is an important relationship choice for many couples and why it must be freely entered into; The characteristics and legal status of other types of long-term relationships; The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting; How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p> <p>RSE Statutory links to Respectful relationships, including friendships- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship; Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>					
Summer 2	<p>Intimate relationships</p> <p>Week 1- Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>Week 2- about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>Week 3- about facts and misconceptions relating to consent</p> <p>Week 4- about the continuous right to withdraw consent and capacity to consent</p>	Peer-on-Peer-bullying-and-harassment Positive Role Models Consent and Boundaries What are Coercive and Controlling Relationships? Radicalization	Police Visit School nurse Open Road-Stimulants/ Cannabis TBC	Educare Courses- The Prevent Duty 6th June 2024/Cyber security 4th July 2024	<p>PSHE Association - Consent lesson packs Medway Public Health Directorate – Relationships and Sex Education Home Office & GEO - Disrespect NoBody BBFC- Making choices: sex, relationships and age ratings Home Office - Something's</p>

		<p>Week 5- about STIs, effective use of condoms and negotiating safer sex / about the consequences of unprotected sex, including pregnancy</p> <p>Week 6- how the portrayal of relationships in the media and pornography might affect expectations</p> <p>Week 7- how to assess and manage risks of sending, sharing or passing on sexual images /how to secure personal information online</p>				<p>Not Right (abuse disclosure) You Before Two - The Fundamentals (£) NCA-CEOP – Respecting me, you, us NSPCC Talk Relationship</p>
	<p>RSE Statutory links to Intimate and sexual relationships, including sexual health -How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship; That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing; The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women; That there are a 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 to enjoy intimacy without sex; The facts about the full range of contraceptive choices, efficacy and options available; The facts around pregnancy including miscarriage; That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help); How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing; About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment; How the use of alcohol and drugs can lead to risky sexual behaviour; How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p> <p>RSE Statutory links to Online and media Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online; About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online; Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them; What to do and where to get support to report material or manage issues online; How information and data is generated, collected, shared and used online; The impact of viewing harmful content; That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners; That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail; How information and data is generated, collected, shared and used online</p> <p>RSE Statutory links to Being Safe- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships; How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>					
<p>Year 10</p>	<p>Autumn 1</p>	<p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>Week 1 – Introduction to a healthy and balanced diet. Identify the essential food groups in a balanced diet/ to make independent health choices</p> <p>Week 2 - the importance of physical activity for a healthy lifestyle and how lack of exercise can affect the human body/ about the relationship between physical and mental health</p> <p>Week 3 – different types of exercise/sport/activity how to make informed healthy eating choices</p> <p>Week 4 - positive and negative points of own lifestyle in relation to: Physical and Mental health.</p> <p>Week 5 - sources of information and/or support about creating a well-balanced healthy lifestyle/ about balancing work, leisure, exercise and sleep</p> <p>Week 6 - Create a plan that could improve own lifestyle and health choices/– Complete plan that could improve own lifestyle and health choices</p> <p>Week 7 -how to manage influences on body image /to take increased responsibility for physical health, including testicular self-examination</p>	<p>World Mental Health Day</p>	<p>Strengthening Minds Police Visit Lauren Cox – Open Road - Drugs and Alcohol – Every Tuesday at 11am. Connexion – Tracey Scott @ All Day Friday-ongoing City Senco Hub Impero Training Youth Health Champions</p>	<p>Educare Courses- Child Protection Refresher 4th September Child Protection in education 19th October External CPD Impero Training (IT) – Callum Cooper – Thursday 28th September</p>	<p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - The Sleep Factor Every Mind Matters- Sleep Every Mind Matters – Exam stress Coppafeel! – Breast cancer awareness AYPH - A fair and equal opportunity to be healthy Canesten – The Truth, Undressed Highgate School & NHS Barts – Testicular Health PSHE Association – Body modification BBC Bitesize – Eating a Balanced Diet. Healthy Schools – 8 Top Tips for healthy eating.</p>

<p>RSE Statutory links Respectful relationships, including friendships: That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p>					
<p>Autumn 2</p>	<p>E-safety Lesson 1 – risks of using the internet and the risks for data security. How to minimise risk when using the internet Lesson 2 – cyberbullying, and the different types of cyberbullying, when and how to report online safety issues Lesson 3 & 4– Not just Flirting Lesson 5 – digital footprint and ways to protect your digital footprint Lesson 6 – digital citizenship and acceptable online behaviour Lesson 7– law in relation to online behaviour and the law relevant to downloading of software and other digital content. Lesson 8- The impact of viewing harmful content</p>	<p>Anti-Bullying Week World Children’s Day Human Rights Day</p>	<p>Police Visit Prince Charming School nurse Open Road -Hidden Harm/ County Lines/exploitation/ Triggers and coping mechanisms–Tuesday at 11am.</p>	<p>Educare Courses- School Attendance and Children Missing Education 10th November/ Preventing Bullying 17th November/Autism awareness 8th December</p>	<p>Cifas - Anti-Fraud Education Every Mind Matters – Online stress and FOMO; Body image in a digital world National Crime Agency - Exploring Cybercrime BBFC - Making choices: sex, relationships and age ratings Media Smart - Piracy: what’s the big deal? Dove – Self-esteem project NSPCC Talk Relationship</p>
<p>RSE Statutory links to Respectful relationships, including friendships About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help; That some types of behaviour within relationships are criminal, including violent behaviour and coercive control;</p> <p>RSE Statutory links to Online and media Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online; About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online; Not to provide material to others that they wouldn’t want shared further and not to share personal material which is sent to them; What to do and where to get support to report material or manage issues online; How information and data is generated, collected, shared and used online; the impact of viewing harmful content; how information and data is generated, collected, shared and used online; That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners; That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p>					
<p>Spring 1</p>	<p>Understanding body image Week 1 – State what is meant by 'body image' what factors that have an influence on body image Week 2 - ways to promote positive body image/ how media and social media can influence body image Week 3 – examples of positive portrayals of body image in the media, including social media Week 4 – examples of negative portrayals of body image in the media, including social media.</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change Week 5 - how to manage challenges during adolescence / how to reframe negative thinking / strategies to promote mental health and emotional wellbeing about the signs of emotional or mental ill-health Week 6 - how to access support and treatment /about the portrayal of mental health in the media /how to challenge stigma, stereotypes and misinformation</p>	<p>Dr. Martin Luther King Jr Day Holocaust Memorial Day Safer Internet Day (6 February)</p>	<p>Prison Warden visit Police Visit School nurse</p>	<p>Educare Courses- Online Safety 4th January 2024 / Epilepsy awareness 25th January 2024</p>	<p>PSHE Association - Mental Health and Emotional Wellbeing BBFC - Emotional Wellbeing and the Media PSHE Association – Developing learning skills Childnet – Online body Image BBC Teach - PSHE: Your Body, Your Image Video’s. The Body Happy – Body Image KS4</p>
<p>RSE Statutory links to Respectful relationships, including friendships The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending</p>					

<p>relationships. This includes different (non-sexual) types of relationship; Practical steps they can take in a range of different contexts to improve or support respectful relationships;</p> <p>RSE Statutory links to Being Safe- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships; How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>					
<p>Spring 2</p>	<p>Stress awareness Week 1 - what is meant by 'stress' and possible symptoms of stress Week 2 - types of stress and how people may respond to a stressful situation Week 3 - possible causes of stress and examples of situations that may cause you stress Week 4 - effects of stress on an individual. Looking at a time that you felt stressed and identify how stress changed your behaviour. Week 5 - strategies for reducing and managing stress Week 6 - support available to individuals experiencing stress</p>	<p>St David's Day (1 March) Ramadan begins at sunset (10 March) St Patrick's Day (17 March) National Child Exploitation Awareness Day (18 March) Holi (25 March) Eid ul-Fitr (10 April)</p>	<p>Police Visit School nurse</p>	<p>Educare Courses- The SEND Code of Practice 8th March 2024/ ADHD 22nd March 2024</p>	<p>British Red Cross – Managing Stress BBC Teach - Time to talk about... stress, with Katie Thistleton Healthy Schools – Emotional Wellbeing Strategies Essex County Council – Lets Talks everyday Stress Secondary</p>
<p>RSE Statutory links to Respectful relationships, including friendships The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship; Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>					
<p>Summer 1</p>	<p>Alcohol awareness Week 1- recommended safe limits of alcohol, looking at the unit strength of four different alcoholic drinks Week 2 - reasons why people may misuse alcohol Week 3 – psychological effects of alcohol misuse Week 4 - the impact of alcohol misuse on an individual's health Week 5 – the effect that alcohol misuse may have on each of the following: family and friends ▪ society. Week 6 - s effects of withdrawing from alcohol and sources of help and information in relation to alcohol abuse</p>	<p>World Asthma Day International Day Against Homophobia, Transphobia, and Biphobia Gypsy, Roma and Traveller History Month</p>	<p>Police Visit School nurse Open Road- Hallucinogens/ Peer Pressure and assertiveness/Exploring attitudes- TBC</p>	<p>Educare Courses- Adverse Childhood Experiences (ACEs) 18th April 2024/ Understanding Anxiety 2nd May 2024</p>	<p>PSHE Association – Drug & Alcohol Awareness BBC Teach - Alcohol abuse and binge drinking Safe4me – Drug & Alcohol (secondary school) Healthy Schools - Alcohol</p>
<p>RSE Statutory links to Respectful relationships, including friendships- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship; Practical steps they can take in a range of different contexts to improve or support respectful relationships; How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice); That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs; About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help; That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>RSE Statutory links to Being Safe- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships; How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p> <p>RSE Statutory links to Intimate and sexual relationships, including sexual health That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others; How the use of alcohol and drugs can lead to risky sexual behaviour; how the use of alcohol and drugs can lead to risky sexual behaviour; How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship; That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p>					
<p>Summer 2</p>	<p>Smoking / vaping awareness Week 1- Addiction and why people smoke/vape (social and personal factors)</p>	<p>Peer-on-Peer-bullying-and-harassment Positive Role Models</p>	<p>Police Visit School nurse Open Road-Stimulants/ Cannabis TBC</p>	<p>Educare Courses- The Prevent Duty 6th June 2024/ Cyber security 4th July 2024</p>	<p>Healthy Schools – Catch your breathe PSHE Association – Vaping</p>

	<p>Week 2 - different types of smoking products and substances and chemicals found in tobacco/vaping products</p> <p>Week 3 – physical and psychological effect that smoking has on the body</p> <p>Week 4 - side effects of vaping on the body and support services,</p> <p>Week 5 - law regarding the age limit for the sales of:</p> <ul style="list-style-type: none"> ▪ Tobacco related products ▪ Vaping products <p>Week 6 - the law in relation to the health warnings on tobacco and vaping related products</p>	<p>Consent and Boundaries</p> <p>What are Coercive and Controlling Relationships?</p> <p>Radicalization</p> <p>Staying Safe over the Summer</p>			<p>BBC Bitesize – Vaping and peer pressure.</p> <p>ASH – Use of e-cigarettes among young people in Great Britain.</p>
	<p>RSE Statutory links to Respectful relationships, including friendships - The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship; Practical steps they can take in a range of different contexts to improve or support respectful relationships; How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice); That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs; About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help; That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>RSE Statutory links to Being Safe- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships; How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>				
Year 11	<p>Autumn 1</p> <p>Consent</p> <p>Week 1 – Introduction to what is meant by consent</p> <p>Week 2 - when consent is needed</p> <p>Week 3 – when consent can’t be freely given</p> <p>Week 4 - legislation that relates to consent</p> <p>Week 5 - the consequences of not obtaining consent</p> <p>Week 6 - sources of support and know where to find information about consent</p>	<p>World Mental Health Day</p>	<p>Strengthening Minds</p> <p>Police Visit</p> <p>Lauren Cox – Open Road - Drugs and Alcohol – Every Tuesday at 11am.</p> <p>Connexion – Tracey Scott @ All Day Friday-ongoing</p> <p>City Senco Hub</p> <p>Impero Training</p> <p>Youth Health Champions</p>	<p>Educare Courses- Child Protection Refresher 4th September</p> <p>Child Protection in education 19th October</p> <p>External CPD</p> <p>Impero Training (IT) – Callum Cooper – Thursday 28th September</p>	<p>Safe4me – Consent</p> <p>Oak National Academy – Sexual consent and capacity to consent.</p> <p>Healthy Schools – Consent</p> <p>CCEA – Consent</p>
	<p>RSE Statutory links to Families. That there are different types of committed, stable relationships; What marriage is, including its 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;</p> <p>RSE Statutory links to Respectful relationships, including friendships Practical steps they can take in a range of different contexts to improve or support respectful relationships; How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice); That some types of behaviour within relationships are criminal, including violent behaviour and coercive control; What constitutes sexual harassment and sexual violence and why these are always unacceptable; 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</p> <p>RSE Statutory links to Online and media That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners; That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>RSE Statutory links to Being safe The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships</p> <p>RSE Statutory links to Intimate and sexual relationships, including sexual health That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others; How the use of alcohol and drugs can lead to risky sexual behaviour</p>				
	<p>Autumn 2</p> <p>Mental health & wellbeing</p> <p>Week 1 – what is meant by mental health and wellbeing</p> <p>Week 2 – signs of good and poor mental health and wellbeing</p> <p>Week 3 – factors that may influence an individual’s mental health and wellbeing/ self-care techniques to promote mental wellbeing</p>	<p>Anti-Bullying Week</p> <p>World Children’s Day</p> <p>Human Rights Day</p>	<p>Police Visit</p> <p>Prince Charming</p> <p>School nurse</p> <p>Open Road -Hidden Harm/ County Lines/exploitation/ Triggers and coping mechanisms--Tuesday at 11am.</p>	<p>Educare Courses- School Attendance and Children Missing Education 10th November/ Preventing Bullying 17th November/Autism awareness 8th December</p>	<p>PSHE Association - Mental Health and Emotional Wellbeing</p> <p>BBFC - Emotional Wellbeing and the Media</p> <p>PSHE Association – Developing learning skill</p>

	<p>Week 4 – why communication and positive relationships are important for mental health and wellbeing.</p> <p>Week 5 – 5 ways to wellbeing may be used to improve mental health and wellbeing: a) Connect b) Keep Learning c) Be Active d) Take Notice e) Give to other</p> <p>Week 6 - Film and mental health</p> <p>Week 7 -Emotional Well-being and Media</p>				Healthy Schools – Mental Health
<p>RSE Statutory links to Families. That there are different types of committed, stable relationships;</p> <p>RSE Statutory links to Respectful relationships, including friendships The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship; Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>RSE Statutory links to Being safe The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships</p> <p>RSE Statutory links to Online and safety- The impact of viewing harmful content</p>					
Spring 1	<p>Sex & relationships</p> <p>Week 1 – sexual orientation and the different sexual orientations.</p> <p>Week 2 - legislation relating to sexual offences and what is meant by ‘consent’/ addressing pornography</p> <p>Week 3 and 4– Family conflict and long-term commitment</p> <p>Week 5 and 6 – Methods of contraception / advantages and disadvantages of some different methods of contraception and sources of support /Fertility and pregnancy choices.</p> <p>Week 5 - what is meant by the term STI, HIV and AIDS/ how to maintain good sexual health</p> <p>Week 6 and 7– Committed Relationships and family life</p>	<p>Dr. Martin Luther King Jr Day</p> <p>Holocaust Memorial Day</p> <p>Safer Internet Day (6 February)</p>	<p>Prison Warden visit</p> <p>Police Visit</p> <p>School nurse</p>	<p>Educare Courses- Online Safety 4th January 2024 / Epilepsy awareness 25th January 2024</p>	<p>Home Office - Something’s Not Right (abuse disclosure)</p> <p>NSPCC Talk Relationships</p> <p>Every Mind Matters - One-to-one relationships;</p> <p>Positive friendships</p> <p>University of Exeter - Modern Families</p> <p>PSHE Association – Friendship and bullying</p>
<p>RSE Statutory links to Families. That there are different types of committed, stable relationships; What marriage is, including its 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); The characteristics and legal status of other types of long-term relationships; How to:</p> <ul style="list-style-type: none"> • 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) • How to seek help or advice, including reporting concerns about others if needed <p>RSE Statutory links to Respectful relationships, including friendships the characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship; Practical steps they can take in a range of different contexts to improve or support respectful relationships; That some types of behaviour within relationships are criminal, including violent behaviour and coercive control; What constitutes sexual harassment and sexual violence and why these are always unacceptable;</p> <p>RSE Statutory links to Online and media That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners; That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail; the impact of viewing harmful content.</p> <p>RSE Statutory links to Being safe 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)</p> <p>RSE Statutory links to Intimate and sexual relationships, including sexual health How to recognise the characteristics and positive aspects of healthy 1-to-1 intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship; That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing); That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others; That they have a choice to delay sex or enjoy intimacy without sex; The facts about the full range of contraceptive choices, efficacy and options available; How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing; 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 and advice and treatment; about the prevalence of some STIs, the impact they can have on those who have contracted them and key facts about treatment; The facts around pregnancy including miscarriage; That there</p>					

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); The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women

<u>Spring 2</u>	<p>Drugs & Substance misuse</p> <p>Week 1 - legal and illegal drugs and other substances</p> <p>Week 2 - why people might misuse legal drugs and substances</p> <p>Week 3 - why people might use illegal drugs and substances</p> <p>Week 4 - impact of drugs and substance misuse on the individual</p> <p>Week 5 - impact of drugs and substance misuse on friends, family & society.</p> <p>Week 6 - how to access help/support relating to substance misuse</p>	<p>St David's Day (1 March)</p> <p>Ramadan begins at sunset (10 March)</p> <p>St Patrick's Day (17 March)</p> <p>National Child Exploitation Awareness Day (18 March)</p> <p>Holi (25 March)</p> <p>Eid ul-Fitr (10 April)</p>	<p>Police Visit</p> <p>School nurse</p>	<p>Educare Courses- The SEND Code of Practice 8th March 2024/ ADHD 22nd March 2024</p>	<p>Safe4me – Drug & Alcohol</p> <p>BBC Teach – Citizenship – Drugs my story</p> <p>PSHE Association - Drugs</p>
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RSE Statutory links to Families. That there are different types of committed, stable relationships;

RSE Statutory links to Being safe The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships

RSE Statutory links to Intimate and sexual relationships, including sexual health How the use of alcohol and drugs can lead to risky sexual behaviour

<u>Summer 1</u>	Exams	<p>World Asthma Day</p> <p>International Day Against Homophobia, Transphobia, and Biphobia</p> <p>Gypsy, Roma and Traveller History Month</p>	<p>Police Visit</p> <p>School nurse</p> <p>Open Road- Hallucinogens/ Peer Pressure and assertiveness/Exploring attitudes- TBC</p>	<p>Educare Courses- Adverse Childhood Experiences (ACEs) 18th April 2024/Understanding Anxiety 2nd May 2024</p>	
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RSE Statutory links to Respectful relationships, including friendships- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship; Practical steps they can take in a range of different contexts to improve or support respectful relationships; How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice); That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs; About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help; That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

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

<u>Summer 2</u>	Exams	<p>Peer-on-Peer-bullying-and-harassment</p> <p>Positive Role Models</p> <p>Consent and Boundaries</p> <p>What are Coercive and Controlling Relationships?</p> <p>Radicalization</p> <p>Staying Safe over the Summer</p>	<p>Police Visit</p> <p>School nurse</p> <p>Open Road-Stimulants/ Cannabis TBC</p>	<p>Educare Courses- The Prevent Duty 6th June 2024/Cyber security 4th July 2024</p>	
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