

# RELATIONSHIPS AND SEX EDUCATION CURRICULUM MAP

YEAR GROUP	TERM	TOPIC/THEME DETAILS	ASSEMBLIES	ADDITIONAL PD	STAFF CPD	RESOURCES
KS1	Autumn 1  Families and friendships	Roles of different people; families; feeling cared for -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	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 <sup>th</sup> September Child Protection in education 19 <sup>th</sup> October External CPD Impero Training (IT) – Callum Cooper – Thursday 28 <sup>th</sup> September	PSHE Association - Families Medway Public Health Directorate - Changing and growing up NSPCC – Talk PANTS
	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				

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 fool unbarrance runsafe, and how to seek help or advice from others if peopled.

recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.								
Autumn 2	Recognising privacy; staying safe;	Healthy living	Police Visit	Educare Courses-				
Autumn 2 Safe relationships  Respecting ourselves and others	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				

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



Spring 1	What rules are; caring for others'	Equality and	Police Visit	Educare Courses-	
Living in the	needs; looking after the environment	diversity	School nurse	Online Safety 4th	
Wider World	about examples of rules in different	Dr. Martin Luther		January 2024 /	
Belonging to	situations, e.g. class rules, rules at	King Jr Day		Epilepsy awareness 25th January 2024	
a community	home, rules	Holocaust Memorial		25th January 2024	
	outside	Day			
	that different people have different needs	Internet Day safety			
1	how we care for people, animals and other living things in different ways				
1	how they can look after the environment, e.g. recycling				
Media	Using the internet and digital devices;				
literacy and	communicating online				
Digital	how and why people use the internet				
resilience	the benefits of using the internet and				
	digital devices				
sometimes look love and care; Ti as they grow up; RSE Statutory lin characteristics o	, the importance of spending time together different to their family, but that they shou hat stable, caring relationships, which may How to recognise if family relationships arous to Caring friendships. How important friffriendships, including mutual respect, how oblems and difficulties; Those healthy friendships and difficulties;	Ild respect those difference be of different types, and the making them feel unhold endships are in making lesty, trustworthiness, lo	nces and know that other ce e at the heart of happy fam appy or unsafe, and how to us feel happy and secure, a byalty, kindness, generosity	hildren's families are also ilies, and are important it seek help or advice from nd how people choose a , sharing interests and ex	o characterised by for children's security m others if needed; nd make friends; The speriences and
Spring 2	Using the internet and digital devices;	Resilience	Police Visit	Educare Courses-	
Living in the	communicating online		School nurse	The SEND Code of	
Wider World	how people find things out and		See the Signs- Drugs	Practice 8th March	
Media	communicate safely with others online		and alcohol / gangs	2024/ ADHD 22nd	
literacy and			and county lines	March 2024	
Digital	Strengths and interests; jobs in the				
resilience	community				
	that everyone has different strengths,				
	in and out of school				
Money and	about how different strengths and				
Work	interests are needed to do different				
	jobs				
	-				
	about people whose job it is to help us				
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	about people whose job it is to help us in the community				
	about people whose job it is to help us in the community about different jobs and the work people do hks to Online relationships That people son		, , , , , , , , , , , , , , , , , , , ,	· ·	· · · · · · · · · · · · · · · · · · ·
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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				
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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;

Summer 2	Recognising what makes them unique	Changes	Police Visit	Educare Courses-	
Growing and	and special; feelings; managing when	Managing emotions	School nurse	The Prevent Duty	
changing	things go wrong		Open Road-Stimulants/	6th June 2024/Cyber	
J	how they are the same and different to		Cannabis TBC	security 4th July	
	others			2024	
	about different kinds of feelings				
	how to recognise feelings in themselves				
	and others				
	how feelings can affect how people				
Keeping safe	behave				
g suit	How rules and age restrictions help us;				
	keeping safe online				
	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				

## 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;

RSE Statutory links to Being Safe- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

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.

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					
Autumn 1	What makes a family; features of	World Mental	Strengthening Minds	Educare Courses-	PSHE Association -
Families and friendships	family life 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	Health Day	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	Child Protection Refresher 4 <sup>th</sup> September Child Protection in education 19 <sup>th</sup> October External CPD Impero Training (IT) – Callum Cooper – Thursday 28 <sup>th</sup>	Families  Coram Life Education – The Adoptables' Schools Toolkit Curiosity Library (£) NSPCC – Talk PANTS
	support, stability and love		Youth Health Champions	September	The Rez
	Autumn 1 Families and	Autumn 1  Families and friendships  What makes a family; features of family life  to recognise and respect that there are different types of families, including single  parents, same-sex parents, stepparents, blended families, foster and adoptive parents that being part of a family provides	Autumn 1  What makes a family; features of family life  to recognise and respect that there are different types of families, including single  parents, same-sex parents, stepparents, blended families, foster and adoptive parents that being part of a family provides  World Mental Health Day	Autumn 1 Families and friendships  What makes a family; features of family life to recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents that being part of a family provides support, stability and love  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	Autumn 1 Families and friendships  What makes a family; features of family life  to recognise and respect that there are different types of families, including single  parents, same-sex parents, stepparents, blended families, foster and adoptive parents  that being part of a family provides support, stability and love  World Mental Health Day  Strengthening Minds Police Visit Lauren Cox – Open Refresher 4th September Child Protection in Refresher 4th September Child Protection in Refresher 4th Connexion – Tracey Scott @ All Day Fridayongoing City Senco Hub Impero Training Thursday 28th September  September  Cotober  External CPD Impero Training Thursday 28th September



	about the positive aspects of being part of a family, such as spending time together				PSHE Association - Consent lesson
	and caring for each other				packs
	about the different ways that people can care for each other e.g. giving				Our Class - Caring Friendships
	encouragement or support in times of difficulty				PSHE Association - pick your pics
	to identify if/when something in a family might make someone upset or worried				PSHE Association – Friendship and bullying
	what to do and whom to tell if family relationships are making them feel unhappy or unsafe				, ,
Safe	Personal boundaries; safely responding to others; the impact of hurtful behaviour				
relationships	What is appropriate to share with friends, classmates, family and wider social groups including online				
	about what privacy and personal boundaries are, including online				
	basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision				
family membe	naracteristics of healthy family life, commitmens, the importance of spending time together	r and sharing each other	's lives; That others' familie	s, either in school or in t	he wider world,
stability; The cl family member sometimes loo love and care; as they grow u recognise if far	rs, the importance of spending time together k different from their family, but that they sl That stable, caring relationships, which may p; That marriage represents a formal and leg nily relationships are making them feel unha	r and sharing each other nould respect those diffe be of different types, are ally recognised commitr ppy or unsafe, and how	's lives; That others' familie rences and know that othe e at the heart of happy fam nent of two people to each to seek help or advice from	s, either in school or in t r children's families are ilies, and are important other which is intended others if needed	the wider world, also characterised by for children's security I to be lifelong; How to
stability; The claim family member sometimes loo love and care; as they grow unrecognise if far Autumn 2	rs, the importance of spending time together k different from their family, but that they sl That stable, caring relationships, which may p; That marriage represents a formal and leg	r and sharing each other nould respect those diffe be of different types, are ally recognised commitr	's lives; That others' familie erences and know that othe e at the heart of happy fam ment of two people to each	s, either in school or in t r children's families are ilies, and are important other which is intended	the wider world, also characterised by for children's security
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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

Spring 1	The value of rules and laws; rights,	Equality and	Police Visit	Educare Courses-	Environment Agency
Spring 1	, , ,	' '			0 ,
Living in the	freedoms and responsibilities	diversity	School nurse	Online Safety 4th	– Caring for the
Wider World	the reasons for rules and laws in wider	Dr. Martin Luther		January 2024 /	Environment and
Belonging to	society	King Jr Day		Epilepsy awareness	Careers
a community	the importance of abiding by the law	Holocaust Memorial		25th January 2024	Curiosity Library (£)
a community	and what might happen if rules and	Day			National Cyber
	laws are broken	,			Security Centre -
	what human rights are and how they	Internet Day safety			•
	protect people				CyberSprinters
	to identify basic examples of human				Curiosity Library (£)
	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				
	How the internet is used; assessing				
	information online				
	how the internet can be used positively				
Na - di -	for leisure, for school and for work				
Media	to recognise that images and				
literacy and	information online can be altered or				
Digital	adapted and the reasons for why this				
resilience	happens				
	strategies to recognise whether				
	0				
	something they see online is true or				
	accurate				
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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

never met, nov	v information and data is shared and used of	iiiie			
Spring 2	How the internet is used; assessing	Resilience	Police Visit	Educare Courses-	National Cyber
Living in the	information online		School nurse	The SEND Code of	Security Centre -
Wider World	to evaluate whether a game is suitable		See the Signs- Drugs	Practice 8th March	CyberSprinters
Media	to play or a website is appropriate for		and alcohol / gangs	2024/ ADHD 22nd	Curiosity Library (£)
literacy and	their age-group		and county lines	March 2024	LOUD! Network -
Digital	to make safe, reliable choices from				Job skills, influences
resilience	search results				and goals
resilience	how to report something seen or				Environment Agency
	experienced online that concerns them				– Flood alert
	e.g. images or content that worry them,				Environment Agency
	unkind or inappropriate communication				- Caring for the
	Different jobs and skills; job				Environment and
	stereotypes; setting personal goals				Careers
Money and	about jobs that people may have from				Carcers
Work	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				



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		

**RSE Statutory links to Respectful relationships**- The importance of permission-seeking and giving in relationships with friends, peers and adults;

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;

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.

physical and ot	her contact.	s sour serongs to them.	, and the uniterented better	en appropriate and map	propriate, and are
Summer 1	Health choices and habits; what affects	Being safe online	Police Visit	Educare Courses-	Curiosity Library (£)
Health and	feelings; expressing feelings	Communication and	School nurse	Adverse Childhood	PSHE Association -
Wellbeing	the choices that people make in daily	relationships	Open Road-	Experiences (ACEs)	Health Education:
	life that could affect their health	relationships	Hallucinogens/ Peer	18th April	food choices,
	to identify healthy and unhealthy		Pressure and	2024/Understanding	physical activity &
	choices (e.g. in relation to food,		assertiveness/Exploring	Anxiety 2nd May	balanced lifestyles
	exercise, sleep)		attitudes- TBC	2024	PSHE Association –
	what can help people to make healthy				Mental health and
	choices and what might negatively				wellbeing Summer
	influence them				<ul><li>Health and</li></ul>
	about habits and that sometimes they				wellbeing
	can be maintained, changed or stopped				
	PSHE Association - Health Education:				
	food choices, physical activity &				
	balanced lifestyles PSHE Association –				
	Mental health and wellbeing Summer				
	<ul> <li>Health and wellbeing</li> </ul>				
	the positive and negative effects of				
	habits, such as regular exercise or				
	eating too much sugar, on a healthy				
	lifestyle				
	what is meant by a healthy, balanced				
	diet including what foods should be				
	eaten regularly or just occasionally				
	that regular exercise such as walking or				
	cycling has positive benefits for their				
	mental and physical health				
	about the things that affect feelings				
	both positively and negatively				
	strategies to identify and talk about				
	their feelings about some of the different ways				
	people express feelings e.g. words,				
	actions, body language				
	to recognise how feelings can change				
	overtime and become more or less				
	powerful				
	poweriui				



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



<u>Autumn 1</u>	Personal identity and self esteem	World Mental	Strengthening Minds	Educare Courses-	PSHE Association –
	Week 1 - Welcome to Personal	Health Day	Police Visit	Child Protection	Personal Identity.
	Development, including identifying		Lauren Cox – Open	Refresher 4 <sup>th</sup>	Safe Schools Alliance
	elements that shape personal identity		Road - Drugs and	September	UK – Secondary
	Week 2 - Factors that contribute to a		Alcohol – Every	Child Protection in	Resources – Positive
	positive sense of self		Tuesday at 11am.	education 19 <sup>th</sup>	Identity.
	Week 3 – self-esteem and confidence		Connexion – Tracey	October	identity.
	Week 4 - The relationship between		Scott @ All Day Friday-	External CPD	Childnet.com –
	personal identity and self-esteem		ongoing	Impero Training (IT)	Online Identity.
	Week 5 - Building confidence and self-		City Senco Hub	– Callum Cooper –	British Red Cross –
	esteem		Impero Training	Thursday 28th	Identity and
	Week 6 – Assertiveness		Youth Health	September	*
	Week 7 – Different gender identities		Champions		Belonging.
orientation or	links Respectful relationships, including frie disability, can cause damage (e.g. how they	might normalise non-co	nsensual behaviour or enco	urage prejudice)	
	links Intimate and sexual relationships, incl onships, which include mutual respect, consi			the state of the s	•
	dentifying and managing sexual pressure, in			· · · · · · · · · · · · · · · · · · ·	
Autumn 2	Recognising and dealing with bullying	Anti-Bullying Week	Police Visit	Educare Courses-	BBC.co.uk –
ratuilli Z	Week 1 – What is bullying?	And-bullying week		School Attendance	Bitesize.
			Prince Charming –		Antibullying Week:
	Week 2 – forms of bullying		domestic violence	and Children	Different types of
	Week 3 – effects of bullying on the		School nurse	Missing Education	1
	victim		Open Road -Hidden	10th November/	Bullying.
	Week 4 – Intervention strategies that		Harm/ County	Preventing Bullying	NSPCC – Helping
	may help the victim		Lines/exploitation/	17th	children deal with
	Week 5 – strategies that may help the		Triggers and coping	November/Autism	bullying/Types of
	bully.		mechanisms-Tuesday	awareness 8th	bullying.
	Week 6 – sources of help and support		at 11am.	December	Mental Health
	available				School - Bullying and Cyberbullying.
icluding trust his includes d elationships;	links Respectful relationships, including frie respect, honesty, kindness, generosity, bou ifferent (non-sexual) types of relationship; of About different types of bullying (including of	ndaries, privacy, conser ractical steps they can t yber-bullying), the impa	nt, the management of conf ake in a range of different o act of bullying, responsibiliti	lict and reconciliation ar contexts to improve or si es of bystanders to repo	kts, including online), and ending relationships. support respectful
including trust This includes d relationships; to get help; Th RSE Statutory	respect, honesty, kindness, generosity, bou ifferent (non-sexual) types of relationship; P About different types of bullying (including c at some types of behaviour within relationsh links Intimate and sexual relationships, incl	ndaries, privacy, conser ractical steps they can t yber-bullying), the impa nips are criminal, includi uding sexual health Hov	at, the management of conf ake in a range of different of act of bullying, responsibiliti ng violent behaviour and co w to recognise the characte	lict and reconciliation ar contexts to improve or so es of bystanders to repo percive control ristics and positive aspe	cts, including online), and ending relationships. apport respectful art bullying and where
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Week 5 - skills needed to develop and maintain relationships and the importance of trust and honesty within a relationship

Week 6 - possible causes of conflict within a relationship and how these might be overcome

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)

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

Summer 1	Families and parenting, healthy	International Day	Police Visit	Educare Courses-	Coram Life
	relationships, conflict resolution, and	Against	School nurse	Adverse Childhood	Education –
	relationship changes	Homophobia,	Open Road-	Experiences (ACEs)	Adoptables Schools
	Week 1- about different types of	Transphobia, and	Hallucinogens/ Peer	18th April	Toolkit
		' '	· •		Toolkit  Home Office - Something's Not Right (abuse disclosure)  CRESST: Curious about conflict  University of Exeter - The Rights Idea?  Medway Public Health Directorate - Relationships and sex education  PSHE Association - Mental health and emotional wellbeing  PSHE Association - Committed relationships and
	Week 6 - ways to reduce feelings of				family life
	loneliness and isolation/ support				
	services for those experiencing				
	loneliness and isolation				

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

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

Week 1- Relationships and sex bullying-and- education including consent, harassment	School nurse		PSHE Association -
contraception, the risks of STIs, and attitudes to pornography  Week 2- about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex  Week 3- about facts and misconceptions relating to consent  Week 4- about the continuous right to withdraw consent and capacity to consent	Open Road-Stimulants/ Cannabis TBC	The Prevent Duty 6th June 2024/Cyber security 4th July 2024	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



Week 5- about STIs, effective use of condoms and negotiating safer sex / about the consequences of unprotected sex, including pregnancy Week 6- how the portrayal of relationships in the media and pornography might affect expectations Week 7- how to assess and manage risks of sending, sharing or passing on sexual images /how to secure personal

information online

Not Right (abuse disclosure) You Before Two - The Fundamentals (£) NCA-CEOP -Respecting me, you, us NSPCC Talk Relationship

RSE Statutory links to Intimate and sexual relationships, including sexual health -How to recognise the characteristics and positive aspects of healthy oneto-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 pressurising 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

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

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)

# Year 10

# Autumn 1

# Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first

Week 1 – Introduction to a healthy and balanced diet. Identify the essential food groups in a balanced diet/ to make independent health choices

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

Week 3 - different types of exercise/sport/activity how to make informed healthy eating choices

Week 4 - positive and negative points of own lifestyle in relation to: Physical and Mental health.

Week 5 - sources of information and/or support about creating a well-balanced healthy lifestyle/ about balancing work, leisure, exercise and sleep

Week 6 - Create a plan that could improve own lifestyle and health choices/- Complete plan that could improve own lifestyle and health choices

Week 7 -how to manage influences on body image /to take increased responsibility for physical health, including testicular self-examination

#### World Mental Health Day

Strengthening Minds Police Visit Lauren Cox – Open Road - Drugs and Alcohol - Every Tuesday at 11am. Connexion - Tracey Scott @ All Day Fridayongoing City Senco Hub Impero Training Youth Health Champions

Educare Courses-Child Protection Refresher 4th September Child Protection in education 19th October

**External CPD** Impero Training (IT) - Callum Cooper -Thursday 28th September

PSHE Association -Health Education: food choices, physical activity & balanced lifestyles PSHF 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.



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	links Respectful relationships, including frie	ndships: That some typ	es of behaviour within relat	cionships are criminal, in	cluding violent
Autumn 2	E-safety	Anti-Bullying Week	Police Visit	Educare Courses-	Cifas - Anti-Frau
	Lesson 1 – risks of using the internet	World Children's	Prince Charming	School Attendance	Education
	and the risks for data security. How to	Day	School nurse	and Children	Every Mind Matt
	minimise risk when using the internet	1 '	Open Road -Hidden	Missing Education	– Online stress a
	Lesson 2 – cyberbullying, and the	Human Rights Day	Harm/ County	10th November/	FOMO; Body
	different types of cyberbullying, when		Lines/exploitation/	Preventing Bullying	image in a digita
	and how to report online safety issues		Triggers and coping	17th	world
	Lesson 3 & 4– Not just Flirting		mechanisms-Tuesday	November/Autism	
	<b>Lesson 5</b> – digital footprint and ways to		at 11am.	awareness 8th	National Crime
	protect your digital footprint			December	Agency - Explori Cybercrime
	Lesson 6 – digital citizenship and acceptable online behaviour				· ·
	Lesson 7 – law in relation to online				BBFC - Making
	behaviour and the law relevant to				choices: sex,
	downloading of software and other				relationships and age
	digital content.				
	Lesson 8- The impact of viewing				ratings
	harmful content				Media Smart -
					Piracy: what's th
					big deal?
					Dove – Self-este
					project
					NSPCC Talk
					Relationship
	links to Online and media Their rights, responding online; About online risks, including tha				
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•	moving potentially compromising material pl	aced online; Not to prov	vide material to others that	they wouldn't want sha	ired further and no
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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;

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)

Spring 2	Stress awareness	St David's Day (1	Police Visit	Educare Courses-	British Red Cross –
	Week 1 - what is meant by 'stress' and	March)	School nurse	The SEND Code of	Managing Stress
	possible symptoms of stress	Ramadan begins at sunset (10 March) St Patrick's Day (17		Practice 8th March 2024/ ADHD 22nd March 2024	BBC Teach - Time to talk about stress,
	Week 2 - types of stress and how	, ,		IVIAICII 2024	with Katie Thistleton
	people may respond to a stressful situation	March) National Child Exploitation			Healthy Schools – Emotional Wellbeing
	Week 3 - possible causes of stress and	Awareness Day (18			Strategies
	examples of situations that may cause	March)			Essex County
	you stress	Holi (25 March)			Council – Lets Talks
		Eid ul-Fitr (10 April)			everyday Stress
	Week 4 - effects of stress on an				Secondary
	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				

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

respectiui reia	tionships				
Summer 1	Alcohol awareness	World Asthma Day	Police Visit	Educare Courses-	PSHE Association –
	Week 1- recommended safe limits of	International Day	School nurse	Adverse Childhood	Drug & Alcohol
	alcohol, looking at the unit strength of	Against	Open Road- Hallucinogens/ Peer Pressure and assertiveness/Exploring attitudes- TBC	Experiences (ACEs) 18th April	Awareness
	four different alcoholic drinks	Homophobia, Transphobia, and		2024/Understanding	BBC Teach - Alcohol abuse and binge
	Week 2 - reasons why people may	Biphobia		Anxiety 2nd May 2024	drinking
	misuse alcohol	Gypsy, Roma and	attitudes- TBC	2024	Safe4me – Drug &
	Week 3 – psychological effects of	Traveller History			Alcohol (secondary
	alcohol misuse	Month			school)
	Week 4 - the impact of alcohol misuse				Healthy Schools -
	on an individual's health				Alcohol
	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				

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)

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 pressurising 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

Summer 2	Smoking / vaping awareness	Peer-on-Peer-	Police Visit	Educare Courses-	Healthy Schools –
	Week 1- Addiction and why people	bullying-and-	School nurse	The Prevent Duty	Catch your breathe
	smoke/vape (social and personal	harassment	Open Road-Stimulants/	6th June 2024/Cyber	PSHE Association –
	factors)	Positive Role Models	Cannabis TBC	security 4th July 2024	Vaping



		Week 2 - different types of smoking	Consent and			BBC Bitesize –
		products and substances and chemicals	Boundaries			Vaping and peer
		found in tobacco/vaping products	What are Coercive			pressure.
		Week 3 – physical and psychological	and Controlling			ASH – Use of e-
		effect that smoking has on the body	Relationships?			cigarettes among
		Week 4 - side effects of vaping on the	Radicalization			young people in
		body and support services,	Nadicalization			Great Britain.
		Week 5 - law regarding the age limit for	Classica Cafe and			
		the sales of:	Staying Safe over			
		<ul> <li>Tobacco related products</li> </ul>	the Summer			
		<ul> <li>Vaping products</li> </ul>				
		Week 6 - the law in relation to the				
		health warnings on tobacco and vaping				
		related products				
	RSE Statutory	links to Respectful relationships, including f	riendships- The charact	eristics of positive and healt	thy friendships (in all cor	ntexts, including
	online) includir	ng: trust, respect, honesty, kindness, generos	sity, boundaries, privacy	, consent and the managem	nent of conflict, reconcili	ation and ending
	relationships.	his includes different (non-sexual) types of r	elationship; Practical sto	eps they can take in a range	of different contexts to	improve or support
	respectful rela	tionships; How stereotypes, in particular ster	eotypes based on sex, g	gender, race, religion, sexua	I orientation or disability	, can cause damage
		might normalise non-consensual behaviour				
	respect by oth	ers, and that in turn they should show due re	espect to others, including	ng people in positions of au	thority and due toleranc	e of other people's
	beliefs; About	different types of bullying (including cyberbu	llying), the impact of bu	llying, responsibilities of by	standers to report bullyi	ng and how and
		elp; That some types of behaviour within rela				·
	DCE Statutone	links to Being Safe- The concepts of, and law	re relating to several con	cont coveral evaluitation of	auco grooming coorcier	haracement rano
		e, forced marriage, honour-based violence a	_	·		•
		and recognise consent from others, including				•
					,	
Year	Autumn 1	Consent	World Mental	Strengthening Minds	Educare Courses-	Safe4me – Consent
I Cai		Week 1 – Introduction to what is meant	Health Day	Police Visit	Child Protection	Oak National
11		by consent		Lauren Cox – Open	Refresher 4 <sup>th</sup>	Academy – Sexual
		Week 2 - when consent is needed		Road - Drugs and	September	consent and
		Week 3 – when consent can't be freely		Alcohol – Every	Child Protection in	capacity to consent.
		given		Tuesday at 11am.	education 19 <sup>th</sup>	
		Week 4 - legislation that relates to		Connexion – Tracey	October	Healthy Schools – Consent
		consent		Scott @ All Day Friday-	External CPD	
				ongoing	Impero Training (IT)	CCEA – Consent
		Week 5 - the consequences of not		Oligonia		
		obtaining consent		City Senco Hub	– Callum Cooper –	
		·				
		obtaining consent		City Senco Hub	– Callum Cooper –	
		obtaining consent  Week 6 - sources of support and know		City Senco Hub Impero Training	– Callum Cooper – Thursday 28 <sup>th</sup>	
		obtaining consent  Week 6 - sources of support and know where to find information about		City Senco Hub Impero Training Youth Health	– Callum Cooper – Thursday 28 <sup>th</sup>	
		obtaining consent  Week 6 - sources of support and know where to find information about consent		City Senco Hub Impero Training Youth Health Champions	– Callum Cooper – Thursday 28 <sup>th</sup> September	
		obtaining consent  Week 6 - sources of support and know where to find information about consent  inks to Families. That there are different typ		City Senco Hub Impero Training Youth Health Champions relationships; What marria	– Callum Cooper – Thursday 28 <sup>th</sup> September ge is, including its legal s	
	marriage carrie	obtaining consent  Week 6 - sources of support and know where to find information about consent  links to Families. That there are different types legal rights and protections not available to	o couples who are coha	City Senco Hub Impero Training Youth Health Champions relationships; What marria biting or who have married	- Callum Cooper - Thursday 28 <sup>th</sup> September  ge is, including its legal s	
	marriage carrie ceremony); Wh	obtaining consent  Week 6 - sources of support and know where to find information about consent  links to Families. That there are different typ es legal rights and protections not available to my marriage is an important relationship choice.	o couples who are coha ce for many couples and	City Senco Hub Impero Training Youth Health Champions  relationships; What marria biting or who have married, d why it must be freely ente	- Callum Cooper - Thursday 28 <sup>th</sup> September  ge is, including its legal s for example, in an unre	gistered religious
	marriage carrie ceremony); WI	obtaining consent  Week 6 - sources of support and know where to find information about consent  links to Families. That there are different types legal rights and protections not available to marriage is an important relationship choilinks to Respectful relationships, including f	o couples who are coha ce for many couples and riendships Practical step	City Senco Hub Impero Training Youth Health Champions  relationships; What marria biting or who have married, d why it must be freely ente	- Callum Cooper - Thursday 28 <sup>th</sup> September  ge is, including its legal s for example, in an unre ered into; of different contexts to in	gistered religious mprove or support
	marriage carrie ceremony); WI RSE Statutory respectful rela	obtaining consent  Week 6 - sources of support and know where to find information about consent  links to Families. That there are different typ is legal rights and protections not available to my marriage is an important relationship choi links to Respectful relationships, including ficionships; How stereotypes, in particular stere	o couples who are coha ce for many couples and riendships Practical step reotypes based on sex, g	City Senco Hub Impero Training Youth Health Champions  relationships; What marria biting or who have married, d why it must be freely ente os they can take in a range of	- Callum Cooper - Thursday 28th September  ge is, including its legal s for example, in an unre- ered into; of different contexts to in I orientation or disability	gistered religious  mprove or support  , can cause damage
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Week 4 – why communication and positive relationships are important for mental health and wellbeing.

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

Week 6 - Film and mental heath
Week 7 - Emotional Well-being and Media

RSE Statutory links to Families. That there are different types of committed, stable relationships;

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

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 Online and safety- The impact of viewing harmful content

Spring 1 Sex & relat	ionships	Dr. Martin Luther	Prison Warden visit	Educare Courses-	Home Office -
	exual orientation and the	King Jr Day	Police Visit	Online Safety 4th	Something's Not
different se Week 2 - le offences an 'consent'/a Week 3 and term comm Week 5 and contracepti disadvantag methods of of support , choices. Week 5 - w HIV and AIE sexual healt	exual orientations. In a second orientation of the second orientation of the second or	Holocaust Memorial Day Safer Internet Day (6 February)	School nurse	January 2024 / Epilepsy awareness 25th January 2024	Right (abuse disclosure)  NSPCC Talk Relationships  Every Mind Matters - One-to-one relationships;  Positive friendships  University of Exteter - Modern Families  PSHE Association — Friendship and bullying

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:

- 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

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;

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.

<u>RSE Statutory links to Being safe</u> 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)

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



St David's Day (1

are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion

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

Police Visit

**Educare Courses-**

Safe4me - Drug &

March) School nurse The SEND Code of Alcohol Week 1 - legal and illegal drugs and Ramadan begins at Practice 8th March BBC Teach other substances 2024/ ADHD 22nd sunset (10 March) Citizenship – Drugs Week 2 - why people might misuse St Patrick's Day (17 March 2024 my story legal drugs and substances March) Week 3 - why people might use illegal PSHE Association -**National Child** drugs and substances Drugs Exploitation Week 4 - impact of drugs and substance Awareness Day (18 misuse on the individual March) Holi (25 March) Week 5 - impact of drugs and substance Eid ul-Fitr (10 April) misuse on friends, family & society. Week 6 - how to access help/support relating to substance misuse 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 World Asthma Day Police Visit **Educare Courses-**Summer 1 Adverse Childhood School nurse International Day Open Road-Experiences (ACEs) Against Hallucinogens/Peer 18th April Homophobia, Pressure and 2024/Understanding Transphobia, and assertiveness/Exploring Anxiety 2nd May Biphobia attitudes- TBC 2024 Gypsy, Roma and Traveller History Month 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) Summer 2 **Exams** Peer-on-Peer-Police Visit **Educare Courses**bullying-and-School nurse The Prevent Duty harassment Open Road-Stimulants/ 6th June 2024/Cyber Cannabis TBC security 4th July Positive Role 2024 Models Consent and **Boundaries** What are Coercive and Controlling Relationships? Radicalization Staying Safe over the Summer 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

and where to ge

**Drugs & Substance misuse** 

Spring 2



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)