The Hawkswood Group

Relationships & Health Education Policy

(Incorporating; Relationships Education; health Education & Relationships and Sex Education)

Approved by the Management Committee
Hawkswood Group

Date of Next Review: July 2025
Ratified: July 2023

The Hawkswood Group

Relationships and Health Education Policy

As schools we must provide relationships education to all primary aged pupils and sex education to all secondary aged pupils as per section 34 of the Children and Social work act 2017. This policy sets out how the school meets the subsequent, statutory requirements of the Department for Education, *'Relationships Education, Relationships and Sex Education (RSE) and Health Education'* June 2019.

Relationships Education, Sex Education and Health Education (*referred to in this policy as RHE*) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RHE involves lifelong learning, starting early in childhood and continuing throughout life, and so it is taught in every year group across our schools, in a way that reflects the developmental level of the learner.

Aims and Objectives

The over-arching aim of RHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

The main objectives of the RHE curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

Schools within The Hawkswood Group ensure RSE is compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Teaching and Learning
RSE is taught with clear learning objectives and is a subject that is developed as pupils progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners.

Before any RSE is taught, time is spent on developing expectations with the pupils. These are based on three fundamental rights of the child:

- the right to learn;
- the right to be and feel safe;
- the right to feel and be respected.

RSE is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning. This includes support from school nurses and support agencies, such as Stonewall, Metro the NSPCC.

Content

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

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

For more information about our RSE curriculum, see appendices 1 and 2.

The teaching of RSE meets the requirements of the statutory elements of the National Curriculum, relating to: Science (Sex Education); Relationships Education and Health Education.

We use the Jigsaw curriculum to support non-specialist teachers to support children and young people to develop knowledge, skills and attitudes/values which are essential to develop safe and healthy relationships.

Although RSE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects

A core element of RSE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils, including those with SEND, have a right to effective RSE. Different pupils' needs are taken into account when teaching RSE. This may require adjustments to the curriculum or how it is accessed for some pupils

Assessment

Assessment is key to learning. Any teaching and learning in RSE starts with an assessment activity, to establish pupils' learning needs and prior understanding. Teacher assessment should be made

against the key questions set out for each lesson/unit of work. End of Key Stage assessment in RSE is matched to the requirements set out in the DfE statutory guidance.

Pupils are expected to evaluate their learning in RSE in a variety of ways. At times, this will include written work but the majority of RSE assessment will be in the form of discussions, photos and personal reflection.

In general, pupils' learning in RSE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school. Parents/carers can also be asked to be involved in noting their child's development in these areas and is a good way of supporting parental understanding of RSE.

Parental Engagement

Children **cannot** be withdrawn from Relationships Education or Health Education in primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are _additional_ to that covered by the science curriculum, which is mandatory. They may request to do this at any point, up to three terms before the child turns 16. Young people over this age, who wish to take part in the lessons, can do so.

If a parent/carer requests to withdraw their child from Sex Education, it is vital that the school talks their request through with them. Any parent/carer wishing to use the right to withdraw should always be directed to meet with the Headteacher or Deputy Headteacher. It is important that this happens so that parents/carers are able to understand:

• what their child would be learning and why;
• what aspects they can and cannot be withdrawn from;
• what the risks are to the child of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding).

An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

If, after discussion with parents/carers, it is agreed that a pupil will be withdrawn from any non-statutory Sex Education taking place then the schools will ensure that the pupil is occupied meaningfully during that time, with suitable and alternative learning provision.

The headteacher will also ask the parents/carers how they will be ensuring that the pupil to be withdrawn is going to be supported at home, to ensure that they are able to take part in all other statutory RHE taking place.

Roles and responsibilities

Governors

Governors will approve the RSE policy. The Management Committee has delegated the responsibility for the implementation of this policy to the Quality of Education, Behaviour & Safeguarding Committee.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of Relationships and Sex Education.

Staff

Staff are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to Relationships and Sex Education;
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/non-science) components of Relationships and Sex Education.

Staff do not have the right to opt out of teaching Relationships and Sex Education. Staff who have concerns about teaching Relationships and Sex Education are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to Relationships and Sex Education, treat others with respect and sensitivity.

Policy Development and Consultation

The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils are consulted through ongoing assessment at the end of each unit.
- Staff views are taken into account through the subject leader's monitoring process and through discussions at Professional Development Meetings.
- Parents/carers are invited to discuss what the school teaches, why RSE is important and how the subject is taught.

RSE and Safeguarding

Effective RSE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

To help safeguard pupils, RSE follows the principles for effective RSE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective RSE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences - including those with special educational needs and disabilities.

- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

RSE and Faith Perspectives

Pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, RSE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, RSE is a subject dedicated to building pupils' empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage or contraception). However, RSE is always taught within the context of the Equality Act 2010 and the school places RSE at the forefront of its Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

Monitoring, Evaluation and Review

The Management Committee & Quality of Education, Behaviour & Safeguarding Committee will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout The Hawkswood Group School.

This policy will be reviewed by the Quality of Education, Behaviour & Safeguarding on a two-yearly cycle.

Adherence to the policy will be monitored by the Headteacher.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

KS 2

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Yr. 7

Age 11-12	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I? fitting in	Prejudice, discrimination, assertiveness, what's important to you?	My dreams and goals Achievement and failure	Stress, effects, tips to combat strips, serotonin	Relationship with self, consent, change, healthy relationships	Reproduction facts, puberty, FGM, breast ironing, changes and how I feel about them
2	Influences and influencers, Gateway emotions	Who influence you? Ethical issues, changing attitudes	Key skills needed for the future, what skills would I like to develop	Stress situations, physical reactions, exercise helps to relieve stress	Healthy relationships and support	Responsibilities of having a baby, pregnancy and birth, IVF
3	Peer pressure, belonging, Peer-on-Peer abuse	Stereotypes and examples	Learning from Mistakes, setbacks	Substances, legal and illegal, classification, law	Emotions in relationships, scenarios	Effective parenting skills, pet care, is it ok to not want kids?, UN Children's' rights
4	Online identity, risks and tips to keep safe, Peer-on-Peer abuse	Challenging discrimination, protected characteristics and equality act	Influences, consequences of decisions, how could I positively affect my future?	Balanced diet, eating healthily, sleep and exercise benefits	Happy families, discernment, authenticity	Media and image, cosmetic surgery, avatars, self-esteem
5	Consequence of online comments, sexting, Peer-on-Peer abuse	Bullying, why be a bully? Would you intervene? Peer-on-Peer abuse	Child criminal exploitation, gangs, bystander, emergency aid	Illness, treatment, vaccinations, medicines	Assertiveness, rights and responsibilities, sexting, Peer-on-Peer abuse consequences	Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain
6	Online safety	Inclusion or exclusion – importance of being included	Control over your life	Loneliness, 5 ways to well-being	Discernment, authenticity	Becoming an adult recap

Yr. 8

Age 12-13	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, influences, uniqueness of me	Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime, examples	Short-, medium- & long-term goals – flexibility – employability skills - grit	Different types of health, my health and responsibility, health tips, vaccinations, dental etc	Relationship with self, social media self- image.	Intimate relationships, me and my relationships, attraction, healthy and unhealthy relationships Peer-on-Peer abuse
2	Family, definitions, community living	Social injustice, inequality, causes, benefits of multi culturalism	Money – impact - positives and negatives – what can't be bought?	Stressful situations and triggers	Pressures of different relationships, freedom and control	What makes a good relationship?
3	Family expectations, active listening, roles within the family (i.e., firstborn etc)	Religion in decline? Positives, fundamentalism, stereotypes, celebrating diversity	Online safety – digital footprint, impact on career	Substance effects on the body and mind	Privacy, personal space, invasion of privacy, paparazzi and celebrity	Me and my relationships, attraction, love or crush?
4	First impressions, influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, emotional, Peer-on-Peer abuse consequences, get involved, Golden rule	Money, wages and career goals, what affects your earning potential, budgeting	Substance misuse and the law, county lines, exploitation of young people	Good relationship, control, anti-bullying, power, coercion, Peer-on-Peer abuse	Pornography, art?, is it ok for adults to look at porn? Age limits, is porn real? Peer-on-Peer abuse
5	Marriage and the law, beliefs and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?	Weekly costs, debt, gambling, emotions linked to too much/ little money	Disease, herd immunity, medicines, vaccinations	Social media, safety tips, laws, trolling, Peer-on-Peer abuse, employer's rights to access	Alcohol, the law, effects of alcohol, scenarios
6	Being unique, expectations, managing them	Is it only the rich that can change the world? Charles Drew, How can I make a difference? Issues and traits needed, organ/blood donation	Gambling issues and support	Substances, pros and cons	Healthy relationships and control	Can a relationship be honest and real as well as exciting and fun?

Age 13-14	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Relationships, expectations and perceptions, love or abuse?, coercive control, Peer-on-Peer abuse	Prejudice, discrimination, protected characteristics and equality act, banter, Peer-on-Peer abuse, law and bullying, schools, hate crime	Personal strengths, health goals	Media misperceptions of youth, Greta Thunberg, making good lifestyle choices	Positive and negative impact of relationships,	Mental health and well-being, anxiety, OCD, phobias, depression, being supportive, challenging stigma
2	Peer approval, managing personal relationships, Peer-on-Peer abuse, damaging relationships, grooming, county lines, radicalisation	LGBT+ rights in the workplace, challenging negative attitudes, why do people judge?	Importance of planning, career options, world of work, choices	Alcohol, effects on the body, the law, risks	Top 10 tips for healthy relationships, power, Peer-on-Peer abuse	Change, reactions and responses to change, resilience
3	Self-identity, influences, social groups, social media, risks and experimentation	Power of positive and negative language, being understood, banter or verbal bullying, Peer-on-Peer abuse	Happiness pressure, being happy	Substances including nicotine and cannabis, vaping, effects of illegal drugs, classification, support	Attraction (body), Pornography and the law, how real is pornography?	Sleep facts and needs, How to sleep better, benefits of relaxing,
4	Groups, being me in a group, peer v friendship, conflict or celebration, Peer-on-Peer abuse	Types of bullying including online effects on mental health, self-awareness, anti-bullying strategy, Peer-on-Peer abuse	Mental health and ill-health, causes, support, stigma	Emergency situations, alcohol poisoning, recovery position	Starting a family?, Sex and the law, Age of consent, contraceptive choices	Resilience, dealing with obstacles, tips on developing resilience
5	Positive and negative self-identity, fitting in (leading to crime?) risks, consent	Diversity, discrimination, protected characteristics, EQ act, Equality	Media manipulation & fake news, effects on mental health, self-esteem	Drug effects, why use them?, risks, addiction, support	Consequences of unprotected sex, physical and emotional	Changing and growing, impact on body and mind
6	Perception, misperception	Prejudice and stereotyping, ageism, protecting against discrimination	Mental well-being strategies	Reasons for using substances	Age of consent	Dealing with change

Yr. 10

Age 14-15	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Freedom, human rights & act, safety, violations	Hidden disability, examples, challenges for those affected, protected characteristics, EQ act, equality	Important relationships, resilience & how to develop it	Mental health issues	My relationships, self, love? lust? Attraction, attachment	Societal change, how will it affect me? Social media and social change, save the environment
2	Grief cycle, loss, responses to loss, support	Workplace expectations and disability, promoting equality, fair pay, rights and responsibilities	Physical and mental health, MH tips	Protecting long-term health, balance, health tips	Relationship life cycles, grief, ending relationships and consequences	Change and growth, positive and negative change, decision making and influences
3	Online data use, pros and cons of social media	What makes a society?, agree to disagree, Multi-cultural societies,	Success and problems with chasing it, issues which could impact on future success, work/life balance, social media & employers, Social Media consequences	Body facts, substances and the body, prescribed drugs & safety	Intimate healthy relationships, types of long-term relationships, connectedness & expectations	Male and female traits/ stereotypes?, gender and sexual identity, Peer-on-Peer abuse definitions, understanding gender issues, it's good to be you
4	Netiquette, online laws, safety threats, Peer-on-Peer abuse,	Equal and unequal relationships, balance of power, coercive control and support, Equity and equality World of work	Balance – diet, work/life – benefits of balance	Mental health disorders, anxiety, OCD, depression, eating disorders, support, treatment, triggers, caring and volunteering	Pornography timeline, risks, harms and myths, Peer-on-Peer abuse, Reality TV relationships	Gender stereotypes, how can we reduce stereotypes? Law and stereotypes, safe and unsafe relationship expectations
5	Online ratings	Equality and inequality, Types of inequality in society and the effects, fighting inequality uk and world, campaigns	Goals, health goals, body, looking after ourselves and others, blood donation	Health, CV disease, Cancer, diabetes, steps to being healthy, epidemics etc, organ donation and stem cell therapy	Healthy and unhealthy behaviours, abuse & coercion, Peer-on-Peer abuse, ideal partner	Physical and emotional changes that have happened to you, change scenarios, self-esteem, family change, managing change, support
6	Different types of relationships, positive elements	Health and life chances, healthy standard of living, free healthcare	Steps to success, resilience toolkit	STIs, risks and keeping healthy	Relationships – are they too difficult?	Everything changes

Yr. 11

Age 15-16	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Pros and cons of becoming an adult, age limits	N/A	Anxiety & effects, tips, solution-based thinking, sleep needs and advice, benefits of relaxing	Sleep, exam prep, eat well	Intimate romantic relationships, scenarios, sex perceptions, Are you ready for sex? Peer-on-Peer abuse	N/A
2	Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honour-based violence', Peer-on-Peer abuse, arranged/forced marriage	N/A	Money, work, debt, gambling, employment, types of employment e.g., self-employed, employee, zero hours, financial goals, budgeting, credit cards	STIs and risks, being healthy and looking after your health, condoms, breast and testicle self-examination	LGBT+, gender and sexuality spectrums,	N/A
3	Equality Act, coercive control, domestic abuse, violence in relationships, teen dating violence, Peer-on-Peer abuse	N/A	Jobs in the future, dream job, managing your skillset, employment opportunities	Sex, Are you ready?, consent, Peer-on-Peer abuse	Perceptions of LGBT+, timeline, Do's and Don'ts of coming out	N/A
4	Self-review, online law and safety, including pornography and gambling, misuse of mobile phones, sexting, Peer-on-Peer abuse	N/A	Intimate relationships, parenting	Fertility and pregnancy, pregnancy choices including Abortion, pregnancy myths, bringing up a baby, financial implications	Balance of power in relationships, case studies, Peer-on-Peer abuse	N/A
5	Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios	N/A	Barriers to D&G, when things go wrong, resilience	Intimate relationships, abuse, rape culture, Peer-on-Peer abuse	My body my choice, breast ironing and FGM, 'honour-based violence', forced marriage, law, LGBT+ hate crime	N/A
6	Situations and consequences	N/A	Can technology help us reach our goals?	Mutual respect in intimate relationships	Being you in a relationship	N/A