



Introduction

This policy covers Rochester Independent College's whole school approach to Relationships and Sex Education (RSE).

We believe that RSE is vital for the personal, social and emotional development of our students. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and wellbeing. We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence. Through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebrating of difference. As part of the College ethos, we foster respect, challenge prejudice and develop imaginative and informed attitude whilst developing students who are able to think critically, creatively and independently.

Delivery

Relationships and Sex Education RSE is delivered primarily through Personal, Social, Health and Citizenship Education (PSHE) and Science lessons. However, aspects of relationships within a moral and ethical framework may be covered in other subjects. Outside agencies may also contribute to the planning and delivery of RSE, including the college nurse. This also includes outside speakers with supportive work from the Form Tutors (Lower School) and Personal Tutors (6th Form) to address elements like misconceptions, signposting and reinforcing learning from external agencies.

Science will teach about conception and some elements of contraception; PSHE will explore what lifestyle choices young people may wish to make and, having made those choices, what language, strategies and skills they need to stay healthy and safe. Links will be made with the ICT curriculum so that students recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. The risks and the law related to sharing and downloading images, and information regarding safe ways of sharing information, social networking, online dating and sharing images will be discussed.

Confidentiality

At RIC we have a separate confidentiality policy which defines what teachers and other adults working in the college can and cannot keep confidential. Confidentiality is discussed with students so that everyone understands these boundaries. Any visitor to the college is bound by the RIC confidentiality policy, regardless of whether or not their organisation has a different policy. Clear ground rules are established

with students to establish a safe and respectful environment for the discussion of issues relating to RSE. All members of staff are aware of confidentiality guidelines and inform the Designated Safeguarding Lead (DSL) in cases of a student requiring confidential medical advice or counselling. Members of staff are legally bound to disclose information about any form of abuse of children and young people to the DSL.

Roles and responsibilities

The Senior Leadership Team (SLT) endeavour to support the provision and development of RSE in line with this policy by providing leadership, adequate resourcing and an ethos of trust and security within the college. They also have a responsibility to keep an up to date written statement of the policy and this must be available to parents. The Assistant Head of Lower School (Pastoral) has the responsibility for the writing of schemes of work and oversight of PSHE for students in the Lower School (Years 7-11). The Head of Sixth Form is responsible for the writing of the Sixth Form Programme and has oversight in Years 12 and 13. This includes the delivery of the RSE element and the identification of training needs of tutors. As with other aspects of PSHE, they maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation. The Assistant Principal (Pastoral) has line management responsibility for the Assistant Head of Lower School (Pastoral) and Head of Sixth Form in this area and for the oversight of the delivery of PSHE. The Lower School Science Lead has the responsibility for the delivery of the aspects of RSE contained within the National Curriculum orders for Science and ensuring that they are fully delivered within the schemes of work. All teachers are involved in the college's RSE provision. Some RSE is taught in PSHE, some through Science and some in other curriculum areas, such as English and Drama. All staff play an important pastoral role by offering support to students. Teachers are consulted about the college's approach to RSE and are aided in their work by the provision of resources, background information, support and advice from senior members of staff, and access to appropriate training. Support staff, for example the college nurse, may be involved in a supportive role in some RSE lessons and they also play an important pastoral role with students. As in other areas of PSHE, use is made of outside speakers.

The following will help to establish clear boundaries for confidentiality between students and teachers:

- Reassuring students that their best interests will be maintained
- Encouraging students to talk to their parents, or carers, and giving them support to do so
- Ensuring that students know that staff cannot offer unconditional confidentiality
- Reassuring students that only certain members of staff who need to know will be told so that the student can be supported
- If there is any disclosure, or possibility of abuse, following the college's child protection/safeguarding procedures
- Making sure that students are informed of sources of confidential help, for example, the college nurse, counselling services, GP or local young person's advice service.

Right to Withdraw

RSE within college is intended to be complementary to and supportive of the role of parents.

Parents/Carers have the right to withdraw their child from all or part of sex education lessons that are

delivered as part of Sex and Relationships Education. However, they do not have the right to withdraw their son/daughter from the RSE element of the National Science Curriculum. Nor can they remove their child from the Relationship Education aspect as it is important that the students understand how relationships can develop and evolve. Parents are invited to contact the Head of School, in writing, if they have any concerns or queries. If parents request that their child is withdrawn, they will be invited into college to discuss the issues with the Principal. Parents do not have to give their reasons for withdrawing their child, but should be made aware of the implications of removing them from lessons. A child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

Staff Training

Staff are trained to the relevant and appropriate level dependent on their role. All College staff undertake Peer on Peer Awareness training through Educare as part of the Safeguarding training package.

Safe and Effective Practice

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the College's Child Protection and Safeguarding Policy.

Equality, Diversity and Inclusion

All staff and students are treated equally regardless of their sex, gender identity, pregnancy, race, educational needs, religion, disability, sexual orientation, nationality, ethnic or national origin, or social background. The RSE policy is in line with the college's equality policies. RSE is sensitive to the different needs of individual students and may need to evolve as the student population changes. At all times we aim to ensure the present and future wellbeing of students and to meet their learning needs. It is also crucial that lessons help students to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. We teach in one of the most ethnically diverse countries in the world and in a class we may have students from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold strong views about sexual behaviour. It is essential that we are sensitive to these views whilst ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial, scientific information on matters such as abortion, as well as covering the law in relation to, for example, forced marriage and female genital mutilation. It will also cover legislation related to equality and protected characteristic groups. RSE lessons will cater for all students and will be respectful of how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be "emerging". RSE will be sensitive to the different needs of individual students and may adapt and evolve over time.

When delivering RSE/ PSHE, staff will be expected to employ the principles of Quality First Teaching (QFT). This is to ensure lessons are taught in a way that is inclusive to all students, especially those identified as SEND, who may be more vulnerable to effects of misinformation regarding RSE/ PSHE. Due to the nature of small class sizes at the College, staff have an intimate knowledge of student needs and will ensure that lessons are taught in a way that allows all students to access the content. This will include, but is not limited to, differentiated RSE/ PSHE material; time in lessons for students to process and reflect what has been delivered, and targeted questioning to informally assess student knowledge.

Links to other policies:

Child Protection/Safeguarding
Confidentiality
Equal Opportunities
Online Safety
PSHE

Monitoring, Review and Consultation

RSE will be monitored through feedback from staff, students and parents and evaluated by the Assistant Principal (Pastoral), Senior Leaders and pastoral staff. The opinions of staff, students and parents will also inform future planning to ensure that the delivery of RSE continues to meet the needs of our students. Policies will be reviewed in line with any new guidance from the Department for Education and local health and education authorities.

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Appendices

Appendix 1 - Rationale According to the Department for Education guidance

Appendix 2 - Programme of Study - Year 7 PSHE / RSE

Appendix 3 - Programme of Study - Year 8 PSHE / RSE

Appendix 4 - Programme of Study - Year 9 PSHE / RSE

Appendix 5 - Programme of Study - Year 10 PSHE / RSE

Appendix 6 - Programme of Study - Year 11 PSHE / RSE

Appendix 7 - Programme of Study - 6th Form PSHE / RSE

Appendix 1 - Rationale According to the Department for Education guidance

The information below complies with our statutory obligations to deliver RSE under section 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationship Education Relationship and Sex Education and Health Education Guidance and other relevant guidance.

Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. 'The emphasis of RSE should be upon an understanding of the importance of 'stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Students have an entitlement to an appropriate and balanced education about sex and relationships'.

Schools in England have a statutory requirement to teach a programme of sex education including work on HIV, AIDS and other sexually transmitted infections. The Education Act 2002/Academies Act 2010 says all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the college and of society, and
- prepares students at the college for opportunities, responsibilities and experience of later life

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be discerning in their relationships and sexual behaviours, and to have fulfilling relationships.

The objective of RSE is to help and support students through their physical, emotional and moral development. This policy, embedded within PSHE, will help young people to learn to respect themselves and others, and move with confidence from childhood into adulthood.

Aims and Objectives

- a) To provide accurate information about, and increase understanding of sexual development, attitudes and behaviour, including providing facts about sex, the law, sexuality, sexual health and gender identity.
- b) To offer support and accurate information for students and to dispel myths.

- c) To enable students to make well informed, reasonable and responsible decisions with regard to their relationships.
- d) To increase students' self-esteem and self-confidence to enable them to form responsible and caring relationships.
- e) To raise awareness of external pressures posed by new technologies including social media.
- f) To develop a sense of mutual respect, care and consideration for others.
- g) To develop skills such as communication, risk assessment, managing relationships, decision making, assertiveness and seeking help.
- h) To create a positive atmosphere where questions and discussions on sexual matters can take place without embarrassment.
- i) To set sexual activity within the context of caring relationships, including the values of family life.
- j) What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- k) To provide information regarding available support services.

RSE will be taught in a moral and values framework, which focuses on the following aspects:

- a) Taking account of other people's feelings.
- b) Mutual support and cooperation.
- c) Self-respect.
- d) Accepting responsibility for the consequence of our own actions.
- e) The right of people to hold their own views.
- f) Not imposing our own views on other people.
- g) Not infringing the rights of other people.
- h) The right not to be abused by other people or be taken advantage of.
- i) The right of people to follow their own sexuality within legal parameters.
- j) A responsibility to develop relationships, including sexual relationships based on mutual consent, rather than coercion.
- k) Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexual orientation.
- l) Challenging homophobic bullying and sexism.
- m) The right to accurate information about sex-related issues.
- n) The right to access support services.

Learning outcomes

The RSE policy should enable pupils to know:

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 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.

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.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

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 would not 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.
- 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 prison.
- How information and data is generated, collected, shared and used online.

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).

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- 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.

Appendix 2

PROGRAMME OF STUDY 2019-2020 (YEAR 7)

PSHE

Autumn: Term 1	Autumn: Term 2
<p>Being Me in My World</p> <p>Students will be able to:</p> <ul style="list-style-type: none">● recognise that identity is affected by a range of factors including my interests, my physical characteristics, my achievements and my values● question if fitting in is more important than showing your uniqueness● Identify which of our influences are positive and which can be negative● understand the 4 gateway emotions and how they can affect how we feel about ourselves● recommend media such as music that can help when we are experiencing more difficult emotions to help us feel better● understand how peer pressure operates within groups● identify when peer pressure is taking place for others and myself● recognise that friendship groups are made up of different types of people● recognise how I present myself online● question making snap judgement about people's profiles● identify the possible dangers online and importance of privacy settings● create rules to follow when using the internet● understand what can influence my behaviour online● identify the potential dangers when messaging online● recognise the consequences for actions● recognise the different consequences dependent your role in a relationship e.g. parent, child, boy/girlfriend, friend, stranger	<p>Celebrating Difference</p> <p>Students will be able to:</p> <ul style="list-style-type: none">● Identify the assumptions that can be made when giving a first impression● define prejudice and recognise why it is unfair● define discrimination and recognise why it is unfair● what to do when you witness unfair treatment● identify the tools needed to speak up for yourself● review your influences● recognise challenging opinions and how to approach others when you disagree● identify what a stereotype is, give examples and recognise where they come from● understand why we challenge stereotypes● explore positive and negative discrimination● recognise the 9 protected characteristics stated in the Equality Act (2010)● undertake an inspection of the school to see how well it upholds the Equality Act (2010)● Recognise why people might bully e.g. fear of difference, jealousy, loneliness, wanting to impress others, power/control● recognise and understand what they should do if faced with a bully● identify a bystander and why they are complicit in any act of bullying● question why people want to be part of a group and the emotions that can be involved● understand why you should not exclude someone and how it can make others feel● treat others how they wish to be treated● identify the skills they want to hone to make them a better friend or peer

<ul style="list-style-type: none"> ● maintain positive online and offline relationships 	
<p>Spring: Term 3</p> <p>Dreams and Goals</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● understand risk and how it can impact someone's success ● recognise the ability acquire knowledge as well as the feeling of being overwhelmed ● identify their own dreams and goals in careers, general life and where they live ● recognise what they have achieved in their life and any difficulties they may have overcome to achieve them ● identify failures and how what they have learned that have allowed them to grow ● recognise how they can develop and change their own lives through the choices they make ● identify the key skills needed in the workplace e.g. problem-solving, critical thinking, people management, emotional intelligence ● build a model based in criteria and recognise the skills needed to successfully work with others ● question why people are quick to blame others if something goes wrong ● explore how to find positivity in failure ● recognise why things go wrong in life sometimes ● identify when it important to understand and recognise when things go wrong ● deal with setbacks ● understand how influences can affect our choices ● recognise how decisions and choices can affect their ability to succeed in your dream ● recognise exploitation for criminal activity ● understand why people might feel drawn to join a gang and what the consequences are ● recognise the dangers of being in gang ● make the correct choices if they find someone unconscious 	<p>Spring: Term 4</p> <p>Healthy Me</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● define stress and anxiety and what situations may cause an increase in these emotional states ● identify the physical feelings of stress and when a person has too much stress e.g. emotional, physical, cognitive and behavioural responses ● understand how they can stay positive and resilient ● recognise the physical changes that happen when someone is extremely stressed ● understand the importance of exercise to relieve stress ● identify harmful substances, the prevalence of usage, what they do to the body, the number of death attributed to them and the cost to society ● recognise why someone might misuse them ● identify controlled drug classification and the law ● recognise healthy choices including a balanced diet vs unhealthy foods ● understand why diet is important for growing minds and bodies ● identify the importance of sleep & exercise, ● understand the difference vaccinations have made in tackling disease ● recognise how the choice to vaccinate can affect you and others ● identify the importance of safe medicine use ● understand the impact of loneliness ● state the 5 ways to maintain positive well-being: <ul style="list-style-type: none"> ○ connect ○ be active ○ take notice (mindful) ○ keep learning ○ give

Summer: Term 5	Summer: Term 6
<p>Relationships</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● understanding the transient nature of relationships ● define what is meant by consent ● recognise how relationships can change and can cause those changes ● identify what makes a healthy relationship ● recognise where they get support from and what level of support they receive ● understand relationship words such as jealousy, trust, respect, kindness, love, frustration ● identify what qualities someone might bring to a relationships and if they are the same for all relationships ● recognise the emotions that you feel depending on the circumstance and how they can affect how you react ● define discernment and how it is important quality to have in relationships and everyday life ● reflect on reality vs tv presentation ● recognise positive and negative assertiveness ● understand the different rights and responsibilities that we have ● understanding sexting and it's dangers 	<p>Changing Me</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● understand how the body changes during puberty ● recognise dangerous practices that can occur to alter how female bodies change e.g. female genital mutilation and breast ironing, and how to report this ● understand how conception happens and what happens to the body during childbirth ● identify the different ways you can conceive a baby ● question why people choose to become parents and the different factors that may affect their decision ● identify the roles and responsibilities of a parent ● questions societal expectations of people and how they present themselves ● understand the negative impact of digitally altered photographs ● recognise why people may choose plastic surgery ● know how to raise their self-esteem ● recognise the impact social media can have on your perception of yourself and your emotions ● understand the effect different foods, exercise, sleep, and hormones can have on our mood in adolescence ● reflect on how they can tackle mood changes and how the brain works

Relationship and Sex education

Physical Health and Mental Wellbeing

Both RSE and PH & MW

Appendix 3

PROGRAMME OF STUDY 2019-2020 (YEAR 8)

PSHE

Autumn: Term 1	Autumn: Term 2
<p>Being Me in My World</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● recognise their individuality and how everyone is multi-faceted ● identify their influences and how important they are to their identity ● understand how families can made up of many different types of people ● question the importance of community in their lives and the lives of others ● recognise the various stereotypes in families and the expectations that come with it ● question first impressions ● identify the impact of first impressions and when can make a difference ● manage the influences that form their identity ● understand the valuable people can have for marriage and its legal status ● recognise the importance of faith and belief in their own and others lives ● understand the protected characteristics identified in the Equality Act (2010) ● recognise the importance of their rights and liberty 	<p>Celebrating Difference</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● understand the impact of persecution and how it can manifest ● recognise the importance of celebrating our similarities ● positively influence how we view others ● question prejudice including racial and religious prejudice ● recognise how the media can affect how we perceive others after a tragedy ● identify the types of incident that can be racist or religious hate incidents and crimes ● define justice, injustice & society ● identify social inequality within the UK ● recognise how they can tackle inequality and where to get support ● acknowledge the benefits of living in multicultural society ● understand that the world has various different belief systems ● recognise the positive aspects of religion and how to be more balanced in our views about religion ● recognise the dangers of radicalisation ● question stereotypes ● define what bullying is why it is wrong and its negative impact ● identify the different types of bullying understanding when bullying should be reported to the police ● state what is meant by LGBT+ ● recognise the importance stand up for your beliefs and its effects on your self-identity
Spring: Term 3	review Spring: Term 4
Dreams and Goals	Healthy Me

<p>Students will be able to:</p> <ul style="list-style-type: none"> state the difference between short, medium and long term goals recognise the value of planning and goal setting acknowledge the value of 'grit' in achieving goals and dreams identify the value of being online as a resource recognise how the internet can be unsafe and how to be protected online define their digital footprint and its impact know how to keep themselves safe online acknowledge the influence the choice that are made can have on their future recognise what it important to track and monitor their spending understand how location and career can affect salary define what factors can impact salary growth create a budget for a low income budget understand why people may get into debt recognise wealth disparity around the world identify the impact of poverty on individuals acknowledge the emotional impact of money 	<p>Students will be able to:</p> <ul style="list-style-type: none"> define what is meant by being healthy identify the different types of health e.g. physical, environmental, spiritual, social, mental and emotional understand the different ways that we can stay healthy review if they keep themselves healthy and their responsibility to their health acknowledge how they can improve their own health define stress and identify situations that can be perceived as stressful give tips on how to help someone deal with stress acknowledge what triggers stress in a person identify various substances and acknowledge the effect they can have on the mind and the body question why people use substances and what they could do instead define what is meant by substance misuse understand the law's firm stance on substance misuse recognise the difference between Class A, B & C drugs recognise how young people can get involved in using and supplying drugs identify what is meant by 'county lines' in relation to drugs recognise how young people can be in danger of exploitation understand why people have vaccinations and what is meant by herd immunity recognise why people take medications
<p>Summer: Term 5</p> <p>Relationships</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> recognise the importance of our relationship with ourselves recognise the impact social media can have on this relationship identify my strengths, weaknesses and how I take care of myself debate editing or photo-shopping images and the impact that this has identify how different relationships can create different emotions and how to take control of these situations 	<p>Summer: Term 6</p> <p>Changing Me</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> recognise how I feel about intimate relationships understand what happens when people experience physical attraction e.g. physical & emotional acknowledge their own opinions about love and relationships review what makes a healthy relationship identify how age can affect the ability to have a good relationship manage their emotions as they could begin to have intimate feelings

<ul style="list-style-type: none"> ● recognise the importance of boundaries within a relationship ● identify what are appropriate boundaries for their age group ● define why privacy is important ● identify their own boundaries e.g. personal space ● state how personal space can be invaded online ● acknowledge appropriate behaviour when meeting someone ● identify what makes a good relationship ● review bullying ● define an unhealthy relationship e.g. controlling , coercive ● review online safety ● understand how you can potential break the law on social media e.g. libel, copyright 	<ul style="list-style-type: none"> ● recognise the different phases of love e.g. crush, attraction, love ● define pornography ● debate if it is ok to watch pornography as an adult ● understand the laws around watch and possessing pornography ● recognise how pornography does not represent real life experiences ● understand how alcohol is made ● know what the law is relating to alcohol if you are under 18 ● recognise the negative impact of consuming alcohol to excess ● state how the body and mind can be impaired by alcohol
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Relationship and Sex education

Physical Health and Mental Wellbeing

Both RSE and PH & MW

Appendix 4

PROGRAMME OF STUDY 2019-2020 (YEAR 9)

PSHE

Autumn: Term 1	Autumn: Term 2
<p>Being Me in My World</p> <p>Students will be able to:</p> <ul style="list-style-type: none">● understand what makes a good relationships● identify where they can get advice about relationships● recognise the different expectations and perceptions of relationships at their age● question what they think is acceptable behaviour in relationship● recognise the dangers of coercive control in a relationship● question if others opinions of you matter● understand why we seek others approval and how it can be harmful● define peer on peer abuse● identify what makes a good friend● understand what grooming is and how it can be used in criminal or terrorist activity i.e. county lines, radicalisation● debate positive and negative influences● assess their own use of social media and how influenced they are by it● define what risk is● understand why people might take risk● recognise the risks associated with alcohol, drugs & sex● assess what makes groups work well - formal and informal structures● recognise the importance of individuality● acknowledge how differences can lead to conflict and how to manage those situations● define self-identity and recognise why we should be positive about ourselves● identify the characteristics desired in a relationship● recognise the dangers of having a negative self-identity● understand consent and how to exercise their right to consent	<p>Celebrating Difference</p> <p>Students will be able to:</p> <ul style="list-style-type: none">● recognise the difference between prejudice and discrimination● recognise the 9 protected characteristics stated in the Equality Act (2010)● debate the difference between banter and bullying● understand that bullying is a form of peer on peer abuse● recognise what the law says about bullying and hate crime● question why some people still discriminate against LGBT+ people in the workplace● identify how students can make their school discrimination free● understand how negative comments can have a greater impact than positive comments● recognise the importance of language and how it can affect other people● acknowledge how the brain reacts to negative and positive comments● examine language and misunderstandings● review banter and bullying● differentiate between online and verbal bullying● identify the effect of bullying on mental health● understand the implications of bullying in the workplace● recognise the importance of being self-aware● review the 9 protected characteristics stated on the Equality Act (2010)● identify the 4 different ways someone can be discriminated against● challenge how equal our society is and suggest how we can improve it

<p>Spring: Term 3</p> <p>Dreams and Goals</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify their personal strengths ● recognise the importance of their health to their wellbeing ● understanding how planning can improve their lives ● create smart targets ● recognise different types of employment ● understand why people become addicted to plastic surgery ● acknowledge the link between happiness and work ● define mental health and mental ill health ● recognise what factors contribute to mental ill health ● know where to get support if they are concerned about their mental ill health ● define stigma ● understand how to tackle stigma ● recognise how we can be manipulated by the media ● understand how this can affect someone's mental health ● acknowledge that some media can have a positive influence ● define self-esteem ● recognise how self-esteem and mental ill health are linked 	<p>Spring: Term 4</p> <p>Healthy Me</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● recognise how young people are stereotyped ● understand why the perceptions about young people are not reflective of their true behaviour ● acknowledge the issues they feel strongly about and how to make change ● question the positive and negative things associated with alcohol ● debate the legality of alcohol and the drink age ● understand the facts about alcohol including what is legal and what is not ● recognise various substances and what they do to the body e.g. caffeine, sugar, cannabis etc. ● understand the statistics for smoking and vaping in young people ● debate why people think young people smoke more than they do ● feel more confidence in how to respond in an emergency situation ● identify what medical emergencies require calling 999 ● recognise the signs and symptoms of alcohol poisoning and drug poisoning ● understand the effects of substances ● question why people might use illegal drugs or use drugs illegally ● understand the risk have to their overall health ● acknowledge the risk of addiction and how to support someone who is misusing legal or using illegal drugs
<p>Summer: Term 5</p> <p>Relationships</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● recognise the positive and negative effect someone can have on you ● identify what characteristics help make a healthy relationship ● understand how uneven power dynamics can affect relationships health 	<p>Summer: Term 6</p> <p>Changing Me</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● recognise what mental health looks and feels like ● question why depression and anxiety levels have increased over the last 25 years ● define anxiety, OCD, phobias and depression ● understand how to support someone with mental ill health

<ul style="list-style-type: none"> ● review peer on peer abuse ● recognise assertiveness and confidence in others ● define the rights that underpin behaviour ● identify aggressive, assertive and passive behaviour ● acknowledge how to be assertive ● review consent ● understand how ideal body types have changed throughout history ● recognise the law relating to pornography ● question their own opinions on pornography, nude and semi-nude images and the media ● understand the difference between pornography and real sex ● debate the choice to have a child ● question why people choose to have sex ● understand the law regarding consent ● recognise the history of contraception ● state various contraception options including abstinence ● understand the consequences of unprotected sex ● question some preconceived ideas held on conception ● identify types of STI, their symptoms and treatment ● recognise the emotional consequences of unprotected sex 	<ul style="list-style-type: none"> ● understand how to manage change ● define resilience ● acknowledge their own level of resilience ● understand the effects of sleep and how much sleep a person needs at 5 key life stages ● recognise positive sleep habits ● assess the importance of relaxation ● debate how a person's resilience can change over time and it may change ● offer advice on how improve someone to become more resilient ● recognise the effects of changing and growing in teenagers ● identify how they cope with change and how it impacts their mental health
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Relationship and Sex education

Physical Health and Mental Wellbeing

Both RSE and PH & MH

Appendix 5

PROGRAMME OF STUDY 2019-2020 (YEAR 10)

PSHE

Autumn: Term 1	Autumn: Term 2
<p>Being Me in My World</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define liberty ● Recognise the 15 Human Rights ● Assess their own opinions and how they value their rights ● Analyse how human rights have been violated by people, companies and countries ● Understand the grief cycle e.g. 5 stages of grief ● Recognise how different people respond to grief in different ways ● Have an awareness that there can be both physical and emotional response ● Able to know where to access support if they needed ● Recognise how their online data is used ● Question whether social media is harmful ● Understand how social media is used around the world ● Debate if social media affects culture and identity ● Identify appropriate online behaviour ● Understand the law regarding sexual abuse images ● Recognise the damage effects like and comments can have on someone's self-esteem ● Assess their own views on risks and identify what they consider to be risky activity ● Recognise how they can reduce risk and understand that there are unseen risks ● Get help if required in a case of misadventure ● Define what characteristics make a healthy relationship 	<p>Celebrating Difference</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define what is meant by hidden disabilities ● Recognise common hidden disabilities and understand the challenges a person faces if they have a hidden disability ● Define quality ● Understand the Equality Act (2010) and know what the nine protected characteristics are ● Recognise how our school could promote Positive Action ● Identify the various employees rights and what employers are expected to do ● Recognise the importance of equality in the workplace ● Understand which jobs are exempt from the Equality Act (2010) and why ● Define what is meant by society and what makes a good society ● Understand the positives from living in a multicultural society ● Recognise inequality and how it can negatively affect a society ● Debate why equality of power in a relationship is important ● Define and understand the negative impact of coercive control in a relationship ● Recognise the mental and physical consequences of coercive control ● Understanding the difference between equality and equity ● Identify the effects of inequality including physical health such as malnutrition and mental health ● Feel confident to challenge inequality if they witness it

<p>Spring: Term 3</p> <p>Dreams and Goals</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recognise what relationships are important in their lives ● Define resilience ● Identify what the strengths and weakness they have and what they can do if things go wrong ● Apply changes to improve the situation they are in if required ● Recognise how they can build resilience ● Identify their own goals ● Understand of what may be preventing them from achieving from their goals including their self-identity ● Define physical health ● Recognise the link between their physical health and achieving their goals ● Understand how to look after their own mental health ● Acknowledge how success makes them feel ● Recognise what factors may impact their success ● Assess what is a work/life balance ● Question what their social media profile says about them ● Understand how their social media profile affect their employment opportunities ● Identify why balance is important ● Recognise the positive effects of a balanced diet ● Understand the benefits of balance 	<p>Spring: Term 4</p> <p>Healthy Me</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Assess their own health and recognise what determines health ● Question how their physical health is influenced by their mental health and vice versa ● Recognise the difference between protected factors and risk factors ● Identify how they can protect their own health ● Review the effect of substances on the body including drugs, alcohol, cigarettes and sugar ● Question if prescribed drugs are safe and how to determine if they are safe ● Define mental health ● Recognise the common mental health disorders in young people ● Identify where they can get help and support if required ● Understand what kinds of treatment are available for different disorders ● Define triggers and understand what may cause a trigger to have an affect on a person. ● Discuss what keeps people healthy ● Understand the how a healthy lifestyle can help prevent disease ● Discuss the challenges face with pandemics, epidemics and antibiotic resistance ● Debate stem cell and organ donation
<p>Summer: Term 5</p> <p>Relationships</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the various relationships in their life ● Recognise the various ways love can be shown 	<p>Summer: Term 6</p> <p>Changing Me</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify how societal changes can affect them ● Discuss how potential the major societal changes could impact them ● Recognise how the media can affect their reaction to major events

<ul style="list-style-type: none"> Understand the physical reaction that can take place in the body when we are attracted to someone Identify the difference between lust, attraction and attachment Recognise the traits necessary for relationships to thrive Recognise the difference between romantic, physical, aesthetic and emotional attraction Understanding the importance of having a good relationship with yourself Identify the various stages of a relationship Link the grief cycle with the end of a relationship Understand how to support someone with a dilemma in their relationship Understand how to leave a difficult romantic relationship safely Question myths about love and relationships Define what intimacy is in a relationship e.g. physical, emotional, spiritual, intellectual, experimental, conflict and creative Identify the various types of personal, long-term relationships Recognise positive and negative behaviours in a relationship Understand the statistics relating to pornography and young people Identify the risks associated with pornography Recognise the unrealistic portrayal of relationships and sex in pornography Assess the relationships seen in reality TV and their health Identify healthy and unhealthy behaviours Recognise warning signs of abuse in a relationship Link the behaviors in abuse relationships to the behaviors in peer-on-peer abuse Understand what the law says about coercion and abuse Determine their own 'non-negotiables' in a relationship 	<ul style="list-style-type: none"> Assess how social media positively and negatively affect social change Question what actions they would take to 'save the planet' Identify what changes can affect a family Understand the importance of embracing change and reflect on the times they have embraced change in their own lives Assess how well they manage making important decisions Debate how men and women are described differently and why this happens Understand how gender and sexual identity is a spectrum Define different gender identity linked terms including cisgender, transphobia, questioning and intersex Question how society views gender identity and what issues that can bring Recognise the link between gender stereotypes and peer-on-peer abuse Understanding the importance of supporting all people and their gender identities Debate the dangers of gender stereotypes on all gender identities Understand the law and marriage and civil partnerships State that a person should never give up anything important to them for a partner Recognise the risks in exploring sexual identity e.g. dating older people, having numerous sexual partners, meeting people online for sexual encounters Acknowledge the changes they have experienced over the last four years, both physical and emotional Identify how their emotions are affected by change Recognise how emotional and physical change can affect our self-esteem Develop strategies to help them manage change
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Physical Health and Mental Wellbeing

Both RSE and PH & MW

Appendix 6

PROGRAMME OF STUDY 2019-2020 (YEAR 11)

PSHE

<p>Autumn: Term 1</p> <p>Being Me in My World</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● define what they understand by 'adulthood' ● debate the benefits of being an adult ● identify what they are looking forward or not about being an adult ● understand legal age limits and their purpose ● confidently recognise the age of consent and define what consent is in a relationship ● identify what is coercive control and its legality ● define domestic abuse ● understand what honour-based abuse is ● Recognise the difference between an arranged marriage and a forced marriage ● recognise the Equality Act (2010) and the nine protected characteristics ● identify the possibility of violence in young people's relationships ● recognise the positives and negatives of the internet ● understand the impact of watching pornography and the law ● acknowledge the dangers of misusing technology e.g. social media, sharing images and peer pressure ● assess risk and know how to stay safe ● know what to do in an emergency situation ● acknowledge the importance of first aid 	<p>Autumn: Term 2</p> <p>Dreams and Goals</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify how stress and anxiety can affect people ● Define anxiety and how it manifest itself in the body ● Explore the fight or flight response and how it relates to perceived dangers ● Recognise how they can manage anxiety and the importance of sleep to the body and mind ● Identify the importance they place on money ● Recognise the dangers of debt and gambling ● Determine their financial goals for the future and how to achieve them ● Recognise how credit cards work ● Debate dream jobs against possible jobs ● Explore how to manage and develop their skill set ● Identify various types of long term relationships ● Question the benefits and disadvantages of each relationship for children ● Debate why people choose or choose not to have children ● Identify good and bad parenting practices ● Explore resilience and can prevent us from achieving our goals ● Acknowledge how they feel when faced with something out of your control
<p>Spring: Term 3</p> <p>Healthy Me</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Review the importance of sleep ● Identify what affects your ability to concentration 	<p>Spring: Term 4</p> <p>Relationships</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the six stages of intimate romantic relationships ● Recognise the dangers of biases in relationships

<ul style="list-style-type: none"> ● Recognise how they can improve their concentration ● Identify various STIs ● Acknowledge how they are transmitted, how to protect against them and where to get support ● Recognise how to look after their health ● Understand the importance of condom use ● Undertake self-examination as part of their regular health promotion ● Recognise why people may choose to have sex ● Question whether they feel ready for sex and how to establish this ● Understand what factors need to be considered before having sex for the first time ● Review consent ● Understand why you might choose to become a parent ● Recognise what affects a person's ability to have children ● Identify the different forms of contraception available in the UK ● Debate the differing opinions on contraception including abortion ● Explore why people may chose adoption to have a family ● Understand the costs of raising a child ● Recognise various forms of abusive behaviour in a relationship ● Maturly discuss sexual harassment and violence including rape 	<ul style="list-style-type: none"> ● Question assumptions about relationships and sex ● Review how to know if they are ready for sex ● Identify the different members of the LGBT+ community ● Understand the gender spectrum and how it can affect how a person can feel about themselves ● Recognise how gender and sexuality are separate from each other ● Acknowledge the importance of equality for all people ● Understand why coming out' can be difficult process and why it is wrong to 'out' another person ● Support another person who may choose 'come out' ● Recognise power imbalances in relationships and when behaviour can became controlling or illegal ● Identify the addition pressures LGBT+ people may face in unequal relationships ● Define bodily autonomy ● Identify what is legal or illegal regarding bodily autonomy ● Recognise the dangers of FGM and breast ironing ● Protect themselves or others from these acts ● Understand the legal stance on these acts ● Recognise honour-based abuse including forced marriage ● Recognise discrimination and hate crimes based on race, sexuality and gender identity
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Relationship and Sex education

Physical Health and Mental Wellbeing

Both RSE and PH & MW

Appendix 7

Sixth Form Overview PSHE/ RSE

In light of the unique character of our Sixth Form, Year 13/14 students are often new to the college and they have completed PSHE and RSE elsewhere. In this current academic year, we are trying to cover as many topics as we can in Year 13, especially as in-person workshops are now possible on the whole. Our focus in Year 13 is on futures and becoming independent, but we will run optional units for these students too.

From September 2022, our focus will be on a more discrete two-year programme for Year 12 and then Year 13/14.

	Year 12			Year 13/14		
	Headlines	Activities		Headlines	Activities	
Term 1	Being Me in the Wider World			UCAS/Future/Who Am I? (Being Me in the Wider World)		
Self-concept Mental health and emotional wellbeing Healthy lifestyles Drugs alcohol and tobacco Bullying, abuse and discrimination	A Slow Crash - Addiction presentation	External speaker External speaker Art-led trip	External speaker	Self-concept Mental health and emotional wellbeing Healthy lifestyles Drugs alcohol and tobacco Bullying, abuse and discrimination Choices and pathways Careers	A Slow Crash - Addiction presentation - A History of Prejudice - presentation Create Fair (London) UCAS sign up	External speaker External speaker Art-led trip PTs
	A History of Prejudice -					

	Choices and pathways (introduction)	presentation Create Fair (London)			Early applicant deadlines UCAS/Futures pathway	
Term 2	Celebrating Difference			UCAS/Future/Celebrating Difference		
	Managing risk and personal safety Mental health and emotional wellbeing Healthy lifestyles Sexual health Drugs alcohol and tobacco	NCS TBC??? Big Night Out Neuro divergent workshop TBC (student request) Sign	External workshops Resolvelt - external speaker External workshop External workshop	Choices and pathways Careers Managing risk and personal safety Mental health and emotional wellbeing Healthy lifestyles Sexual health Drugs alcohol and tobacco	UCAS pathways continued Personal Statement Workshop CVs The Lawyer Portal TBC Big Night Out Neuro divergent workshop TBC (student request)	PTs External workshop PTs Resolvelt - external speaker External workshop External workshop

		language course option (student request)			Sign language course option (student request)	
Term 3	Relationships			Relationships		
	Relationship values Forming and maintaining respectful relationships Consent Contraception and parenthood Bullying, abuse and discrimination	Certificate in Mental Health First Aid (option) First Aid certificate (option) Teenage Relationship Abuse Workshop TBC The Brooke - STIs, Consent, Healthy	External workshop External workshop External workshop	Relationship values Forming and maintaining respectful relationships Consent Contraception and parenthood	Certificate in Mental Health First Aid (option) First Aid Certificate (option) The Brooke - STIs, Consent, Healthy Relationships TBC	External workshop External Workshop External workshop

		Relationships				
Term 4		Healthy Me		Healthy Me/Independence		
	Healthy lifestyles Sexual health Managing risk and personal safety	Empowerment TBC My body/my choice (student request for focus on changing bodies to educate opposite sex) TBC	Resolvelt External Workshop	Healthy lifestyles Sexual health Managing risk and personal safety Employment rights and responsibilities Financial choices	Empowerment TBC How to construct revision timetables My body/my choice (student request for focus on changing bodies to educate opposite sex) TBC Budget/Enterprise Workshop TBC	Resolvelt External Workshop PTs External workshop External workshop
Term 5		Dreams and Goals		n/a		
	Choices and pathways Careers	Enterprise workshop TBC	External workshop			

	<p>Employment rights and responsibilities Financial choices Media literacy and digital resilience</p>	Digital Resilience workshop TBC	External workshop			
Term 6	UCAS/Futures/Careers			n/a		
	<p>Choices and pathways Careers Employment rights and responsibilities Financial choices Media literacy and digital resilience</p>	<p>UCAS Fair/Apprenticeships talk/Art portfolio presentation/Medic Portal Kent University Visit</p>	<p>External workshops and PTs Year 12 trip TBC</p>	n/a		