

Relationships and Sex Education Policy DRAFT



Approved by:

[Name]

Date: [Date]

Last reviewed on:

[Date]

Next review due by:

[Date]

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1. Aims

At Lynch Hill Enterprise Academy, we offer a rich and challenging curriculum to prepare all students for the responsibilities and opportunities presented by life. We believe in education of the whole child incorporating learning, health, equality and aspiration.

We urge students to value their physical and mental health and well-being and to develop the resilience for success and happiness. We inspire personal growth by challenging students to seek more in life, to question more and to be courageous in their decision making. Sex and relationship education is crucial in achieving these values and will culminate in enabling our students to become healthy; confident and happy in their identity; able to articulate their own set of strong personal values and complement their own thinking with the positive influence of others to be a success in life.

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Lynch Hill Enterprise Academy we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 and 2, with appendix 1 focusing on the overall curriculum teaching in summative form, whilst appendix 2 focuses in far more detail, detailing the contents of each topic, in every year group which is taught as part of the PSHE offer at LHEA – especially with regards to what is considered RSE and non-RSE topics and lessons.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our curriculum, see our summative curriculum map in Appendix 1 or the explicit, detailed curriculum offer in Appendix 2 .

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Such occurrences will always be placed in the school calendar for parental awareness.

RSE, as part of the overall PSHE curriculum offer will be taught for one hour every two weeks.

RSE focuses on giving young people and 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 within relationships
- › Intimate and sexual relationships, including sexual health

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

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

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 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 components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Teacher with responsibility for delivery of the policy: Mr D McLeish

Teachers delivering policy – all teachers of PSHCE

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents.

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

9. Training

Staff are trained on the delivery of RSE as appropriate.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Daniel McLeish as Head of the Humanities Faculty through:

Lesson observations, planning scrutinies, learning walks, student voice, parental liaison and statutory requirements overview .

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Head of PSHCE (D McLeish), annually. At every review, the policy will be approved by the Local Governing Body.

Appendix 1: Curriculum map

The PSHE curriculum map including relationships and sex education

Year Group	Term 1 (4 lessons)	Term 1.5(4 lessons)	Term 2(4 lessons)	Term 2.5(4 lessons)	Term 3(4 lessons)	Term 3.5(4 lessons)
7	1: Intro to PSHE 2-4:Prevent (3)	5: RSE - Anti-Bullying: Bullying or Banter? 6: RSE – Puberty 7: RSE – Puberty: Periods 8: RSE – FGM	1. RSE - Healthy Living intro 2. RSE - Balanced Diet 3. RSE - How do I know I am eating healthily? 4. RSE - Consequences of not living healthily.	5. RSE - Mental Health: Anger management 6. RSE - Mental Health: Depression 7. RSE - Exercise 8. RSE - Personal Hygiene 9. RSE - Aspiration	1. British Values, Personal Identity and Diversity Pt 1 2. British Values, Personal Identity and Diversity Pt 2 3. British Values and religion 4. RSE - Family Relationships	5. RSE - Friendships 6. RSE - Wants and Needs 7. RSE - Romance and relationships 8. RSE - Interpersonal skills
8	1. RSE - Cyber Safety 2. RSE - Substance abuse 3. RSE - Personal Development (need IT room) 4. RSE - Emotional Literacy	5. RSE - E-Safety: bullying 6. RSE - Self-Esteem 7. RSE - Prejudice & Discrimination: Teenagers 8. RSE - LGBT Homophobia	1. RSE - Consent 2. RSE - Contraception 3. RSE - Teenage Pregnancy 4. RSE - Internet Safety – Online grooming	5. RSE - Personal Safety & 1 st Aid. 6. RSE - 1 st Aid and CPR. 7. RSE - Domestic conflict & running away	1. Communication and Teamwork. 2. Enterprise entrepreneurs. 3. Global awareness. 4. British values - Tolerance	5. Intro/Democracy and Dictatorships. 6. The political spectrum & Parliament 7. How Parliament works. 8. Political parties and voting

				8. RSE - Media stereotypes: disability		
9	<p>1. RSE - Alcohol Awareness</p> <p>2. RSE - Vaping, E-cigs and smoking</p> <p>3. RSE - Gambling and online gambling</p> <p>4. RSE - Domestic violence and abuse</p>	<p>5. RSE - LGBT Protected Characteristics</p> <p>6. RSE - Sexting</p> <p>7. RSE - Selfies- internet safety</p> <p>8. RSE - STIs</p>	<p>1. RSE - Growth mindset</p> <p>2. RSE - Peer Pressure</p> <p>3. RSE - Self-harm</p> <p>4. RSE - Stress</p>	<p>5. RSE - Body Image I</p> <p>6. RSE - Body Image II</p> <p>7. RSE - Body Image III</p> <p>8. RSE - Personal Dev</p>	<p>1. Human Rights in the UK</p> <p>2. HR – Body Scanners</p> <p>3. Rights of the Child</p> <p>4. Child soldiers</p>	<p>1. Global Human Rights</p> <p>2. Study Skills I</p> <p>3. Study Skills II</p> <p>4. Study Skills III</p>
10	<p>1. RSE - Media and self-esteem</p> <p>2. RSE - Role Models and self-esteem</p> <p>3. RSE - Health and wellbeing</p> <p>4. RSE - Alcohol – Binge drinking</p>	<p>5. RSE - CPR</p> <p>6. RSE - H&S</p> <p>7. RSE - Personal Safety</p> <p>8. RSE - Risk Taking</p>	<p>1. RSE - Relationship types</p> <p>2. RSE - LGBT: Same-Sex relationships</p> <p>3. RSE - Transgender</p> <p>4. RSE - Hate Crime</p>	<p>5. RSE - Conflict management</p> <p>6. RSE - Relationships and break-ups</p> <p>7. RSE - Positivity – identity & diversity</p> <p>8. RSE - E-Safety: Revenge images</p>	<p>1. British values: multiculturalism</p> <p>2. Right wing extremism/Prevent</p> <p>3. Globalisation</p> <p>4. Plastic pollution in the world</p>	<p>6. RSE - Anti-social behaviour</p> <p>7. Independent living</p> <p>8. Online Fraud</p> <p>9. Study Skills recap</p>
11	<p>1. RSE - County Line Drugs</p>	<p>5. RSE - Privilege</p> <p>6. RSE - Fertility & Reproductive Health</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p>		

	<p>2. RSE - Forced & Arranged Marriages</p> <p>3. RSE - Harrassment & Stalking</p> <p>4. RSE - Online Gambling</p>	<p>7. RSE - The Dark Web</p> <p>8. RSE - Anti-Social Behaviour</p>	<p>As yet, this time has been left to allow maximum flexibility (regarding the Year 11 Year group) due to COVID in the time leading up to the GCSE examination period</p>	<p>As yet, this time has been left to allow maximum flexibility (regarding the Year 11 Year group) due to COVID in the time leading up to the GCSE examination period</p>		
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Appendix 2: RSE Explicit Curriculum Map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	<p><u>Introduction to PSHE and the Prevent Agenda</u></p> <p>As part of LHEA's commitment to safeguarding and child protection we support the government's Prevent Strategy to help to build resilience to all forms of extremism. This unit introduces and supports many of the things that we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.</p> <p>These include:</p> <ul style="list-style-type: none"> • Exploring other cultures and religions and promoting diversity • Promoting the spiritual, moral, social and cultural development of all pupils, as well as British values such as democracy • Developing critical thinking skills and a strong, positive self-identity • Challenging prejudices and racist comments 	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 2	<p><u>RSE – Becoming a teenager:</u></p> <p>These lessons are created to introduce the students to life issues that they begin to face on their journey to become an adult. In this topic they will investigate Anti-Bullying and also Puberty but more from a social and practical point of view, as Science deals with the physiological intricacies of this topic in their departmental curriculum (<u>Topics 1.3: Reproduction, 3.1 Adolescence, 3.2 Reproductive systems, 3.3 Fertilisation and 3.5 The menstrual cycle.</u>)</p>	<p>Every lesson is fully resourced – with teaching PPT’s, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>
Year 7	Spring 1	<p><u>RSE – Healthy Living</u></p> <p>Within this topic our aim is to help all of our students to learn how to grow healthily, safely and responsibly.</p> <p>The students learn about Healthy Living in general, with a specific focus being placed upon Healthy Eating, including learning about balanced diets and how they can know & understand if they are eating healthily – as well as the consequences of an unhealthy lifestyle.</p> <p>Healthy Living is also supported within other departmental areas on a cross-curricular basis (for example in Food & Nutrition classes they also focus on <u>what are balanced diets</u>, the <u>‘Eatwell’ government initiative</u>, <u>eating disorders</u> and <u>food deficiencies</u>).</p> <p>This allows the students to gain a grounded baseline knowledge of the facts and throughout their time within the school this is further built upon and developed as they grow older (for example in Science in Year 8 all students study topics such as: <u>Activate 2.1 Health & Lifestyle; Topics 1.1 Nutrients & 1.3 Unhealthy Diet</u>)</p>	<p>Every lesson is fully resourced – with teaching PPT’s, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 2	<p><u>RSE – Mental Health and Personal Development</u></p> <p>At LHEA, irrespective of statutory requirements, we see teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum as being vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. Finally, talking openly about mental health issues is an effective means of breaking down any associated stigma.</p> <p>In Year 7, the students will begin to investigate different aspects of Mental Health, gaining knowledge and understanding within the area and also how it impacts their everyday lives, specifically they will look at Anger Management, Depression, Exercise, Personal Hygiene and their own Aspirations. Throughout the school curriculum lessons about Mental Health and its importance are delivered and supported throughout many departmental areas; such as within the Tutor delivery programme (<u>Mental Health week, Assemblies</u>), in Food & Technology (through lessons on <u>Teamwork</u> and <u>'Eat and Exercise'</u>), PE (through <u>practical lessons</u> and <u>leadership/teamwork exercises, sports practiced</u>)</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Summer 1	<p><u>Non RSE- British Values</u></p> <p>This topic focuses on the promotion of the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This ensures that our students understand the importance of respect and leave the school fully prepared for life in modern Britain.</p> <p>In Year 7 PSHE, the students will focus their studies on Personal Identity and Diversity and also British values and Religion. This topic is supported throughout the school teaching curriculum in areas such as the RS department (<u>where students look at different beliefs/ways of living within religion and learn how to appreciate & understand those beliefs</u>), in History (<u>Reformation: Lesson 5. Henry VIII's wives and also Life in the middle ages: Lesson 8. Her Story</u>), through the Tutor programme and assemblies, as well as within the Drama department also (<u>through the cinematic study of the film 'Wonder'</u>) and also in Art (<u>Term 2/3 -Kandisky colour emotion theory – how to effectively express thoughts and feelings and how this can impact on building meaningful, respectful relationships</u>).</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>
Year 7	Summer 2	<p><u>Non RSE - Friends and myself</u></p> <p>Within this topic the students will explore the concept of friendships and how important they are within everyone's lives, regardless of age, gender, etc. They will also begin to investigate areas of life which they will be encountering in their own experiences, such as the difference between 'want' and 'need', the idea of romance and relationships and then finishing on recognising and improving their own interpersonal skills.</p> <p>Throughout the schools wider educational curriculum, the study of this topic is supported in other departmental areas, such as in the German department (<u>Unit 1- Family, lessons 8 [what makes a good friend]</u>) and also in Art (<u>Term 4 - Lesson 6 – Van Gogh artist research.</u>)</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 1	<p><u>RSE – Cyber-safety and Personal Development</u></p> <p>Within the first topic of Year 8, the students will investigate the basics of Cyber-safety (introduced already in Year 7 via the Computing department [<u>System Security – Lesson 3,4,5: Threats to networks such as SQL injection, Malware, Interception and theft. Social Engineering such as Phishing and Shoulder surfing. Preventing vulnerabilities such as Encryption, Firewalls, Network policies and Anti-malware software</u>])and also through the tutor programme/assemblies, including a visit by the Police).</p> <p>The students will also continue their studies on ‘personal development’ and seek to understand the concept of ‘emotional literacy’ and how this can impact upon our everyday life, using substance abuse as a case study area of focus.</p> <p>This work is supported via the whole school curriculum and within different departmental areas. For example, in the English department (studying ‘Stone Cold’ in Year 8); also through French lessons (<u>Unit 3- Freetime activities, lessons 1-3 (organising to go out with friends)</u>) and within Art lessons too (<u>Term 1 – Lessons 1-3 The impact of emotions on the way we express ourselves – Picasso artist research and how to deal with negative emotions effectively.</u>). Science also offers much in the way of educational lessons with regards to substance abuse. (<u>1.6-1.8 Drugs, alcohol & smoking.</u>)</p>	<p>Every lesson is fully resourced – with teaching PPT’s, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 2	<p><u>RSE – Self-Esteem and Prejudice</u></p> <p>The second topic of Year 8 PSHE focuses on student investigation of 'self-esteem' and the nature of Prejudice & discrimination through the study of E-safety Bullying, Teenage prejudice & discrimination and LGBT Homophobia.</p> <p>This topic is also supported through the school-wide curriculum, from tutor activities and assemblies, to lessons delivered within many different departmental areas – such as within the Drama department, (<u>the study of 'Waterloo Road', with regards to on-line safety and also bullying, prejudice and discrimination, studying some scenes to do with boundaries and online safety.</u>), and also in the Science department (<u>Activate 2.1 Health & lifestyle.</u>).</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>
Year 8	Spring 1	<p><u>RSE – Core RSE I</u></p> <p>Within the third topic of Year 8, we study the difficult areas of Consent, Contraception, Teenage pregnancy and Online Grooming, as per the new legislation pertaining to these issues. At LHEA we seek to do so in a sensitive, factual manner, acknowledging the many different opinions such studies may engender within the local, multicultural community our organisation is proud to represent and be part of.</p> <p>The school tutor and assembly programme supports this topic through <u>assemblies regarding the dangers of online grooming.</u></p> <p>Other department areas who also support in the study of this topic include the Science department (<u>Activate 1.3.5 Contraception, both barrier and chemical methods.</u>), the English department (<u>Stone Cold, by Swindells, explores domestic abuse, including aspects of Consent</u>), the Drama department (<u>via the study of 'Waterloo Road' and Stanislavski techniques</u>).</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Spring 2	<p><u>RSE – Personal Safety & stereotyping</u></p> <p>Within this topic the students will study different aspects of Personal Safety education, expanding this to Domestic Conflict and stereotyping of people with disabilities. The students will learn about personal safety, first aid and CPR techniques.</p> <p>In this topic they will also investigate how domestic conflict and stereotyping can affect personal safety and what they should do if this happens to them.</p> <p>Throughout the school curriculum personal safety is of paramount importance, with the tutor programme and school assemblies supporting the topic, <u>(with every student in the school being offered the opportunity to attain their 1st Aid certificate once the COVID regulations and rules allow this)</u>; as well as different departments also offering lessons which support personal safety, such as within Computing Studies (Computer Crime and Cyber security – Lesson 5 Health and Safety.) and Art (<u>Lessons 1-3 analysing the work of Picasso and the meanings behind it (The Blue period – Depression) Cubism and the links struggle with his own happiness – linked to his childhood and relationships)</u>)</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>
Year 8	Summer 1	<p><u>Non RSE – Workplace Awareness</u></p> <p>This topic focuses on raising the awareness of the students about the workplace and how one fits into it. They will engage in lessons that investigate how important communication and teamwork are in every workplace.</p> <p>The students will also look at Enterprise within the workplace, studying cases of successful entrepreneurs in UK and world businesses.</p> <p>Within this topic the students will also examine the concept of 'Global Awareness', which is the first step in understanding the importance of 'Globalisation' (studied in Years 9-11) and where the British Values of understanding and tolerance fit within this large world.</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 2	<p><u>Non RSE – UK Government & Politics</u></p> <p>In this final topic students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions.</p> <p>It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.</p> <p>We specifically investigate Democracy and Dictatorships, The political spectrum & Parliament, How Parliament works and Political parties & voting.</p> <p>The pastoral programme and other curriculum department areas support this topic within some of their own lessons; such as within History (the study of the English Civil War, the Feudal system, the Industrial revolution and Post war UK life).</p>	<p>Every lesson is fully resourced – with teaching PPT’s, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>
Year 9	Autumn 1	<p><u>RSE – Personal Health</u></p> <p>In this topic, the first of the Year 9 syllabus, the students begin to examine aspects pertaining to their own personal health and attitudes. We follow the RSE curriculum as laid down by the Government and the new legislation – areas that are examined are Alcohol awareness, E-safety, Gambling, Domestic Abuse, Sexting and internet safety, as well as Protected characteristics and STI’s.</p> <p>We find that the PSHE programme supports and dovetails with other departmental areas in many of these topics; for example; in Science at Year 7 (1.3.5) and also Year 11 (B.11.7); and in RS in the Religion and Family topic in Year 10.</p>	<p>Every lesson is fully resourced – with teaching PPT’s, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn 2	<p><u>RSE – Core PSHE II</u></p> <p>We follow the RSE curriculum as laid down by the Government and the new legislation – areas that are examined are Alcohol awareness, E-safety, Gambling, Domestic Abuse, Sexting and internet safety, as well as Protected characteristics and STI's.</p> <p>In the 2nd part of the topic, we focus on the laws around sexting and also how to protect against being vulnerable online with both sexting and selfies.</p> <p>We find that the PSHE programme supports and dovetails with other departmental areas in many of these topics; for example; in Science at Year 7 (1.3.5) and also Year 11 (B.11.7); and in RS in the Religion and Family topic in Year 10.</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>
Year 9	Spring 1	<p><u>RSE: Mental Health Awareness I</u></p> <p>In the 2nd term of Year 9 the students begin to investigate Mental Health issues and how these could affect everyday life, including their own. We will explore the concept of 'growth mindsets' and then delve into the topics of Peer pressure, self-harm and stress. Within the school curriculum these topics are also looked at within the tutor programme and also through assembly presentation for the different year groups – such as the 'Mental Health Awareness week', as well as organised visits from the school nurse/outside agencies.</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Spring 2	<p><u>RSE: Mental Health II/Body Image</u></p> <p>Towards Easter the Year 9 students will continue with their investigations into Mental Health Awareness by completing a 3-part lesson on the topic of Body Image.</p> <p>This is an incredibly important area of concern within the UK, as noted by various children's charities, such as Dr Barnardo's. It also connects many themes which run throughout the wider school curriculum, such as Food Technology, PE (GCSE theory work) and Science (Activate 2.1, Healthy Lifestyle, Unhealthy diet, Topic 2 in Science).</p> <p>The whole topic of Mental Health Awareness culminates in an exploration of personal development – allowing the students to learn how to express their own concerns and worries, and apply them to their everyday lives/understand how to help those who exhibit mental difficulties.</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>
Year 9	Summer 1	<p><u>Human Rights</u></p> <p>In the Summer term, students begin to investigate the topic of Human Rights both within the UK and across the world as a whole. Beginning with a lesson focusing on Human Rights in the UK, then examining the Rights of the Child and following that, a case study on 'Child Soldiers' the students will begin to broaden their knowledge of the value and importance of their (and others) rights – allowing them to effectively gauge whether or not their rights may be infringed upon in their own lives and how this affects people worldwide.</p> <p>There are many links within the curriculum with other departmental areas, namely History (The Magna Carta in Year 7 for example) and RE (eg, Religion, Peace and Justice), although there are elements within the tutor programme and also some assemblies throughout the school year.</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 2	<p><u>NON-RSE: Study Skills</u></p> <p>In the final stages of the Year 9 PSHE curriculum, the students complete their study of Human Rights by examining 'Global Human Rights' and once this has been accomplished they will then take part in a three lesson unit which focuses on Study Skills, engaging and focusing the students on preparing for their entry into KS4 studies.</p> <p>The intention is to gently ease the pupils into the rigours of KS4 and to transition them effectively by introducing them to new methods of study, running through different strategies and exercises to help widen their knowledge of how they can become ready, enabling them to personally begin to realise which methods of study suit their own learning best.</p> <p>This is supportive and linked with similar exercises deployed within the tutor programme in Year 10 & 11.</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>
Year 10	Autumn 1	<p><u>RSE: Mental Health Awareness III</u></p> <p>At the beginning of Year 10, the students will tackle the complicated and important issues of Mental Health Awareness – which is a 'deeper dive' continuation of the Year 9 PSHE programme.</p> <p>They will study how the Media/Social Media influences and can affect their self-esteem, as well as the impact that role-models can also have upon that area of their lives.</p> <p>Following this investigation, the pupil's will then complete a lesson which focuses on Health and Wellbeing and how it affects them, focusing on Alcohol and Binge Drinking as an extension of this area.</p> <p>Within Science, Food Technology and PE, the students also study Health and Wellbeing from the more 'physical' point of view, whilst within PSHE we link these studies with the mental effects this can have on the individual, and how one can help resolve the issues which arise.</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Autumn 2	<p><u>RSE – Personal Safety</u></p> <p>In this topic, the students will gain further knowledge and understanding on how to keep themselves safe in the wider world and in their everyday lives.</p> <p>In the first lesson the students will study CPR, followed and linked with a further lesson on Health and Safety, both personal and in the workplace – bringing an enhanced awareness of the unknown dangers and also expectations placed upon individuals in the workplace.</p> <p>The students will then continue their studies by investigating their Personal Safety, looking at risks in the home, as well as generally within society.</p> <p>The final lesson will use the information gathered and knowledge garnered in the previous lessons by studying the concept of ‘risk taking’ and the consequences/effects of this, both positive and negative.</p>	<p>Every lesson is fully resourced – with teaching PPT’s, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1	<p><u>RSE – Relationships (Core RSE III)</u></p> <p>Now being in Year 10, it is important for the students to study the many different types of relationships, from those which are personal to those which are found in everyday life, from those in the context of their school life, to those they will meet in the workplace and in everyday life as an adult. This topic centres on the concept of understanding and acceptance, as well as introducing the students to the law regarding relationships discrimination.</p> <p>The topic focuses on the different relationship types to be found in human society in general, which then leads to lessons which focus on LGBT and Transgender relationships, before studying the law and ethics behind Hate Crimes – linking with the previous lessons within the topic.</p> <p>There are many cross-curricular links with Relationships, for example, in Yr 8 RE the students look at Religion and Human Rights, whilst in science they will examine the physicality of relationships.</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 2	<p><u>RSE – Relationships (Core RSE III)</u></p> <p>In the 2nd half of the Spring term all students continue their work focusing on Relationships, building on what they have studied in previous classes and learning about the many different aspects of relationships.</p> <p>They begin this exploration by looking at Conflict Resolution, from a personal point of view and in their own lives, to an international/worldwide focus.</p> <p>Conflict resolution is a path that is taken by LHEA within the pastoral life of the school and is also examined at various times within the tutor programmes, as well as through the different studies on diplomacy throughout the History curriculum also (Nazi Germany & Appeasement/SALT I & II, etc).</p> <p>The pupils then study Relationships and break-ups, and also positivity within identity & diversity. This enables and empowers the students to begin to understand the complex and serious nature of what relationships (all types) in life entail and the influence they have in the everyday life of the student and the wider community. (Within RE the students also investigate relationships, equality and diversity, with History and the assembly programmes also examining diversity and multiculturalism in many areas{such as Remembrance Sunday, The British Empire, etc})</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer 1	<p><u>Non RSE – British Values and Multiculturalism</u></p> <p>Within this unit the students will focus on learning about British Values, through investigating the topic of Multiculturalism, whilst also considering the nature, influence and consequences of Extremism and Nationalism. This teaching is fully supported throughout the school curriculum via the Prevent Agenda and the schools policy of Equality for all (as per the 2010 Equality Act) – English (through poetry readings and English literature) and History (through study of the British Empire and Nazi Germany), amongst other departments also touch upon the same topics and each supports the other.</p> <p>The students will then continue their studies by focusing on the effects that Globalisation has on the environment – both locally and internationally, especially centring on the world’s plastic pollution issues. (Science, Food Tech and RE all study elements of environmentalism within their programmes of study throughout the academic life of the student’s whilst at LHEA)</p>	<p>Every lesson is fully resourced – with teaching PPT’s, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer 2	<p><u>RSE – Anti-Social Behaviour/Non-RSE – Individual Living</u></p> <p>In the final weeks of the academic year, the Year 10 students will explore the topic of Anti-Social behaviour and its consequences to both the perpetrators and also the victims of such behaviour – in and out of school. The theme of bullying is once more explored but extended into life after school and how it can affect the local community as well as family, friends & neighbours. (This is a continuation of the Anti-Bullying lessons emplaced within the whole PSHE programme and which the students will investigate in each year group throughout their time at LHEA.)</p> <p>The students will also examine the complexities of independent living and what that entails for them to manage it successfully -such as financial management, food & nutrition, responsibilities, etc. (The Financial Studies course in Year 9, and also the Food Tech lessons throughout KS3 and PE nutrition lessons are all mutually supportive in imparting the required knowledge for the students to garner).</p> <p>Another lesson which dovetails with Financial Studies and also Computing Studies is that of Online Fraud, a very important and complex area which the students must understand in order to deal with the threats now posed from the online community.</p>	<p>Every lesson is fully resourced – with teaching PPT’s, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 1	<p><u>RSE – Life Lessons I</u></p> <p>In this topic the student's will focus on those lessons and topics which require a level of maturity to be able to fully understand the messages they give – for example in the first lesson, all students will investigate the truth of County Lines drugs and all affiliated areas, from postcode gangs to the targeting of individuals as stooges/mules. As part of this initiative, the school also organises an outside provider to visit and deliver an outstanding drama workshop on the topic of County Lines, enabling a fully inclusive learning opportunity for every child to access.</p> <p>The students will then investigate the complex and difficult areas of Harassment/Stalking and Forced & Arranged marriages – to learn about what each consists of, the similarities and differences they invoke, what the law states about each and how everyday life can be affected by these topics. (RE also supports this learning through its Religion and the Family topic in Year 10). Every care is taken to ensure that the teacher approaches these matters with a professional knowledge, understanding and sensitivity which enable the students to feel safe & secure whilst exploring the issues raised.</p>	<p>Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 2	<p><u>RSE – Life Lessons 2</u></p> <p>In their final term of PSHE in LHEA, all of the pupils will continue with the rigour shown throughout to investigate the most important issues they will face – such as that of the modern threat posed by the ‘Dark Web’, examining what it is and how it is used, particularly to enable crime to be committed, such as computer fraud, to organised crime around the world. (Computing Studies and also the tutor programme/assemblies have lessons which fully support the work within PSHE).</p> <p>The students will also examine the issues of ‘Privilege’ within society and the influence & consequences for the everyday world that they live in – both RE and History also mutually support this work through their own investigation, eg Religion & Society topic in Year 9 and the study of Society throughout the centuries.</p> <p>Finally, the Year 11 pupil’s will recap what they have learned previously regarding Fertility and Reproductive Health, hopefully adding to their knowledge with new materials offered within this group lesson. This PSHE lesson is also heavily supportive of the work completed within the Science department, as well as in previous year groups within this PSHE programme.</p>	<p>Every lesson is fully resourced – with teaching PPT’s, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.</p>

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	