



Aysgarth School

**Relationships Education, Relationships
and Sex Education Policy (RE & RSE) (2f) and PSHE curriculum**

**Reviewed: September 2023
To be reviewed October 2024
Responsible Member of Staff: Paul Barlow**

Related policies

Anti-Bullying Strategy

Behaviour Management and Promoting Positive Behaviour and Sanctions for Misbehaviour Policy

Child Protection Policy

Child on Child Abuse Policy

Equal Opportunities Policy

Curriculum Policy

Safeguarding Management Policy

Special Educational Needs Policy

Purpose and Rationale

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. This policy works alongside the KCSIE 2023

Themes and issues pupils should cover will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on: different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships; how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships; how relationships may affect health and wellbeing, including mental health; healthy relationships and safety online; and factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

Within the context of PSHE other topics of RE & RSE may also be part of the curriculum. These will include age-appropriate content and guidance on: healthy bodies and lifestyles, first aid - including keeping safe, puberty, drugs and alcohol education;

healthy minds, including emotional wellbeing, resilience, mental health; economic wellbeing and financial capability; careers education, preparation for the workplace and making a positive contribution to society.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Objectives:

- Safety in forming and maintaining relationships
- The characteristics of healthy relationships
- How relationships may affect mental and physical health
- To enable pupils to understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications.
- To help pupils to consider the importance of self-restraint, dignity, respect for themselves and for others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity.
- To recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, sexually transmitted diseases and technological developments which involve consideration of attitudes, values, beliefs and morality
- To make pupils aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety
- To make pupils aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active.
- To understand the changing nature of sexuality over time and its impact on lifestyles, e.g. puberty.
- To recognise that parenthood is a matter of choice
- To critically analyse moral values and explore those held by different cultures and groups.
- To support the personal development and social skills of the pupils.
- To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals.
- To enjoy relationships based upon mutual respect and responsibility which are free from abuse and exploitation.

- To understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and to be aware of the availability of statutory and voluntary organisations which offer support in human relationships

Attitudes and Values: learning the importance of values

- individual conscience and moral choices
- learning the value of family life
- stable and loving relationships
- marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills:

- learning to manage emotions and relationships confidently and sensitively developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding:

- learning and understanding physical development at appropriate stages
- understanding human sexuality reproduction, puberty, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained.
- learning about the avoidance of unplanned pregnancy

- **Delivery**

Implementation and Assessment

The relationships programme will be delivered by the Senior Deputy Headmaster during timetabled PSHE/RE/RSE lessons in Form 4-8. In PP1-Form 1 Relationship Education is taught by the Class/Form teacher under the supervision of the Senior Deputy Headmaster. Sex Education is taught through the science curriculum by science teachers and in addition to this the school nursing team and outside speakers, including Teenagers Translated, will be used to talk about elements of sex education so that the children can 'open up' to someone they are less familiar with if they prefer to speak to them rather than a teacher. There will also continue to be a sex education element within the Science curriculum. The RSE programme is actively supported by a series of whole school and age-appropriate assemblies. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and form healthy relationships. It is important to involve parents in the programme and they will be invited to view example materials and raise any questions they have.

Pupils will receive factual scientific information along with age appropriate aspects of the law pertaining to RSE. Knowing facts will ensure pupils have access to the learning they need to keep them safe and healthy and to understand their rights and responsibilities as individuals. The scheme will be based on, but not limited to, materials provided by the PSHE Association, Teenagers Translated and the Steer Footprints programme. Pupils at Aysgarth will also be supported through the use of AS tracking and the Steer programme as well as the Lecture Programme and Leadership Programme.

Teenagers Translated: All pupils in Forms 4-5 have termly sessions with the team for Teenagers Translated. This focuses on managing emotions and dealing with the transformation into a teenager. For more information please see Appendix 1

AS Steer Social tracking. All boys in Forms 1-5 will take part in the tracking.

- Protective Pastoral Care: AS Tracking enables schools to be proactive, targeted and evidence-based in their pastoral care
- Detect wellbeing risks: Detect risks earlier by measuring pupils' cognitive steering biases.
- Group action planning: Write year/house development plans to ensure each stage of the school is as pastorally effective
- Evidence of impact: An evidence of impact system enabling schools to evidence the impact of their pastoral care

For more information on AS Steer please see the following webpage:

<https://steer.global/>

All pupils will follow a programme of assessment and monitoring in PSHE/RE/RSE lessons similar to all academic subjects at Aysgarth with regular information sent home to parents/guardians on assessment grades for effort and attainment and termly reports where appropriate.

RSE in the Primary Years (up to and including Form 3)

The main focus in the Primary years is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the PP1, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. The principles of positive relationships also apply online, especially as, by the end of Form 3, many children will already be using the internet. When teaching relationship content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data are shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use the information provided by users in ways they might not expect. At Aysgarth, we teach children about puberty and changes which take place during adolescence and then reproduction in plants and animals as part of the Science Curriculum in Forms 2 and 3. Children will learn about adolescence, puberty and menstruation and reproduction in plants and animals. Equipping pupils at this age with appropriate scientific knowledge builds an appropriate platform for the discussions on relationships in the secondary phase outlined below. The school is very happy to share with parents the content of the Science Curriculum and the materials used in teaching.

RSE in the Secondary Years (7 and 8)

The aim of RSE at Aysgarth is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationship. It teaches what is acceptable and unacceptable behaviour in relationships. This helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Internet safety is

also addressed. Pupils are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils develop a strong understanding of how data is generated, collected, shared and used online. It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

During Years 7 and 8, children will understand the legal context in the following areas:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing
- Pornography
- Sexuality and gender identity
- Substance misuse, including alcohol, smoking and drugs
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation
- hate crime
- female genital mutilation (FGM)

Sex Education in the Curriculum

Introduction: Aysgarth School is concerned to offer an education for the whole person, body, mind and spirit. Part of the make-up of all humans is that they are sexual beings. It would be irresponsible of the school to ignore this. The sex education programme at Aysgarth aims to be a sensitive and responsible one which is set in a moral and social framework. It also aims to meet the statutory provision which has been outlined in various Government documents.

Context: The prime responsibility for bringing up children rests with parents. Schools must recognise that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- (a) "promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life."

It is recognised that sex education is a difficult issue which will place demands on schools and teachers. However, the purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner.

The sex education delivered should be tailored not only to the age, but also to the understanding of pupils. At Aysgarth School, with its Christian value-system, it will not be value-free, although it will aim to present facts in an objective, balanced and sensitive manner. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Pupils will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all children to feel a sense of worth. Particular care will be taken when issues such as marital breakdown and divorce are dealt with.

Inclusion

Aysgarth is an inclusive institution and this is reflected in the inclusive nature of the RSE programme.

Ethnic and Cultural Groups: We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it may not be culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns should they arise.

Students with Special Needs: We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. The school has a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. Some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable.

Sexual Identity and Sexual Orientation: We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

The Parental Right to Withdraw their Son from Sex Education Lessons:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of Sex Education, other than those elements which are required by the National Curriculum Science Order but not from Relationship Education in Forms 1-5. A letter is sent out at the start of each academic year by the Headmaster reminding parents of their right to remove their child from any Sex Education. A copy of this letter is found in Appendix A. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from the sex education programme. In this case, such parents should write to the Headmaster, stating their objections. The schemes of work contained within this document will enable parents to estimate the point at which specific aspects of sex education will be delivered to their child. The biological element of reproduction remains within the National Curriculum Science Order for Key Stages 2 and 3 and within the Common Entrance Syllabus, and is covered in detail during forms 4 and 5 as part of the CE syllabus. Other issues are dealt with in REW and PSHE.

Advice to Individual Pupils:

It is understood that it is important to distinguish between the School's function of providing education generally about sexual matters and the giving of advice to individual pupils on these issues. Good teachers have always taken a pastoral interest in the welfare and well-being of their pupils. It is also understood that this function should never trespass on the proper exercise of

parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual pupil advice on such matters without parental knowledge or consent would be inappropriate.

Where the circumstances are such as to lead the teacher to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the teacher has the general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice.

Confidentially

Teachers will not always be able to maintain confidentiality where a young person discloses information either in the classroom or in a one-to-one situation. Where they believe that a young person is at risk of physical or sexual abuse, the Aysgarth Child Protection procedures should be followed.

Teachers are not legally obliged to inform anyone if they learn of or suspect sexual activity in pupils under the age of consent (16) if there is no evidence of abuse or exploitation. However, all Aysgarth school staff should be familiar with and follow the Aysgarth school confidentiality and safeguarding (Child Protection) policies regarding disclosure. If a teacher learns that a pupil under the age of consent is sexually active they should encourage the young person to talk to someone ensuring that any child protection issues are addressed and provide adequate information about confidential sexual health advice and treatment services.

Aysgarth's Child Protection policy states that the designated safeguarding lead should be informed if there are any concerns about the safety of any pupil, and this includes where there may be any concerns related to sexual activity, abuse or exploitation.

The school nurse and other outside professionals are bound by their professional codes of practice.

Other Papers and References

- DfE RERSE Guidance 2000
- DfE The non-statutory programme of study for PSHE at Key Stages 1, 2, 3 and 4 2011
- DfE The teaching of personal, social, health and economic education (PSHE) in England 2013
- Parliamentary Briefing Paper Jan 2014 Sex and Relationships Teaching in Schools
- OFSTED report: Not yet good enough: personal, social, health and economic education in schools (May 2013)

- National Healthy School Standard report October 1999
- Parliamentary Briefing Paper 17 February 2016 Sex and Relationships Education in Schools (England)
- Brook, PSHE Association and Sex Education Forum Sex and relationships education (RERSE) for the 21st century 2014
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

PSHE/RE/RSE/REW Overview Year 1

Autumn Term

	PSHE	RE/RSE	REW and Science
PP1	<p>Reflective Friday Themed assemblies each day Target setting</p>	<p><u>Mental Wellbeing - The Emotional Menagerie</u> that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Our families - relationships, different types of families, working together</p>
PP2	<p>Reflective Friday Themed assemblies each day Target setting</p>	<p><u>Mental Wellbeing - The Emotional Menagerie</u> that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Light and Dark - tolerance and respect of different religions and their festivals</p>
PP3	<p>Reflective Friday Themed assemblies each day Target setting STEER</p>	<p><u>Mental Wellbeing - The Emotional Menagerie</u> that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Why Jesus told stories - Sermon on the Mount - loving one another, caring for your neighbour, tolerance and respect and school values</p>

F1	Target Setting SC Hustings CV work Charity AS Tracking	<p><u>Mental Wellbeing</u></p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	Making choices/friendships and taking responsibility for our own actions and attitudes and for the environment.
F2	Target Setting SC Hustings CV work Charity AS Tracking	<p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	School Values. Attitude to money and position.
F3	Target Setting SC Hustings CV work Charity AS Tracking	<p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	Friendship/Bullying/Forgive or Revenge
F4	Target Setting SC Hustings CV work Charity Teenagers Translated x 2 AS Tracking	<p><u>Mental Wellbeing</u></p> <p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>that happiness is linked to being connected to others.</p> <p>how to recognise the early signs of mental wellbeing concerns.</p>	Multi Society Values/ Racism/Bullying/First Aid. Aims of punishment/Death Penalty/Power of Forgiveness.
F5	Target Setting SC Hustings	<p>common types of mental ill health (e.g. anxiety and depression).</p>	Loving thy neighbour, conflict resolution and blessed are the

	CV work Charity Teenagers Translated x 2 AS Tracking	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	peacemakers
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Spring Term

	PSHE	RE/RSE	REW and Science
PP1	Reflective Friday Themed assemblies each day Target setting	<u>Caring friendships</u> how important friendships are in making us feel happy and secure, and how people choose and make friends.	Friends of Jesus - whats makes a good friends , qualities of friendship and looking after out friends
PP2	Reflective Friday Themed assemblies each day Target setting	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Stories Jesus told - loving one another, caring for your neighbour, tolerance and respect and school values
PP3	Reflective Friday Themed assemblies each day Target setting STERR	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Who was Jesus - tolerance and understanding of others. Understanding emotions linked to fear of the unknown
F1	Target Setting SC Hustings CV work Charity AS Tracking	<u>Footprints for Forms 1-3</u> Footprints is the PSHE/wellbeing packing that supports Steer AS tracking and works on them developing the skills required to maintain healthy aspects of Self Disclosure Trust of Self Trust of Other Seeking change	Doing what you think is right or the easy option? How do we react when the going gets tough?
F2			Feeling positive about yourself. Dealing with feelings. Family relationships.

F3		<p><u>Basic first aid</u></p> <p>how to make a clear and efficient call to emergency services if necessary.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>Self value & worth Difficult times Dealing with bereavement</p>
F4	<p>Target Setting SC Hustings CV work Charity Teenagers Translated x 2 AS Tracking</p>	<p><u>Families</u></p> <p>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.</p> <p>why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>the characteristics and legal status of other types of long-term relationships.</p> <p>the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>	<p>Helping out in the community, charity work and supporting those who are different</p>
F5	<p>Target Setting SC Hustings CV work Charity Teenagers Translated x 2 AS Tracking</p>	<p><u>First Aid</u></p> <p>Basic treatment for common injuries.</p> <p>Life-saving skills, including how to administer CPR. Cardio Pulmonary Resuscitation is usually best taught after 12 years old.</p> <p>The purpose of defibrillators and when one might be needed.</p>	<p>Loving thy neighbour, conflict resolution and blessed are the peacemakers</p>

Summer Term

	PSHE	RE/RSE	REW and Science
PP1	Reflective Friday Themed assemblies each day Target setting	<p><u>Respectful Relationships</u> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>the conventions of courtesy and manners.</p>	Our Chapel - respecting places of worship across different religions
PP2	Reflective Friday Themed assemblies each day Target setting	<p><u>Respectful Relationships</u> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>the conventions of courtesy and manners.</p>	Rules and routines - understanding the need to conform to rules. Respect and tolerance towards others
PP3	Reflective Friday Themed assemblies each day Target setting	<p><u>Respectful Relationships</u> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>the conventions of courtesy and manners.</p>	Heroes of Faith - respect of others from world religions and their impact on society
F1	Target Setting CV work Living Together Survey	<p><u>Caring friendships</u> how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	Bullying/Self-Esteem/ From where do we derive self-esteem?
F2	Target Setting CV work Living Together Survey		Looking at change!

F3	Target Setting CV work Living Together Survey	<p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	Stewardship/looking after belongings
F4	Target Setting CV work Teenagers Translated x 2 Living Together Survey	<p><u>Being safe</u></p> <p>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.</p>	Greed and Materialism
F5	Target Setting CV work Teenagers Translated x 2 Teenagers Translated Group sessions. Housemaster talks. Living Together Survey	<p>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p><u>Intimate and sexual relationships, including sexual health</u></p> <p>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	<p>Drugs, Tobacco & Alcohol, Careers Advice</p> <p>Friendships/Social Networking Sites/Mobile Phones/Values/Bullying/Being a teenager</p>

PSHE/RE/RSE/REW Overview Year 2

Autumn Term

	PSHE	RE/RSE	REW and Science
PP1	<p>Reflective Friday Themed assemblies each day Target setting</p>	<p><u>Mental Wellbeing - The Emotional Menagerie</u></p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Our families - relationships, different types of families, working together</p>
PP2	<p>Reflective Friday Themed assemblies each day Target setting</p>	<p><u>Mental Wellbeing - The Emotional Menagerie</u></p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Light and Dark - tolerance and respect of different religions and their festivals</p>
PP3	<p>Reflective Friday Themed assemblies each day Target setting STEER</p>	<p><u>Mental Wellbeing - The Emotional Menagerie</u></p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Why Jesus told stories - Sermon on the Mount - loving one another, caring for your neighbour, tolerance and respect and school values</p>

F1	Target Setting SC Hustings CV work Charity AS Tracking	<p><u>Families and people who care for me</u></p> <p>that families are important for children growing up because they can give love, security and stability.</p> <p>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	Making choices/friendships and taking responsibility for our own actions and attitudes and for the environment.
F2	Target Setting SC Hustings CV work Charity AS Tracking	<p>that stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up.</p>	School Values. Attitude to money and position.
F3	Target Setting SC Hustings CV work Charity AS Tracking	<p><u>Drugs, alcohol and tobacco</u></p> <p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>the law relating to the supply and possession of illegal substances.</p>	Friendship/Bullying/Forgive or Revenge
F4	Target Setting SC Hustings CV work Charity Teenagers Translated x 2 AS Tracking	<p>the physical and psychological risks associated with alcohol consumption and what constitutes low-risk alcohol consumption in adulthood.</p> <p>the physical and psychological consequences of addiction, including alcohol dependency.</p> <p>awareness of the dangers of drugs which are prescribed but still present serious health risks.</p>	Multi Society Values/ Racism/Bullying/First Aid. Aims of punishment/Death Penalty/Power of Forgiveness.
F5	Target Setting SC Hustings CV work Charity Teenagers Translated x 2 AS Tracking		Loving thy neighbour, conflict resolution and blessed are the peacemakers

		<p>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>	
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Spring Term

	PSHE	RE/RSE	REW and Science
PP1	Reflective Friday Themed assemblies each day Target setting	<p><u>Caring friendships</u></p> <p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	Friends of Jesus - whats makes a good friends , qualities of friendship and looking after out friends
PP2	Reflective Friday Themed assemblies each day Target setting	<p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	Stories Jesus told - loving one another, caring for your neighbour, tolerance and respect and school values
PP3	Reflective Friday Themed assemblies each day Target setting STEER	<p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	Who was Jesus - tolerance and understanding of others. Understanding emotions linked to fear of the unknown
F1	Target Setting SC Hustings CV work Charity AS Tracking	<p><u>Being safe</u></p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	Doing what you think is right - the easy option? How do we react when the going gets tough?
F2			Feeling positive about yourself. Dealing with feelings. Family relationships.

F3		<p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p> <p><u>Basic first aid</u></p> <p>how to make a clear and efficient call to emergency services if necessary.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	Self value & worth/Difficult times/Dealing with bereavement
F4	Target Setting SC Hustings CV work Charity Teenagers Translated x 2	<p>Physical health and fitness</p> <p>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p>	Helping out in the community, charity work and supporting those who are different

	AS Tracking	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	
F5	Target Setting SC Hustings CV work Charity Teenagers Translated x 2 AS Tracking		Loving thy neighbour, conflict resolution and blessed are the peacemakers

Summer Term

	PSHE	RE/RSE	REW and Science
PP1	Reflective Friday Themed assemblies each day Target setting	<p><u>Respectful Relationships</u></p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>the conventions of courtesy and manners.</p>	Our Chapel - respecting places of worship across different religions
PP2	Reflective Friday Themed assemblies each day Target setting	<p><u>Respectful Relationships</u></p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>the conventions of courtesy and manners.</p>	Rules and routines - understanding the need to conform to rules. Respect and tolerance towards others
PP3	Reflective Friday Themed assemblies each day Target setting	<p><u>Respectful Relationships</u></p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>the conventions of courtesy and manners.</p>	Heroes of Faith - respect of others from world religions and their impact on society
F1	Target Setting CV work Living Together Survey	<p><u>Respectful Relationships</u></p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	Bullying/Self-Esteem/From where do we derive self-esteem?
F2	Target Setting	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	Looking at change!

	CV work Living Together Survey	practical steps they can take in a range of different contexts to improve or support respectful relationships.	
F3	Target Setting CV work Living Together Survey	the importance of permission-seeking and giving in relationships with friends, peers and adults. the conventions of courtesy and manners.	Stewardship/looking after belongings
F4	Target Setting CV work Teenagers Translated x 2 Living Together Survey	<u>Respectful relationships, including friendships</u> 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.	Greed and Materialism
F5	Target Setting CV work Teenagers Translated x 2 Teenagers Translated Group sessions. Housemaster talks.Living Together Survey	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 the 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.	Drugs, Tobacco & Alcohol, Careers Advice Friendships/Social Networking Sites/Mobile Phones/Values/Bullying/Being a teenager

		<p>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>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.</p>	
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Scheme of work for Sex Education Forms 1-5

Relationship Education & Relationship and Sex Education taught in the Science Department

Form 2: Humans and other animals: Reproduction

Describe the life process of reproduction in some plants and animals.	Can I compare the reproduction of plants and animals?	Sexual and asexual reproduction in plants compared to animals. That fertilisation is the fusing of the male and female gametes in sexual reproduction.
The main stages of the human life cycle	Identify the features of life cycles that are common to all animals.	How to compare different types of mammals, looking at the gestation periods of; e.g Mouse and elephant. About changes in length and mass of baby as it grows
The physical and emotional changes which take place during adolescence	Identify the principal changes which occur during adolescence.	Discuss the changes that are happening to others at school and in the family.

Form 4: Reproduction and inheritance: Human and Plant

Understanding	Pupil objective	Learning opportunities
about the physical and emotional changes that take place during adolescence	Do I understand the physical and emotional changes that take place during puberty?	<p>Write a description of the 'feelings' experienced by a young person going through puberty. Discuss ways in which society can help individuals going through the difficulties of adolescence.</p> <p>Produce a summary of physical changes that occur during puberty.</p>
about the human reproductive system, including the menstrual cycle and fertilisation	Can I describe the male and female reproductive systems?	<p>Label diagrams of the male and female reproductive system. Explain why males and females produce different numbers of gametes (sex cells) and why these need to be brought together.</p> <p>Revise specialised cells</p> <p>Identify the key features of the menstrual cycle on a time-line diary.</p> <p>A description of sexual intercourse and the point of fertilisation in the oviduct</p>

<p>how the foetus develops in the uterus, including the role of the placenta</p>	<p>Can I describe the development of the foetus in the uterus, explaining the role of the placenta. Can I explain why brothers and sisters can look similar but not identical?</p>	<p>Label a diagram of the foetus in the uterus; show which materials are entering and leaving the foetus. Discuss whether a mother should alter her behaviour whilst pregnant.</p> <p>Discuss why a child will show a mixture of characteristics from both parents and gametes will all be different. Use coloured straws to demonstrate how gametes genetic material is provided and produce a simple diagram showing how fertilisation occurs between male and female gametes with the production of zygote, embryo and foetus.</p>
<p>Reproduction in plants: including flower structure; wind and insect pollination; fertilization; seed and fruit formation and dispersal.</p>	<p>Can I recognise and name the different parts of a flower? Am I able to describe pollination and fertilisation?</p>	<p>Dissect a variety of flowers carefully to investigate the structures - take photographs of the dissections. Annotate these drawings using the terms: carpel (stigma, style, ovary, ovule), stamen (anther, filament), petal and sepal. Investigate the different ways in which pollen is transferred from an anther to a stigma. Collect different types of fruits and seeds and discuss the differing dispersal methods. There is a good investigation on page 70 of the Biology book. Germinate seeds between glass and observe their growth.</p>

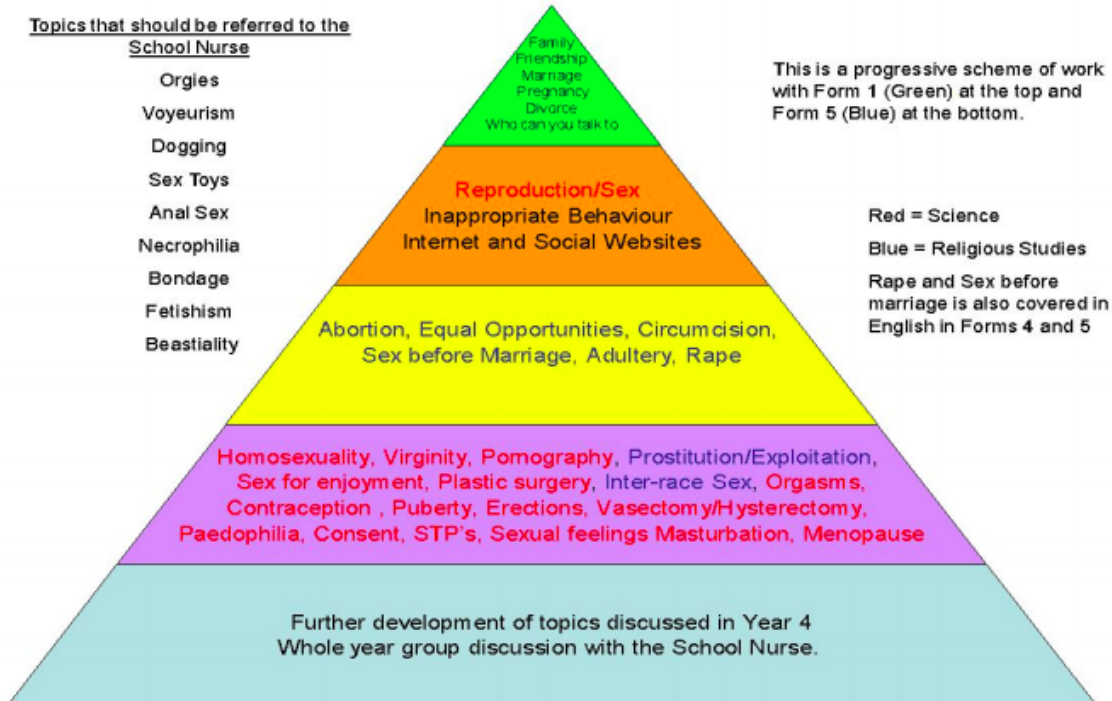
Learning Objective		Possible Teaching Activities	Resources & Notes	Risk Assessment & Notes
<h2>Sexual Reproduction: Humans</h2>				
<p>The following section should be closely linked with PSHE. Be factual, but try to encourage as much sensible discussion as possible. Boys will ask questions, do not be shocked by the questions, but handle them with as much sensitivity as possible. Use discretion as to whether or not the question will be answered or referred to someone else. Ensure that pupils use an acceptable vocabulary for discussing sexual matters with confidence and dignity. Stress the value of family life. Be formal, or informal in the discussions, depending on your confidence.</p>				
Do I understand the physical and emotional changes that take place during puberty?		<ul style="list-style-type: none"> · Reasons for puberty – maturation of sexual organs and other parts. · Hormonal control – what hormones are, oestrogen and testosterone. Puberty starts at different times in different people. · Secondary sexual characteristics. · Emotional changes that occur – independence. 	IWB, books from lab library. Animated video.	

Can I describe the male and female reproductive systems?		<ul style="list-style-type: none"> • Male uro-genital system • Female genital system. 	IWB, books from lab library.	
Sexual intercourse		<ul style="list-style-type: none"> • The importance of sex within the context of a relationship. • Married couple desire to have children. • The age of consent. • Erections and how they happen. • Production of semen. • Orgasm and ejaculation. 	IWB, books from lab library. Animated video.	
Erections, masturbation and wet dreams.		<ul style="list-style-type: none"> • Erections sometimes happen for no apparent reason. This is normal. • Keeping genitals clean, different shapes and sizes of penis, testes may be different sizes and the left one usually hangs lower than the right one. • Masturbation, usually leads to ejaculation. Emphasise that this is private behaviour. • Explain what a wet dream is. 	IWB, books from lab library. Animated video.	
The Menstrual Cycle		<ul style="list-style-type: none"> • Explanation of the monthly cycle and what happens. Very briefly mention the hormones involved. • How it may affect a female who is menstruating. • Sanitary towels and tampons. 	IWB, books from lab library. Animated video.	

Can I describe the development of the foetus in the uterus, explaining the role of the placenta.		<ul style="list-style-type: none"> · Fertilisation, one sperm only can enter the egg, leaving the tail behind. Normally occurs in the fallopian tubes. · Embryonic development – zygote moves down the fallopian tubes into the uterus. · Pregnancy. · Foetal stages of development. · The placenta and its importance. 	IWB, books from lab library. Animated video.	
Childbirth		<ul style="list-style-type: none"> · Discussion of child birth, including cutting the cord. 	Video	
Care of the baby		<ul style="list-style-type: none"> · The role of a family. · Breast feeding as a mammal. 	IWB	
Contraception		<ul style="list-style-type: none"> · Explanation of what contraception is · Different forms of contraception. · Importance of birth control. · Combating STD's. 	IWB, condom	
<p>Topics that are not really suitable for discussion – answer with caution if you wish: Questions that if answered, in the opinion of the teacher, may cause embarrassment to those present in lessons; Questions relating to homosexual sex, including those arrived at through discussion of AIDS; Questions relating to oral sex; Questions relating to different types of condoms; Questions relating to pornography;</p>				
<p>Topics that may come up include: Miscarriages – can need sensitivity; breech, forceps and caesarean births; abortion; Siamese twins; twins; test-tube babies; premature babies; Why are some women unable to have children?</p>				

Further guidance on the teaching of Sex Education

Sex Education



Relationship Education & Relationship and Sex Education taught in the REW Department

Year Group	Title	Content
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Form 1	<i>Do I like everybody? Do they like me?</i>	<p style="text-align: center;">Early Jewish History- Abraham/Isaac/Jacob Favourites/Jealousy/Forgiveness/Learning to live together/Respecting others/Relationships</p> <p>In this topic pupils will look at the qualities of making a good friendship with their peers. They will discuss what makes a person a good friend and what might make them unfriendly. They will look at ways of dealing with confrontation and what makes a friendship last. Pupils will also look at family relationships and challenge of friendships within families. Finally, pupils will look at the term ‘best friends’ or ‘besties’ and discuss is it healthy to have only best friend!</p>
Form 2	<i>Your opinion matters. Be your own man! You can make a difference.</i>	<p style="text-align: center;">Good Samaritan/Paralysed Man. Making most of our abilities. Friendship and Relationships.</p> <p>In this topic pupils will continue to look at the qualities of making a good friendship with their peers. They will also begin to look at the term ‘support’ and how as friends we have a duty to support others. This will link to mental health awareness and family support. Pupils will also look here at racism and sexism, segregation and the challenge of friendships with across different sexes, faiths and religions.</p>
	<i>Making mistakes and making amends</i>	<p style="text-align: center;">Zacchaeus/Calming of the Storm/Prodigal Son Feeling positive about yourself. Dealing with feelings.</p> <p>Pupils in this topic will begin to look at their emotions in friendships and the emotions of others. They will look at the term emotional intelligence and discuss what that might mean. Pupils will begin to discuss terms like anger, jealousy and revenge.</p>
Form 3	<i>Nobody likes me! Qualities of</i>	<p style="text-align: center;">David and Jonathan/Good Shepherd/Lost Son Relationship & Friendship/Bullying/Forgive or Revenge</p>

	<i>Friendship, Relationship & Forgiveness</i>	In this topic pupils will look at the negative consequences of unkindness and bullying. They will look at deliberate put downs, sarcasm, gang related unkindness and exclusions of peers and discuss the emotions of the bully and the bullied.
Form 4	Coursework. Question <i>In what way do the teachings of Jesus emphasise the importance of love</i>	Pupis will study the teachings of Jesus and then discuss the value of love in a community and towards each other. This will cover issues within a multicultural society and the qualities needed to tackle perception on racism, sexism and homophobia. This will focus on relationships with each other whilst also touching sensitive issues of rape, abuse, revenge and hatred.
Form 5	<i>When is the right time? – Sex, Marriage and Abortion</i>	<p style="text-align: center;">David and Bathsheba/Jesus’ Teaching on Lust Sexual Relationships/Abortion/Contraception/Masturbation</p> <p>In this topic pupils will look at the laws and practice of abortion. They will discuss challenging topics on the religion and abortion, euthansiasia and the different types of sexual realltionship. They will also discuss masterbation and pornography.</p>
	<i>Goodbye – Are you ready for Public School</i>	<p style="text-align: center;">Who was Jesus/Who am I Friendships/Social Networking Sites/Mobile Phones/Values/Bullying/Being a teenager</p> <p>In this final topic pupils will look at the moving onto to public school discussing issues such as:</p> <ul style="list-style-type: none"> ● Making a positive start ● Making new friends ● Choosing positive friendships ● Taking negative friendships

		<ul style="list-style-type: none">● Dealing with peer pressure● Rules and Laws on sex in public schools and in society● Alcohol and drug abuse● Racism, sexism and homophobia
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Relationship Education & Relationship and Sex Education taught in the PSHE Department and across the curriculum.

Relationships Education, Relationships and Sex Education (RSE)

Aysgarth School - Key Stages 1 & 2

By the end of Form 3:

Red font - covered in RSE/RE/PSHE lessons & REW/Teenagers Translated lessons

Blue Font - covered in Science

Yellow Font - covered in ICT

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

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

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.

- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

- where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing:

By the end of Form 3:

Red font - covered in RSE/RE/PSHE lessons & REW/Teenagers Translated lessons

Blue Font - covered in Science

Yellow Font - covered in ICT

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know

that for most people the internet is an integral part of life and has many benefits.

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- about menstrual wellbeing including the key facts about the menstrual cycle.

Relationships Education, Relationships and Sex Education (RSE)

Aysgarth School - Key Stage 3

Red font - covered in RSE/RE/PSHE lessons & REW/Teenagers Translated lessons

Blue Font - covered in Science

Yellow Font - covered in ICT

Families

Pupils should know

- 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 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

Pupils should know

- 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 the 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

Pupils should know

- 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 jail.
- how information and data is generated, collected, shared and used online.

Being safe

Pupils should know

- 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

Pupils should know

- 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

Physical health and mental wellbeing:

Aysgarth School - Key Stage 3

Red font - covered in RSE/RE/PSHE lessons & REW/Teenagers Translated lessons

Blue Font - covered in Science

Yellow Font - covered in ICT

Mental wellbeing

Pupils should know

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

Pupils should know

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

Pupils should know

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

Healthy eating

Pupils should know

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

Pupils should know

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.

- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention

Pupils should know

- about personal hygiene, germs, including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

Pupils should know

- basic treatment for common injuries.

- life-saving skills, including how to administer CPR. Cardio Pulmonary Resuscitation is usually best taught after 12 years old.
- the purpose of defibrillators and when one might be needed.

Changing adolescent body

Pupils should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

Teenagers Translated Student Workshops for Yr 7 & Yr 8 boys at Aysgarth 2022 - 2023

Our sessions are designed to introduce boys to the process of self-awareness and to help them become better at recognising, understanding and managing their full range of emotions. Having a conscious awareness of what, when and how they can get triggered (negatively) when facing (inevitable/day-to-day) challenges/difficulties, and knowing their personal triggers, will help them to better manage/avoid problems developing in the future. Higher levels of emotional intelligence should have beneficial consequences on the overall emotional climate and behaviour within each year group. Emotionally aware & well-regulated children are also more engaged, eager to learn, collaborative, well liked and with higher self-esteem. On the other hand, the developing

brain, if continually fuelled by dysregulated emotions (eg frustration, uncertainty or anxiety) develops a negative/pessimistic mindset, resulting in unsettled behaviour and risk future mental health issues. For each boy to know what works to regulate their own “stress”, will help them to establish a range of go-to strategies (healthy habits) in order to cope with future challenges/problems in effective ways. In addition to having higher levels of emotional intelligence, another key healthy developmental marker is social intelligence, including effective communication skills, building solid friendships/relationships and establishing (and using) face-to-face support structures within the school community (adult and peer).

These are all key building blocks which assist a child to naturally, and gradually, separate from close family ties and move towards becoming an autonomous adult. A closer look at on-line socialising, versus face-to-face communication and assessing the risk of misunderstandings and cyber bullying incidents developing, helps boys to manage friendships and their reputation in effective ways. A better awareness, of self and others, builds empathy, a key leadership quality. By looking at behaviour in more detail, defining positive role models and helping boys to identifying their own personal strengths/weaknesses will help them to become popular members of the community and will pave the way towards life at senior school. On-line socialising also exerts a powerful cultural influence and can divert attention away, at a key developmental stage, from establishing independent thought, core values and a sound moral compass. Young boys are also introduced to gambling, pornography, sexualised language and radical ideas, often via Gaming or social media platforms. Having discussions, being able to ask questions and having access to information will help to establish decision-making capabilities concerning on-line habits and approaches. This is particularly important, for boys prone to compulsiveness. Boys will attend 2 x 40 minute sessions with Teenagers Translated every term throughout Form 4 & 5.

Teenagers Translated Session outline 2022

Form 4 twice termly sessions: September - July

Term 1 Session (1) Self awareness: How different situations (family/friends/school life/work/sport) impact individual feelings, thoughts and behaviour, focus on reactions towards negative/stressful/challenging events.

Session (2) Using group examples to illustrate variety of “stressful” behaviours Form 4 might demonstrate. Invite boys to identify own default behaviours which they would like to modify and reflect on personal benefits of changing behaviour patterns. Using self-knowledge to fine tune boys’ abilities to understand non-verbal communication and behaviour of others to build better relationships.

Term 2 Session (3) The brain’s stress response system and how it links to underlying difficult feelings. Within the context of exams/tests/performance situations, the boys examine ways and strategies to develop better self-regulation when coping with pressure.

Session (4) Understanding situations that teenagers are typically exposed to and looking at the ways certain situations/substances/activities can negatively impact future wellbeing and mental health. Discuss a balanced approach towards eg. excessive time on-line, and reflect on future substance misuse.

Term 3 Session (5) Preparing for positions of responsibility and being role models at the top of the school. Taking responsibility of managing oneself effectively when under pressure and understanding how this links to behaviour/outward conduct and establishing strategies to gain the respect of everyone at school. Boys encouraged to label personal character strengths and weaknesses.

Session (6) Boys are invited to (1) specify personal changes they need to make to gain respect/popularity in Form 5 (2) reflect on current group behaviour and discuss what needs to change/improve

Form 5 twice termly sessions: September - July

Term 1 Session (1). Looking at how events can spiral negatively when under pressure and helping boys to recognise their own early warning signs of “stress”. Aim to help each boy break out-of-awareness negative spirals (eg. worrying, disengaging, getting into trouble) through better awareness of the signs and using effective go-to strategies. Focus on breathing and how it works.

Session (2). Using boys' examples, run through how negative spirals unwind. Brainstorm wider range of strategies especially "healthy" ones and how these help regulate stress/panic. Discuss other activities eg. internet, social media, food, substance misuse and how these can become a problem if used to regulate anxiety/frustration. Developing a conscious awareness of choice and adopting a balanced approach

Term 2 Session (3) Mock exams. Focus on destructive mental habits and helping boys recognise their own avoidance, worrying, procrastination, negative self-sabotaging beliefs and what needs improving.

Session (4) Preparing and planning for the most effective ways to maintain focus and work independently during the holidays

Term 3 Session (5) Preparing for the transition to senior school

Session (6) Discussing and reflecting on the long term impacts on boys/men of watching online pornography as a pre-teen/teenager

Small Group summation and discussion of personal learning from *Teenagers Translated* sessions

Appendix A

[Letter sent to parents about RE/RSE and PSHE](#)