# Relationships and Sex Education Policy

| Approved by: | Reigate School<br>Full Governing Board | Date:  30 November 2024 |
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| Next review due by: | November 2025 | |

## 1. Aims

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

➢ Provide the pupils with age and developmentally appropriate information to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

➢ Provide a framework in which sensitive and inclusive discussions can take place to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how situations can be managed.

➢ Guide pupils in managing their personal and social lives in a positive way

➢ 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

➢ Provide pupils with the knowledge they need of the law

➢ Teach pupils the correct vocabulary to describe themselves and their bodies, develop resilience and character of pupils to guide them in becoming productive members of society.

The teaching of RSE will support our school community values of Respect, Friendship, Resilience, Curiosity and Kindness and be fully inclusive.

## 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. In designing the curriculum, we have also considered the Equality Act (2010).

At Reigate School 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:

i.    Review – Head of PSHE and SLT link pulled together all relevant information including relevant national and local guidance;

ii.    Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;

iii.   Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy where suggested lesson content was also shown, discussed and amended where appropriate to reflect our community;

iv.    Pupil consultation – we investigated what exactly pupils want from their RSE;

v.     Ratification – once amendments were made, the policy was shared with our Full Governing Board and ratified.

## 4.    Definition

RSE is about the emotional, social, physical and cultural development of pupils, and involves learning about what is acceptable and unacceptable behaviour in all types of relationships, understanding sexual health, contraception, sexuality, healthy lifestyles, diversity and personal identity.

RSE provides age and developmentally appropriate information to help all pupils develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE involves a combination of sharing information, and exploring issues and values in a respectful manner to the range of faiths and cultural beliefs in our community.

RSE is not about the promotion of sexual activity and does not encourage early sexual experimentation.

RSE teaches pupils to understand human sexuality and to respect themselves and others through building their maturity, confidence and self-esteem so they are equipped to make safe, informed and healthy choices as they progress through adult life.

## 5.    Curriculum

Our curriculum, and a selection of resources, are set out as per Appendix 2, but these will be adapted in light of parent, student and staff feedback over time.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Lessons and resources have been created and adapted with our students in mind and follow suggestions, plans and advice provided by the PSHE Association and Sex Education Forum.

If pupils ask questions outside the scope of this policy, teachers will respond in an age and developmentally appropriate manner so they are fully informed and don't seek answers online.

When planning and teaching RSE lessons, we will take into account the religious background of all pupils to ensure that the core content is appropriately handled.

Our timetabled RSE lessons are supplemented with Drop Down workshops, led by the School of Sexuality Education, to allow for meaningful discussion over an extended period of time.

For more information about our curriculum, see our curriculum map in Appendix 2.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum led by Sara Hartnett and a dedicated team of staff volunteers.

Biological aspects of RSE are taught within the science curriculum

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

➢ Families
➢ Respectful relationships, including friendships
➢ Online and media
➢ Being safe
➢ Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 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).

To fully support our SEN children we will take the following actions:

➢ Ensure that all children have access to the school curriculum and are fully included in all activities of the school in order to promote the highest levels of achievement;
➢ Help all children achieve to the best of their abilities, despite any difficulty or disability they may have;
➢ Ensure that teaching staff are aware of and sensitive to the needs of all children and teaching children in a way that is more appropriate to their needs;
➢ Help children to gain in confidence and improve their self-esteem;
➢ To work in partnership with parents/ carers, children and relevant external agencies in order to provide for children's special educational needs and disabilities;

➤ To identify at the earliest opportunity all children that need special consideration to support their needs (whether these are educational, social, physical or emotional);

➤ To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum;

➤ To promote self-worth and enthusiasm by encouraging independence at all ages and ability levels;

➤ To give every child the entitlement to a sense of achievement.

➤ Provide opportunity for the School of Sexuality Education to work in a small group basis with children in advance of larger, group workshops

## 7. Roles and responsibilities

### 7.1 The Governing Board

Reigate School's School Committee of Governors 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/nonscience] components of RSE (see section 8).

### 7.3 Staff

RSE is taught within the personal, social, health and economic (PSHE) education curriculum led by Sara Hartnett and a dedicated team of staff volunteers.

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/non-science] 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.

### 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**

Whilst we would not recommend this, for concern that pupils might source information online, parents and carers have the right to withdraw their children from the [non statutory/non-science] 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 1 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 and take appropriate action.

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

**9.    Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Specialist training is provided to the Head of PSHE to ensure that the curriculum is in line with government policy and all up to date resources are accessible.

Staff training needs are met to include: safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of RSE.

The Headteacher may 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 Matt Alexander as Headteacher, Chris Baston as PSHE Department Line Manager, Pete Bowdery as Head of PSHE and Sara Hartnett and Life Skills subject lead.  Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented This monitoring will answer questions such as:

➢    Is the programme effectively managed and are staff clear about their roles and responsibilities?
➢    Does the planned programme reflect national guidance, local priorities and pupils' needs?
➢    Are all pupils being taught the programme as planned?
➢    Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, stakeholder surveys, recording pupil attendance of RSE aspects of PSHE and drop down workshops, regular review of the RSE policy, gathering information school reports and sampling the quality and content of children's work.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

➢ Baseline testing at the start and end of each unit
➢ Lesson observations
➢ Parent, staff and student surveys

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the School Committee of Governors.

**Appendix 1**: 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 | |
| | |

## Appendix 2

**Reigate School Life Skills: Long-term overview – *Thematic Model***

| | Autumn 1 Health and wellbeing | Autumn 2 Relationships | Spring 1 Living in the wider world | Spring 2 Health and wellbeing | Summer 1 Relationships | Summer 2 Living in the wider world |
|---|---|---|---|---|---|---|
| Year 7 | **Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid | **Diversity** Diversity, prejudice, and bullying | **Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations | **Health and puberty** Healthier routines, influences on health, puberty, unwanted contact, and FGM | **Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries | **Financial decision making** Saving, borrowing, budgeting and making financial choices |
| Year 8 | **Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies | **Discrimination** Discrimination inc: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia | **Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work as part of the GCSE options process | **Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use | **Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception | **Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks |
| Year 9 | **Healthier lifestyle** Diet, exercise, lifestyle balance and healthier choices, and first aid | **Respectful relationships** Families and parenting, healthier relationships, conflict resolution, and relationship changes | **Setting goals** Learning strengths, career options and goal setting | **Peer influence, substance use and gangs** Healthier and unhealthier friendships, assertiveness, substance misuse, and gang exploitation | **Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | **Employability skills** Employability and online presence |
| Year 10 | **Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | **Healthier relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography | **Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | **Exploring influence** The influence and impact of drugs, gangs, role models and the media | **Addressing extremism and radicalisation** Communities, belonging and challenging extremism | **Work experience** Preparation for and evaluation of work experience and readiness for work |
| Year 11 | **Next steps** Application processes, and skills for further education, employment and career progress | **Communication in relationships** Personal values, assertive communication (in relation to contraception and sexual health), relationship challenges and abuse | **Building for the future** Self-efficacy, stress management, and future opportunities | **Independence** Responsible health choices, and safety in independent contexts | **Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | |

## YEAR 7 — MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... |
|---|---|---|
| **Autumn 1**<br><br>Health and<br>Wellbeing | **Transition and safety**<br>Transition to secondary school and personal safety in and outside school, including first aid | • how to identify, express and manage their emotions in a constructive way<br><br>• how to manage the challenges of moving to a new school<br><br>• how to establish and manage friendships<br><br>• how to improve study skills<br><br>• how to identify personal strengths and areas for development<br><br>• personal safety strategies and travel safety, e.g. road, rail and water<br><br>• how to respond in an emergency situation<br><br>• basic first aid |
| **Autumn 2**<br><br>Relationships | **Diversity**<br>Diversity, prejudice and bullying | • about identity, rights and responsibilities<br><br>• about living in a diverse society<br><br>• how to challenge prejudice, stereotypes and discrimination<br><br>• the signs and effects of all types of bullying, including online<br><br>• how to respond to bullying of any kind, including online<br><br>• how to support others |

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| **Spring 1**<br>Living in the wider world | **Developing skills and aspirations**<br>Careers, teamwork and enterprise skills, and raising aspirations | • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk<br>• management, and creativity<br>• about a broad range of careers and the abilities and qualities required for different careers<br>• about equality of opportunity<br>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations<br>• The link between values and career choices |
| **Spring 2**<br>Health & wellbeing | **Health and puberty**<br>Healthy routines, influences on health, puberty, unwanted contact, and FGM | • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep<br>• how to manage influences relating to caffeine, smoking and alcohol<br>• how to manage physical and emotional changes during puberty<br>• about personal hygiene<br>• how to recognise and respond to inappropriate and unwanted contact<br>• about FGM and how to access help and support |
| **Summer 1**<br>Relationships | **Building relationships**<br>Self-worth, romance and friendships (including online) and relationship boundaries | • how to develop self-worth and self-efficacy<br>• about qualities and behaviours relating to different types of positive relationships<br>• how to recognise unhealthy relationships<br>• how to recognise and challenge media stereotypes<br>• how to evaluate expectations for romantic relationships<br>• about consent, and how to seek and assertively communicate consent |
| **Summer 2** | **Financial decision Making** | • how to recognise unhealthy relationships<br>• how to make safe financial choice |

| Living in the wider world | Saving, borrowing, budgeting and making financial choices | • about ethical and unethical business practices and consumerism<br>• about saving, spending and budgeting<br>• how to manage risk-taking behaviour |
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## YEAR 8 — MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... |
| --- | --- | --- |
| **Autumn 1**<br>Health and Wellbeing | **Drugs and alcohol**<br>Alcohol and drug misuse and pressures relating to drug use | • about medicinal and recreational drugs<br>• about the over-consumption of energy drinks<br>• about the relationship between habit and dependence<br>• how to use over the counter and prescription medications safely<br>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes<br>• how to manage influences in relation to substance use<br>• how to recognise and promote positive social norms and attitudes |
| **Autumn 2**<br>Relationships | **Discrimination**<br>Discrimination, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | • how to manage influences on beliefs and decisions<br>• about group-think and persuasion<br>• how to develop self-worth and confidence<br>• about gender identity, transphobia and gender-based discrimination<br>• how to recognise and challenge homophobia and biphobia<br>• how to recognise and challenge racism and religious discrimination |
| **Spring 1** | **Community and careers** | • about equality of opportunity in life and work |

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| Living in the wider world | Equality of opportunity in careers and life choices, and different types and patterns of work | • how to challenge stereotypes and discrimination in relation to work and pay<br>• about employment, self-employment and voluntary work<br>• how to set aspirational goals for future careers and challenge expectations that limit choices |
| **Spring 2**<br>Health and Wellbeing | **Emotional wellbeing**<br>Mental health and emotional wellbeing, including body image and coping strategies | • about attitudes towards mental health<br>• how to challenge myths and stigma<br>• about daily wellbeing<br>• how to manage emotions<br>• how to develop digital resilience<br>• about unhealthy coping strategies (e.g. self-harm and eating disorders)<br>• about healthy coping strategies |
| **Summer 1**<br>Relationships | **Identity and relationships**<br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception | • the qualities of positive, healthy relationships<br>• how to demonstrate positive behaviours in healthy relationships<br>• about gender identity and sexual orientation<br>• about forming new partnerships and developing relationships<br>• about the law in relation to consent<br>• that the legal and moral duty is with the seeker of consent<br>• how to effectively communicate about consent in relationships<br>• about the risks of 'sexting' and how to manage requests or pressure to send an image<br>• about basic forms of contraception, e.g. condom and pill |
| **Summer 2**<br>Living in the wider world | **Digital literacy**<br>Online safety, digital literacy, media reliability, and gambling hooks | • about online communication<br>• how to use social networking sites safely<br>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation<br>• how to respond and seek support in cases of online grooming |

- how to recognise biased or misleading information online
- how to critically assess different media sources
- how to distinguish between content which is publicly and privately shared
- about age restrictions when accessing different forms of media and how to make responsible decisions
- how to protect financial security online
- how to assess and manage risks in relation to gambling and chance-based transactions

| YEAR 9 — MEDIUM-TERM OVERVIEW | | |
| --- | --- | --- |
| Half term | Topic | In this unit of work, students learn... |
| **Autumn 1**<br><br>Health and<br><br>Wellbeing | **Peer influence, substance use and gangs**<br><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | <ul><li>how to distinguish between healthy and unhealthy friendships</li><li>how to assess risk and manage influences, including online</li><li>about 'group think' and how it affects behaviour</li><li>how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li><li>to manage risk in relation to gangs</li><li>about the legal and physical risks of carrying a knife</li><li>about positive social norms in relation to drug and alcohol use</li><li>about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li></ul> |
| **Autumn 2**<br><br>Relationships | **Respectful relationships**<br><br>Families and parenting, healthy relationships, | <ul><li>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li><li>about positive relationships in the home and ways to reduce homelessness amongst young people</li></ul> |

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| | conflict resolution, and relationship changes | • about conflict and its causes in different contexts, e.g. with family and friends<br>• conflict resolution strategies<br>• how to manage relationship and family changes, including relationship breakdown, separation and divorce<br>• how to access support services |
| **Spring 1**<br>Living in the wider world | **Setting goals**<br>Learning strengths, career options and goal setting | • about transferable skills, abilities and interests<br>• how to demonstrate strengths<br>• about different types of employment and career pathways<br>• how to manage feelings relating to future employment<br>• how to work towards aspirations and set meaningful, realistic goals for the future<br>• skills for decision making |
| **Spring 2**<br>Health and Wellbeing | **Healthy lifestyle**<br>Diet, exercise, lifestyle balance and healthy choices, and first aid | • about the relationship between physical and mental health<br>• about balancing work, leisure, exercise and sleep<br>• how to make informed healthy eating choices<br>• how to manage influences on body image<br>• to make independent health choices<br>• to take increased responsibility for physical health, including testicular self-examination |
| **Summer 1**<br>Relationships | **Intimate relationships**<br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex<br>• about myths and misconceptions relating to consent<br>• about the continuous right to withdraw consent and capacity to consent<br>• about STIs, effective use of condoms and negotiating safer sex<br>• about the consequences of unprotected sex, including pregnancy |

| | | • how the portrayal of relationships in the media and pornography might affect expectations |
| --- | --- | --- |
| | | • how to assess and manage risks of sending, sharing or passing on sexual images |
| | | • how to secure personal information online |
| **Summer 2**<br><br>Living in the wider world | **Employability skills**<br><br>Employability and online presence | • about young people's employment rights and responsibilities<br><br>• skills for enterprise and employability<br><br>• how to give and act upon constructive feedback<br><br>• how to manage their 'personal brand' online<br><br>• habits and strategies to support progress<br><br>• how to identify and access support for concerns relating to life online |

| YEAR 10 — MEDIUM-TERM OVERVIEW | | |
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| **Half term** | **Topic** | **In this unit of work, students learn...** |
| **Autumn 1**<br><br>Health and Wellbeing | **Mental health**<br><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | • how to manage challenges during adolescence<br><br>• how to reframe negative thinking<br><br>• strategies to promote mental health and emotional wellbeing<br><br>• about the signs of emotional or mental ill-health<br><br>• how to access support and treatment<br><br>• about the portrayal of mental health in the media<br><br>• how to challenge stigma, stereotypes and misinformation |
| **Autumn 2**<br><br>Relationships | **Healthy relationships**<br><br>Relationships and sex expectations, myths, | • about relationship values and the role of pleasure in relationships<br><br>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships<br><br>• about the opportunities and risks of forming and conducting relationships online |

| | pleasure and challenges, including the impact of the media and pornography | • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours<br>• The ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent<br>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support<br>• how to recognise and challenge victim blaming<br>• about asexuality, abstinence and celibacy |
|---|---|---|
| **Spring 1**<br>Living in the wider world | **Financial decision making**<br><br>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | • how to effectively budget and evaluate savings options<br>• how to prevent and manage debt, including understanding credit rating and pay day lending<br>• how data is generated, collected and shared, and the influence of targeted advertising<br>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling<br>• strategies for managing influences related to gambling, including online<br>• about the relationship between gambling and debt<br>• about the law and illegal financial activities, including fraud and cybercrime<br>• how to manage risk in relation to financial activities |

| Spring 2 Health and Wellbeing | **Exploring influence** The influence and impact of drugs, gangs, role models and the media | • about positive and negative role models<br>• how to evaluate the influence of role models and become a positive role model for peers<br>• about the media's impact on perceptions of gang culture<br>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities<br>• how drugs and alcohol affect decision making<br>• how to keep self and others safe in situations that involve substance use<br>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime<br>• exit strategies for pressurised or dangerous situations<br><br>• how to seek help for substance use and addiction |
|---|---|---|
| Summer 1 Relationships | **Addressing extremism and radicalization** Community cohesion and challenging extremism | • about communities, inclusion, respect and belonging<br>• about the Equality Act, diversity and values<br>• about how social media may distort, mis-represent or target<br>• information in order to influence beliefs and opinions<br>• how to manage conflicting views and misleading information<br>• how to safely challenge discrimination, including online<br>• how to recognise and respond to extremism and radicalisation |
| Summer 2 Living in the wider world | **Work experience** Preparation for and evaluation of work experience and readiness for work | • how to evaluate strengths and interests in relation to career development<br>• about opportunities in learning and work<br>• strategies for overcoming challenges or adversity<br>• about responsibilities in the workplace<br>• how to manage practical problems and health and safety<br>• how to maintain a positive personal presence online<br>• how to evaluate and build on the learning from work experience |

| YEAR 11 — MEDIUM-TERM OVERVIEW | | |
|---|---|---|
| **Half term** | **Topic** | **In this unit of work, students learn...** |
| **Autumn 1**<br><br>Living in the wider world | **Next steps**<br><br>Application processes, and skills for further education, employment and career progression | • how to use feedback constructively when planning for the future<br><br>• how to set and achieve SMART targets<br><br>• effective revision techniques and strategies<br><br>• about options post-16 and career pathways<br><br>• about application processes, including writing CVs, personal statements and interview technique |

| | | • how to maximise employability, including managing online presence and taking opportunities to broaden experience |
|---|---|---|
| | | • about rights, responsibilities and challenges in relation to working part time whilst studying |
| | | • how to manage work/life balance |
| **Autumn 2**<br>Relationships | **Communication in relationships**<br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | • about core values and emotions<br>• about gender identity, gender expression and sexual orientation<br>• how to communicate assertively<br>• how to communicate wants and needs<br>• how to handle unwanted attention, including online<br>• how to challenge harassment and stalking, including online<br>• about various forms of relationship abuse<br>• about unhealthy, exploitative and abusive relationships<br>• how to access support in abusive relationships and how to overcome challenges in seeking support |
| **Spring 1**<br>Living in the wider world | **Building for the future**<br>Self-efficacy, stress management, and future opportunities | • how to manage the judgement of others and challenge stereotyping<br>• how to balance ambition and unrealistic expectations<br>• how to develop self-efficacy, including motivation, perseverance and resilience<br>• how to maintain a healthy self-concept<br>• about the nature, causes and effects of stress<br>• stress management strategies, including maintaining healthy sleep habits<br>• about positive and safe ways to create content online and the opportunities this offers<br>• how to balance time online |

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| **Spring 2**<br>Health and Wellbeing | **Independence**<br><br>Responsible health choices, and safety in independent contexts | • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)<br>• emergency first aid skills<br>• how to assess emergency and non-emergency situations and contact appropriate services<br>• about the links between lifestyle and some cancers<br>• about the importance of screening and how to perform self examination<br>• about vaccinations and immunisations<br>• about registering with and accessing doctors, sexual health clinics, opticians and other health services<br>• how to manage influences and risks relating to cosmetic and aesthetic body alterations<br>• about blood, organ and stem cell donation |
| **Summer 1**<br>Relationships | **Families**<br><br>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | • about different types of families and changing family structures<br>• how to evaluate readiness for parenthood and positive parenting qualities<br>• about fertility, including how it varies and changes<br>• about pregnancy, birth and miscarriage<br>• about unplanned pregnancy options, including abortion<br>• about adoption and fostering<br>• how to manage change, loss, grief and bereavement<br>• about 'honour based' violence and forced marriage and how to safely access support |