THE NETHERHALL SCHOOL

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

HIS POLICY WAS ADOPTED:	AUTUMN 2020
THIS POLICY WILL BE REVIEWED:	AUTUMN 2023
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	JIM HILL

Introduction:

Relationships and Sex Education (RSE) at Netherhall School aims to support the personal, emotional and social development of all our students.

We believe RSE is learning about emotional, social and physical aspects of growing up and about relationships. It should equip our students with information about the body, reproduction, sex and sexual health. It also enables them to develop essential life skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line. RSE will also enable young people to respectfully explore their own attitudes and those of others.

Our work in RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all students and staff.
- We provide a broad and balanced curriculum for all our students, which values their diverse backgrounds and needs.
- We promote student's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our students to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our students to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively in an increasingly complex world.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values and respect for other races, religions and ways of life.

Aims:

All adults will work towards achieving these aims for RSE in our school. We seek to enable students to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, trusting relationships based on mutual respect
- be able to confidently name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional, social and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- explore the implications of new technologies for relationships, focusing on safety and privacy
- recognise and avoid exploitative and coercive relationships
- explore and confidently discuss issues and develop skills relating to consent
- explore their own values and attitudes towards gender roles and communicate effectively about these
- value, care for and respect their own bodies
- access additional advice and support.

Delivering our RSE Curriculum

We recognise that good RSE is only possible in the context of high quality provision through broader Citizens in Communities (CitCom) education (see next section). Some of our aims for RSE will be covered through broader CitCom and some through specific RSE provision.

Our RSE curriculum (see appendix A) is wholly consistent with the DfE (2019) guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2013).

We consider RSE to be a continuous process of learning, which begins well before students enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group (see Appendix B: CitCom Curriculum). All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught as part of

- Timetabled lessons in CitCom

- Other curriculum areas: Science, Computing and PE.

- Enrichment activities, especially our assembly programme, pastoral provision, support for 'vulnerable' young people, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health-promoting school.

Citizens in Communities (CitCom) Education

At Netherhall we believe everyone should be equipped with the knowledge, insight and resilience needed to be a healthy and successful individual able to navigate the demands of modern society, both now and in the future. To this end, pupils are allocated one timetabled lesson of *Citizens in Communities* (CitCom) per week, which incorporates the three strands of *Health and Wellbeing*, *Relationships*, and *Living in the Wider World* that the government prescribe as statutory for the delivery of PSHE, Relationships and Sex Education (RSE), Work-Related Learning (WRL) and at Key Stage 4, Core RE. More specifically this includes:

- ➢ Relationships: families and marriage, developing and maintaining respectful, positive and healthy relationships of all kinds, including intimate and sexual relationships as well as friendships; recognising and dealing with unhealthy relationships, including bullying; understanding how to communicate effectively and confidently within relationships.
- ➢ Health: healthy lifestyles; healthy eating and exercise; mental and emotional health and wellbeing; sexual health, drug, alcohol and tobacco education.
- ➢ Risk: assessing and managing risks and opportunities such as making independent choices and recognising and responding to peer pressure; personal safety on and offline, including on social media.
- ➢ Economic wellbeing: budgeting, saving, pressures and influences on spending and risks associated with gambling and other financial choices.
- ➢ Career choices: enterprise skills, different career pathways.
- ➢ Employability: key skills needed to succeed in the workplace; preparation for the world of work.

The Needs of our Students

We will use a variety of methods to confirm the needs of our students, but we use this outline assessment in initial stages of planning our RSE curriculum. Throughout, students will consider physical aspects of sexual relationships, their emotions and how to manage them and social aspects, such as positive and negative influences from friends.

Age 11-13

Typical concerns of students of this age include puberty and hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development. They will be encountering physical changes associated with puberty and will want reliable information about these and to consider how they affect their self-image, body image and relationships. Students will be interested to learn more about pregnancy and how it can be avoided. They will be interested to explore the difference between sexual attraction and love and whether it is normal to love or be attracted to people of the opposite or same sex. They will be asking questions about when is the 'right time' to have sex, how to avoid pressure and where they can get more information. They will become more likely to be exposed to pornography and will need support in exploring ways pornography can influence relationships. They will be interested to explore attitudes about prejudice and will want to develop skills to challenge prejudice based on gender, identity or sexual orientation.

Age 14-16

Many students will wish to revisit themes addressed earlier, but in new detail as their experiences have widened. Most young people in this age group will not have had sex; most wait until they are older than 16, but they will be interested to explore ways of responding to pressure to have sex, what to expect of a partner and how to communicate and negotiate with them. They will need more information about contraception, sexual health and how to access services. All students will need information about the positive aspects of healthy sexual relationships, including those who identify as LGBTQ+.

We understand that at times students will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs more effectively, we will use team teaching where this enables us to best use teacher expertise. We may invite external visitors who can make links with services relevant to young people and who can add detail or a little distance, complementary to our in-house provision. We will ensure there are positive educational reasons for each method of delivery.

Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a student's request for information and advice. All members of staff are encouraged to access support from colleagues where necessary.

- The RSE curriculum will primarily be taught by teachers in Citizens in Communities (CitCom) lessons.

- The Deputy Director of Humanities (DDoH) is responsible for reviewing and evaluating RSE in conjunction with the Director of Humanities (DoH). Quality assurance will take place through book sampling.

- Staff will be assisted in their planning and delivery of RSE by the DDoH/ DoH who will, with support, provide lesson resources and activities for colleagues, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.

- The school holds responsibility for the RSE Policy and monitoring of its implementation will be carried out by the Line Manager for Humanities on SLT.

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Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and students are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RSE, as students will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the DDoH.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where a question or comment from a student in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with school Safeguarding and Child Protection policy.

Distancing Techniques: In order to protect student's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, case studies, role-play, audio-visual materials and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Inclusion

We have a duty under the Equalities Act 2010, to ensure that our provision does not discriminate against any group of students. We will not assume that students are heterosexual. We understand that on average 10% of our students will currently or later identify as LGBTQ+ and we understand the importance of ensuring that all students receive RSE which meets their current and future needs. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our students and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and positive communication and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image

- the management of personal care
- clarity about sources of support for students.

Resources

We will primarily use the Personal Development Frameworks when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the students and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and audio-visual materials, before using them. We will select resources which:

- are consistent with our curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and students
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product or religious/political view
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

Use of Visitors to Support RSE

We believe that RSE is most effectively taught by those who know our students well and are aware of their needs. We may invite external visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our students are met.

We will follow this Code of Practice when working with visitors:

- The care and management of students is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with students, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the DDoH/DoH, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed.
- The contributions of visitors will be regularly monitored and evaluated.

Confidentiality

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, students and parents/carers. This Policy is communicated to parents/carers on the School /website. The policy states that:

- Staff are unable to offer absolute confidentiality.

- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm.
- Students will be told if information is to be shared (unless the student has significant special needs which would make this inappropriate) and will be offered appropriate support.
- There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation is suspected or Child Sexual Exploitation is suspected. See our Safeguarding and Child Protection Policy for further details.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that students are aware of the boundaries of confidentiality when beginning work with them.

Safeguarding and Child Protection

We believe that high quality RSE enables students to understand about unsafe and abusive relationships and enables them to develop the skills at attitudes they need to keep themselves safe. Along with Ofsted, we believe that high quality RSE is a major component of our approach to ensuring safeguarding is effective in our school.

We also recognise that because effective RSE may alert students to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Sexually Active Students

In order to create a safe learning environment for effective RSE, we will establish ground rules and use distancing techniques to facilitate discussion. If a student, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- All students will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We will inform students of where they can obtain confidential support and information e.g. from local sexual health services.
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from RSE (outside National Curriculum for Science) will also be offered this information.
- Careful judgements will be made as to whether the sexual activity is a child protection matter.

If the student is 12 years old or younger, sexual activity will always be referred to the Designated Person for Child Protection. If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding and Child Protection procedures and refer to the designated person for child protection.

We offer guidance for all our staff to support their decisions relating to disclosure. The Designated Person for Child Protection will lead in this.

Staff Training

We recognise that the most significant resources, in any RSE programme, are well trained and confident teachers. Teaching RSE can be very rewarding, but we understand that, in order to feel

confident, members of staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice.

Role of Governors

This policy describes the governors' views on how RSE will be taught in addition to requirements of the National Curriculum.

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all students make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn, and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

It is the responsibility of the school to ensure, through consultation, that the RSE Policy reflects the needs of the community, having consulted with parents/carers and other community members. It is the responsibility of the school to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available at the Annual Governors' Meeting for parents/carers.

Student Participation

We will involve our students in the evaluation and development of their RSE in ways appropriate to their age.

a.   We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.

b.   We will encourage students to ask questions or access health support through referral to a school nurse via EHA (Early Help Assessment).

c.   We will ask students to review their timetabled CitCom lessons.

d.   We will consult students (e.g. through House Forums /Student Voice) about their perception of the strengths of our RSE programme and the areas to be further developed.

Working with Parents/Carers and Our School Community

Parents and carers are key figures in supporting their children through the emotional and physical aspects of growing up and forming healthy relationships. We recognise that some students would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents/carers when planning and delivering RSE.

Parents and carers will be given access to this Policy on request. It will be available at the Annual Governors' Meeting. It will also be available on the school website.

Parents and carers have the right to withdraw their children from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements in our CitCom provision and should contact the DDoH to communicate this request, using the following email address: jhill@netherhallschool.org

The school will make alternative arrangements for students whose parents or carers withdraw them.

Monitoring, Evaluating and Reviewing Our RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the school. Information will be gathered through the Line Manager for Humanities on SLT to inform judgements about effectiveness.

The Policy will be formally reviewed every year. The next review will take place by the end of November 2021.

Sensitive Issues

a) Puberty

We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates. We also recognise that young people will have participated in lessons about puberty in primary school and we will ensure that our provision reviews existing knowledge and builds on it.

We will ensure that sensitive arrangements are made for girls who are menstruating. This includes the provision of sanitary disposal units and the discrete provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way, without embarrassment.

b) Contraception

We recognise that young people need accurate information about contraception and delaying sexual activity until they are ready. We include teaching about contraception according to the RSE Curriculum, enabling young people to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. We will not teach solely about the 'mechanics' of different types of contraception, but will proactively address attitudes towards contraception and enable students to develop their own skills and attitudes towards it, through consideration of a variety of real-life scenarios.

We will support key adults in school in:

- providing information about contraception and where it can be obtained to those participating in RSE
- provide information about confidential advice and treatment services to all young people
- follow the school's confidentiality and child protection policies.

Those delivering RSE will be aware of the local provision for young people who wish to find out more about contraception or access it. We understand that a parent's choice to withdraw their child from RSE does not affect the child's right to use confidential health services provided in school or elsewhere.

In a case where a young person asks for advice about sexual behaviour or contraception, the adult may reinforce information given in RSE lessons (such as where to access contraception). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

c) Abortion

Most young people are aware of abortion and many will have begun developing their own attitudes towards it. We will encourage young people to improve their understanding and further develop their attitudes as we address issues related to unwanted pregnancy and the responsibilities of parenthood in moral contexts.

We are aware of the strongly held beliefs of many sectors of our community and will promote respect for those beliefs, whilst encouraging young people to explore the dilemmas and develop communication skills to discuss issues with parents and health professionals. We will be especially cautious when sourcing resources and external speakers to ensure that they will facilitate discussion

and enable students to develop their own views, rather than solely presenting their own or those of their organisation.

We recognise our responsibility to discuss the delay of sexual activity and to offer information about contraception and confidential advice services in order to reduce the incidence of unwanted pregnancy. We understand that a parent's choice to withdraw their child from RSE does not affect the child's right to use confidential health services provided in school or elsewhere.

d) Sexual Health, Sexually Transmitted Infections (STI's) and HIV/AIDS

We recognise teaching about sexual health is more than just teaching about sexually transmitted infections. Students will have the opportunity to engage in learning about positive, consensual and respectful sexual relationships, as well as learning about the prevention of sexually transmitted infections and how to keep physically and emotionally safe. We aim to enable young people to develop a positive attitude to their bodies and control over their sexual health. We will teach about STI's and HIV/AIDS in KS3 and KS4, as required by the Education Act 1996. We recognise the connection with strong teaching about contraception. In all our teaching about sexual health, we will be certain to give examples of different types of relationships, so that we can ensure that those who are LGBTQ+ have their needs for sexual health met.

Those delivering RSE will be aware of the local provision for young people who wish to find out more about accessing advice and support on STI's and HIV/AIDS. We understand that a parent's choice to withdraw their child from RSE does not affect the child's right to use confidential health services provided in school or elsewhere.

In a case where a young person asks for advice about STI's or HIV/AIDS, the adult will reinforce information given in RSE lessons (such as where to access contraception and sexual health checks). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from a relevant, accessible health professional.

e) Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all our students, in accordance with the Equalities Act 2010. Whatever their gender or developing sexuality, young people must feel that RSE is relevant to them and sensitive to their needs. We believe that inclusive RSE will foster respect and better communication between students and help to prevent all types of prejudice, including homophobia.

We encourage young people to consider sexual identity and orientation. Those delivering RSE will avoid the presumption that all sexual relationships are heterosexual. We understand that is it our role to give information about sexual orientation, to develop tolerant attitudes and to equip young people to understand their own sexuality and that of others.

We recognise our duty to counter the negative images portrayed of LGBTQ+ people in society and to help adolescent students who identify as LGBTQ+ to develop and maintain a positive sense of self and self-worth. If we encounter examples of homophobic language or attitudes, we will challenge these. Incidents of homophobic bullying will be dealt with according to our 'Anti-bullying Policy' which explicitly refers to homophobic bullying.

In a case where a young person asks for advice about sexual orientation, the adult will reinforce information given in RSE lessons (such as where to access support). They will also encourage the young person to discuss the matter with their parent/carer and/or seek advice from relevant groups.

f) Consent

We understand the importance of teaching young people about consent and recognise that many do not have a deep enough understanding of this complex issue. We will, through RSE and our broader CitCom programme, use every opportunity to describe consent as being more than 'just saying no'. We will support young people in understanding that the onus, in law, is on getting consent, rather than giving it. We will explore the complexity of real-life situations and enable students to develop skills in communication, so they are more able to ask for consent and give it. We will also consider gender

inequality, power imbalance and stereotypical expectations as factors in non-consensual sexual activity. We will link understanding of sexual consent to previous learning about consent given or withheld for any physical activity.

g) Pornography

We believe it is helpful to introduce issues connected with pornography to students, as many students will access it or be exposed to it. Without reliable, trustworthy adults to enable them to explore views on pornography, its use may distort not only understanding of what constitutes a healthy sexual relationship, but also young people's body image and self-esteem. In our teaching, we will emphasise that pornography is not a reliable source of information about sex and that it cannot replace a 'real' relationship. Students will also consider the frequent imbalance of gender roles, occurrence of violence and lack of communication and consent in much pornography. We will ensure that students are aware that possession of any pornographic image of a person under 18 is an offence – even if it is a picture of themselves. Students will also explore communication and negotiation skills and will consider how to assess pressure and influence to conform to certain types of behaviour.

h) Sexting

Sexting describes the sending of self-generated sexual images or content via any digital device. We will ensure that through RSE, wider CitCom and the computing curriculum that students have multiple opportunities to build skills around sharing personal and private information. Covering this topic in RSE will give particular opportunity to discuss the implications for relationships in taking, making and sharing sexual content electronically. Students will be taught to understand the possible risks of sharing sexual images of themselves and how pressure to do this might occur. We will also discuss attitudes of others, the law and where to get help. We will ensure that students are aware of the crucial role of trust in all relationships, but especially in sexual ones. Students will be made aware that the possession of any sexual image of a person under 18 (even if it is of themselves) is against the law. Skills development and awareness raising around 'sexting' will also be a feature of work on personal safety and through the computing curriculum.

i) Sexual Violence, Exploitation and Abuse

The coverage of this area has direct links with safeguarding, teaching about consent and developing attitudes on gender inequality and stereotyping. If left unchallenged, unhealthy attitudes towards power and gender roles in sexual relationships can lead to pressure, coercion and sexual violence. We believe it is essential to equip each student, regardless of gender, background or sexual orientation, with the skills they need to recognise power imbalance and non-consensual sexual activity and to get help effectively. RSE lays the foundation for boys and girls to develop empathy and understanding with future sexual partners. They will also reflect on issues relating to exploitative relationships and abuse in other areas of CitCom, e.g. anti-bullying.

We are aware of our duties relating to Child Sexual Exploitation and will follow safeguarding procedures, where there is any suspicion of such abusive behaviour. Through RSE we will consider sexual relationships where imbalance of power, bullying or coercion (though gift giving/indebtedness etc.) are used. We hope to enable young people to see how this type of sexual behaviour is abusive.

Some students will have witnessed domestic violence in their own homes or elsewhere and we will take particular care to enable all young people to understand that violence and coercion are always wrong. Each individual is always responsible for their own behaviour and no one is ever responsible for the violence or abuse they experience.

We understand that we have a duty to be vigilant over those who are at risk of Female Genital Mutilation. Our RSE programme proactively models the use of scientific vocabulary for genitalia and our teaching develops understanding of consent and a person's right over their own body. Any adult in school who believes a student is at risk will follow safeguarding procedures, seeking advice from the Designated Person for Child protection.

Statutory guidance

Statutory guidance can be accessed via:

Relationships and Sex Education (RSE) (Secondary). Updated 25 July 2019

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary

Guidance: introduction to requirements. Updated 9 July 2020

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements

Appendix A - The Curriculum for Sex and Relationships Education

Key Stage 3 Science (Year 7/8/9)

Science Curriculum	- that fertilization in humans is the fusion of a male and a female cell - the physical and emotional changes that take place during adolescence - about the human reproductive system, including the menstrual cycle and fertilization	- how the foetus develops in the uterus - how the growth and reproduction of bacteria and the replication of viruses can affect health

	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
Age 11-14	- in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity - how the media influence understanding and attitudes towards sexual health - the law relating to sexual behaviour and young people - about when and where to get help, such as at a genito-urinary medicine clinic. - explore the reasons for having sex and for delaying sex. - understand that sex involves emotions and should involve a sense of respect for one's own and other's feelings, decisions rights and bodies	- to recognize the physical and emotional changes that take place at puberty and how to manage these changes positively - recognize risk of personal safety in sexual behaviour and be able to make safe decisions - develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships - recognize the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage	- the benefits of sexual behaviour within a committed relationship - the importance of respecting difference in relation to gender and sexuality - issues such as the costs of early sexual activity - explore body image and self esteem and understand its impact on sexual health and choices
	- the sources of advice and support - meaning of confidentiality in school health settings - how good relationships can promote mental well-being	- develop skills of assertiveness in order to resist peer pressure and stereotyping - develop empathy with the core values of family life in all its variety of forms - recognize the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.	- how they see themselves affects their self-confidence and behaviour - the unacceptability of prejudice and homophobic bullying

Year: 7	Title: Genes	Duration: 9 Lessons

Overview

HSW Focus: Collecting Data

Numeracy Foci: (Presenting Data) Frequency Tables, Bar Charts, Histograms, Suitable Graphs for Suitable Data

Knowledge: Variation,Continous and Discontinuous, Adapting to Change, Adolescence, Reproductive Systems,Fertilisation and Implantation, Development of the fetus, The menstrual cycle

Links to whole school curriculum intent:	
Inspiring	Broad range of learning and homework opportunities
	Using student's own data on variation
	Embracing curiosity and providing reassurance around a topic that can be challenging to discuss for most students.
	SLOP for HSW/Numeracy/Knowledge skills of foci
	Studying this topic is important so you can;
	Collect scientific data and present it in a suitable format
	Celebrate diversity within and between species
	Build knowledge of the Biological mechanisms involved in development and reproduction.
Individual	Celebrate achievements across the 3 Science strands (HSW,Numeracy and Knowledge)
	Tiered end of topic tests
	Using student's own data on variation within their own class and their own families.

Inclusive	Stretch/Support Tasks in all Lessons
	Resources and protocol regarding map of the year shared with inclusion and parents for consistency.
	Tiered end of topic tests

Learning objectives linked to assessment criteria and DPGs:

10 Genes

10.1.1 Variation

• State what is meant by the term variation
• State that variation is caused by the environment or inheritance
• Record observations of variations between different species of gull

10.1.2 Continuous and discontinuous

• State that there are two types of variation
• State the two types of graphs that can be drawn when representing the two types of variation
• Record results in a table and plot a graph on axes provided

10.1.3 Adapting to change

- Name an environmental change
- Give a possible reason for adaptation or extinction

10.2.1 Adolescence

- State the definitions for adolescence and puberty
- State changes to the bodies of boys and girls during puberty
- Interpret observations given, as changes that occur in boys or in girls

10.2.2 Reproductive systems

- Name the main structures of the male and female reproductive system, including gametes
- State a function of the main structures of the male and female reproductive system
- Extract information from text to state structures and functions of the key parts of the reproductive systems in a table

10.2.3 Fertilisation and implantation

- State what is meant by a person being infertile
- State what is meant by fertilisation
- State that if an egg is fertilised it settles into the uterus lining

10.2.4 Development of a foetus

- State the definition of gestation
- State how long a pregnancy lasts

10.2.5 The menstrual cycle

- State the length of the menstrual cycle
- State the main stages in the menstrual cycle
- Present key pieces of information in a sequence

Opportunities to address literacy (including oracy):	Homework tasks: Practice questions on;
Spelling of keywords correctly	Frequency tables
Using connectives to explain adaptations	Bar Charts
Writing text for a particular audience	Histograms
Following scientific protocol for collecting data	Researching adaptations of different animals and plants using IPlayer resources on Planet Earth etc.
Use of glossaries	
Flow charts	Comparing Gestation periods of different animals
Comparison and evaluative skills	Magazine writing on adolescence changes
	History of contraception methods research
	Differentiated workbook tasks linked to lessons
	Doddle Tasks

Year 8 Science

| 8.3.4 Alcohol | **Enquiry processes**
- 2.4 Draw line graphs to display relationships.
- 2.9 Prepare a table with space to record all measurements.
- 2.9 Carry out the method carefully and consistently. | **Know**
- Name one effect of alcohol on health or behaviour.
- State whether alcohol affects conception and pregnancy.
- Record results in a given table and plot a graph of results obtained.

Apply
- Describe the effect of alcohol on health and behaviour.
- Describe the effect alcohol has on conception and pregnancy.
- Design a results table and plot subsequent | To start, students complete interactive resource describing the effects of alcohol by choosing words to fill in the gaps.
Students discuss why anti-drinking adverts are necessary and the possible effects of alcohol on the body.

For the main lesson activity, students carry out a short practical to find out their reaction times. These are compared with secondary data about the reaction times of people who have consumed alcohol. Students then answer the questions that follow.
Support: The support sheet provides students with a partially filled results table and a graph grid, to help in presenting experimental data.

For plenary, students try out online reaction-time tests in front of the class, discussing reaction times.
After the experiment, take a class vote about whether the legal limit for alcohol and driving should stay the same, be lowered, or be raised? Students justify answers using their graphs.

For homework, students design a poster or advert to | **Interactive:**
The effects of alcohol

Practical:
Investigating the effects of alcohol on reaction times

Skill sheet:
Calculating means |

8 **Scheme of work**

Activate for AQA

		experimental data on an appropriate graph.	persuade pregnant women not to drink alcohol.	

		Extend - Explain in detail how alcohol affects health and behaviour, detailing its effect on life processes. - Explain the importance of providing information about drinking to the general public, not just pregnant women. - Record data in a well-organised table (with headings and units) and plot an appropriate graph to present results.		

| 8.3.3 Drugs | **Enquiry processes**
- 2.9 Prepare a table with space to record all measurements.
- 2.9 Carry out the method carefully and consistently. | **Know**
- Name some recreational and medicinal drugs.
- State one effect of a drug on health or | To start, students sort a number of drugs into medicinal, legal recreational, or illegal recreational drugs on the interactive resource.
Students discuss what they know about various legal and illegal drugs, categorising them into medicinal, legal recreational, and illegal recreational drugs. | **Interactive:** Medicinal or not?

Practical: Identifying |

Activate for AQA

| | | behaviour
- Make observations during an experiment.

Apply
- Describe the difference between recreational and medicinal drugs.
- Describe the effects of drugs on health and behaviour.
- Interpret experimental observations to draw simple conclusions.

Extend
- Explain why people take different medicinal and recreational drugs.
- Explain how recreational drugs can have a negative effect on people's lifestyles.
- Record accurate | For the main lesson activity, students carry out three simple tests on four chemicals and use the results to decide if any are illegal recreational drugs.
Students may need prompting that the way they will identify the unknown sample is by looking for similarities between the unknown sample and known samples' results.

For plenary, students discuss reasons they can think of why governments should make certain recreational drugs illegal, justifying their answers.
Students list as many medicinal drugs as they can think of, along with their uses. After two minutes ask students to sort the drugs into two categories: those that relieve symptoms and those that cure illnesses, justifying their answers.

For homework, students produce a leaflet to be given to Year 7 students about the dangers of drug abuse.

An alternative Webquest homework activity is also available on Kerboodle in which students produce a presentation on illegal drugs. | unknown substances

Skill sheet: Drawing graphs

Skill sheet: Recording results

WebQuest: Drugs |

		and detailed observations from an experiment to draw detailed conclusions, and evaluate methods.		

| 8.3.5 Smoking | **Securing Mastery Goals**
- 3.8.3 Explain how exercise, smoking, and asthma affect the gas | **Know**
- Name an effect of tobacco smoke on health. | To start, students complete gap fill on interactive resource on smoking.
Students discuss possible effects of smoking on a foetus, ensuring students consider the paths chemicals | **Interactive:**
Deadly smoke

Access: |

| | exchange system.

Exceeding Mastery Goals
- 3.8.3 Evaluate a possible treatment for a lung disease.

Enquiry processes
- 2.4 Decide the type of chart or graph to draw based on its purpose or type of data.
- 2.4 Select a good way to display data. | - State whether or not tobacco smoke affects the development of a foetus.
- Interpret secondary data and present this data on a bar chart.

Apply
- Describe the effects of tobacco smoke on health.
- Describe the effects of tobacco smoke on pregnancy.
- Present secondary data using an appropriate method, interpreting this data to draw conclusions.

Extend
- Explain how smoking causes disease.
- Explain which | take, not just the effects. As a class, decide on the sequence of events between the mother smoking and the effect on the unborn baby.
Support: Give students sort cards with correct/incorrect statements on smoking during pregnancy. Students choose the correct statements and order them.

For the main lesson activity, introduce the risks of smoking to health and risks associated with the development of a foetus during pregnancy.
Discuss changes in attitude towards smoking. Students then work through the activity sheet, presenting smoking statistics on a graph and answering the questions that follow.

For plenary, students discuss the effects of smoking, and the consequences of smoking while pregnant. Students match key words used in this lesson with their definitions.

For homework, students produce an information leaflet on the dangers of smoking. | Smoking statistics

Activity:
Smoking statistics

Skill sheet:
Drawing graphs

Skill sheet:
Choosing scales |

Key Stage 4 Science (Year 10/11)

Science Curriculum	• the way in which hormonal control occurs, including the effects of the sex hormones • some medical uses of hormones including the control and promotion of fertility	• the defence mechanisms of the body • how sex is determined in humans

	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
Age 14-16+	• how HIV and other sexually transmitted infections affect the body • the link between eating disorders and self-image and sexual identity • the risks of early sexual activity and the link with the use of alcohol • in the context of importance of relationships, how the different forms of contraception work and where to get advice in order to inform choices • the law in relation to sexual activity for young people and adults • the qualities of good parenting and its value to family life	• recognize the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice • manage emotions associated with changing relationships with parents and friends • recognize exploitation and abuse relationships and avoid being exploited or exploiting others • demonstrate understanding of how to protect themselves from unintended/unwanted conceptions and sexually transmitted infections including HIV • deal with changing relationships in a positive way, showing goodwill to others and showing strategies to resolve disagreements peacefully	• their developing sense of sexual identify and feel confident and comfortable with it • how personal, family and social values influence behaviour • the arguments around moral issues such as abortion; contraception and the age of consent • the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both • the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.
	• the role of statutory and voluntary organizations and how to access them • how their own identity is influenced by both their personal values and those of their family and society	• develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships	•

Science GCSE Topic summaries

Lesson	Aiming for 4		Aiming for 6		Aiming for 8	
B5.1 Health and disease	I can describe health as a state of physical and mental wellbeing.	☐	I can describe the difference between communicable and non-communicable diseases.	☐	I can suggest how communicable diseases are spread.	☐
	I can state some causes of ill health.	☐	I can use a scatter diagram to identify a correlation between two variables.	☐	I can suggest links between lifestyle and health.	☐
	I can state a simple conclusion from data on health.	☐	I can construct and interpret bar charts, frequency tables, frequency diagrams and histograms.	☐	I can discuss the validity of a statement based on evidence in the form of data.	☐
B5.2 Pathogens and disease	I can state that pathogens are microorganisms that cause disease.	☐	I can describe how bacteria and viruses cause disease.	☐	I can explain why viruses are always pathogens but not all bacteria are.	☐
	I can describe ways that pathogens can be spread.	☐	I can explain why communicable diseases spread rapidly following a natural disaster.	☐	I can explain how pathogens are passed from one organism to another and use this to suggest ways of preventing the spread.	☐
B5.3 Growing bacteria in the lab	I can state that bacteria reproduce by cell division and this is called binary fission.	☐	I can explain why numbers of bacteria on an agar plate will eventually stop growing.	☐	I can explain what is meant by exponential growth and analyse a graph showing it.	☐
	I can prepare a bacterial culture on agar gel.	☐	I can explain why it is important to use an uncontaminated culture to investigate bacterial growth.	☐	I can suggest how to measure the growth of bacteria and discuss uncertainty.	☐
	I can follow the rules needed to prepare an uncontaminated culture.	☐	I can describe and explain why each rule is needed in order to safely prepare, incubate and dispose of a culture.	☐	I can plan a detailed investigation to find out how a variable affects the growth of bacteria.	☐

	I can describe the difference between an antiseptic, disinfectants and antibiotic.	☐	I can explain when an antiseptic, disinfectant, and antibiotic would be used	☐	I can write a prediction using detailed scientific knowledge.	☐
B5.4 Preventing bacterial growth	I can write a prediction.	☐	I can calculate the number of bacteria in a population after a certain time if given the mean division time.	☐	I can calculate the number of bacteria in a sample when using a counting chamber.	☐
	I can measure the diameter of clear areas around colonies.	☐	I can calculate the area of the clear circle around colonies using r².	☐	I can apply knowledge of sampling techniques to ensure samples are representative.	☐
B5.5 Preventing infections	I can state some ways that communicable diseases are spread.	☐	I can describe how the spread of diseases can be reduced or prevented.	☐	I can use scientific knowledge to explain in detail how methods reduce or prevent the spread of disease.	☐
	I can take a role in designing a form of communication to inform the public about how to prevent the spread of a disease.	☐	I can communicate to the public about how to stop the spread of a disease.	☐	I can use an example to explain how the scientific method has been applied to help prevent the spread of disease.	☐
B5.6 Viral diseases	I can name some diseases that are caused by viruses.	☐	I can describe how measles, HIV and tobacco mosaic virus affect the infected organism.	☐	I can explain how measles, HIV and tobacco mosaic virus affect the infected organism.	☐
	I can state how measles and HIV are spread.	☐	I can use a microscope to identify the different tissues in a cross-section of a leaf the UK has changed over time.	☐	I can explain why viral infections are often more difficult to prevent and treat than bacterial infections.	☐
	I can summarise information in a table.	☐	I can design a table and use it to summarise information.	☐	I can write a persuasive letter to parents urging them to vaccinate their children against measles.	☐
B5.7 Bacterial diseases	I can name some diseases that are caused by bacteria.	☐	I can describe similarities and differences between salmonella and gonorrhoea.	☐	I can suggest why more people die from viral diseases compared to bacterial diseases.	☐
	I can state how salmonella and gonorrhoea are spread.	☐	I can describe how the spread of salmonella and gonorrhoea is controlled.	☐	I can explain in detail how methods to control the spread of salmonella and gonorrhoea work.	☐
B5.8 Diseases	I can state that rose black spot is caused by fungi and malaria is caused by protists.	☐	I can describe how rose black spot affects the plant and how it is treated.	☐	I can explain how rose black spot affects the growth of a plant.	☐

caused by fungi and protists	I can use a diagram to describe the life cycle of the malaria protist. ☐	I can link ways of controlling the spread of malaria to specific parts of the protist's life cycle. ☐	I can explain why it is so expensive to stop the spread of malaria. ☐
	I can state some ways that malaria is controlled. ☐		
B5.9 Human defence responses	I can state some ways in which the human body defends itself against the entry of pathogens. ☐	I can describe how human body defence mechanisms stop the entry of pathogens. ☐	I can explain how a reduced or over active immune system can cause illness. ☐
	I can state that white blood cells help defend the body against pathogens. ☐	I can describe the role of white blood cells in the defence against disease. ☐	I can explain in detail how antibody production fights pathogens. ☐
	I can state how one part of a model is similar to real life. ☐	I can use a model to explain how the body defends itself against disease. ☐	I can evaluate an analogy of the human defence systems against disease. ☐
B5.10 More about plant diseases	I can describe some signs of plant disease. ☐	I can describe how a plant disease is detected and the methods used to identify the cause. ☐	I can analyse data on plant growth to write conclusions using scientific knowledge. ☐
	I can name organisms that can cause disease in plants. ☐	I can explain how disease damages a plant. ☐	I can suggest how plant diseases affect food security. ☐
	I can state that plants can be damaged by ion deficiency. ☐	I can match signs of plant disease to ion deficiency. ☐	I can explain in detail how and why ion deficiencies affect plant growth. ☐
B5.11 Plant defence responses	I can state examples of plant defence responses. ☐	I can classify plant defences as physical, chemical or mechanical. ☐	I can explain in detail how plant defence responses work. ☐
	I can describe why plants need to defend themselves. ☐	I can carry out research using secondary resources of own choice to present examples of plant defence responses. ☐	I can interpret information from a scientific article to explain how plant to plant communication can be used as a form of defence. ☐

Lesson	Aiming for 4		Aiming for 6		Aiming for 8	
B6.1 Vaccination	I can describe why people are vaccinated.	☐	I can explain how vaccination works.	☐	I can explain why, if a large proportion of the population is vaccinated, the spread of the pathogen is reduced.	☐
	I can state that vaccines contain dead or inactive forms of a pathogen.	☐	I can describe what an antibody and antigen are.	☐	I can apply ideas about specificity of antibodies.	☐
B6.2 Antibiotics and painkillers	I can describe what an antibiotic is.	☐	I can describe how antibiotics work.	☐	I can suggest a reasoned explanation for a pattern in data.	☐
	I can state that viral infections cannot be treated with antibiotics.	☐	I can describe what is meant by antibiotic resistant bacteria.	☐	I can explain in detail how antibiotic resistant bacteria arise.	☐
	I can decide when a painkiller or antibiotic should be used to treat an illness.	☐	I can explain why it is difficult to develop drugs to treat viral infections.	☐	I can explain why scientists are constantly developing new antibiotics.	☐
B6.3 Discovering drugs	I can name some drugs based on extracts from plants or microorganisms.	☐	I can describe how new antibiotics are tested for effectiveness.	☐	I can suggest why mould naturally produces antibiotics.	☐
	I can order the events that led to the production of penicillin.	☐	I can discuss the advantages and disadvantages of looking for new drugs from living organisms.	☐	I can discuss how effective herbal remedies are.	☐
	I can state a simple conclusion using data.	☐	I can analyse data to draw conclusions on the effectiveness of new antibiotics.	☐	I can analyse data to evaluate the effectiveness of new antibiotics and make a reasoned decision which one to develop further.	☐

B6.4 Developing drugs	I can state that new medical drugs have to be tested to check that they are safe and effective.	☐	I can explain why each procedure in drugs testing and trialling is used.	☐	I can describe in some detail how new medical drugs are tested and trialled for safety, effectiveness, toxicity, efficacy, and dose.	☐
	I can state the procedures used to trial a new drug in the correct order.	☐	I can describe how a double blind trial is carried out.	☐	I can critically analyse the results from a double blind trial.	☐
	I can state what is meant by a placebo.	☐	I can explain why a placebo is used during drug trialling.	☐	I can explain why the results of drug trials are published in journals.	☐
B6.5 Producing monoclonal antibodies Ⓗ			I can describe what a monoclonal antibody is.	☐	I can explain why hybridoma cells are used to produce monoclonal antibodies.	☐
			I can outline the procedure used to produce monoclonal antibodies.	☐	I can explain in detail how pregnancy tests work.	☐
			I can state some uses of monoclonal antibodies.	☐	I can describe how monoclonal antibodies are used to produce ELISA tests and outline how they are used.	☐
B6.6 Using monoclonal antibodies Ⓗ			I can describe the ways that monoclonal antibodies can be used to treat cancer.	☐	I can explain in detail how the methods of using monoclonal antibodies to treat cancer work.	☐
			I can outline the advantages and disadvantages of using monoclonal antibodies.	☐	I can evaluate the use of monoclonal antibodies in treating cancer compared to other treatments.	☐

Lesson	Aiming for 4		Aiming for 6		Aiming for 8	
B11.4 The role of negative feedback			I can describe the function of adrenaline and thyroxine.	☐	I can explain how adrenaline prepares the body for 'fight or flight'.	☐
			I can interpret and explain diagrams of negative feedback control.	☐	I can design labelled flow diagrams of negative feedback control.	☐
B11.5 Hormones in human reproduction	I can identify oestrogen and testosterone as reproductive hormones in women and men respectively.	☐	I can compare and contrast the changes to boys and girls during puberty.	☐	I can explain why fertility changes with age in men and women.	☐
	I can describe what happens during the menstrual cycle.	☐	I can name the hormones involved in the menstrual cycle.	☐	I can explain the role of each hormone in the menstrual cycle.	☐
		☐		☐		☐
B11.6 Hormones and the menstrual cycle			I can name the glands that produce the hormones oestrogen, progesterone, LH and FSH.	☐	I can explain the interactions of hormones in the control of the menstrual cycle.	☐
			I can describe the function of the hormones that control the menstrual cycle.	☐	I can interpret in detail a graph showing how the levels of hormones change.	☐

Lesson	Aiming for 4		Aiming for 6		Aiming for 8	
B11.7 Artificial control of fertility	I can state what contraception is and list examples.	☐	I can explain how contraceptives work.	☐	I can apply knowledge of hormones in the menstrual cycle to suggest how hormonal contraceptives work.	☐
	I can categorise contraceptives as hormonal and non-hormonal.	☐	I can list the advantages and disadvantages of different contraceptives.	☐	I can evaluate different methods of contraception in detail.	☐
B11.8 Infertility treatments		☐	I can describe what is meant by infertility and suggest reasons for it.	☐	I can describe FSH and IVF can be used to help treat infertility.	☐
		☐	I can describe the steps used in IVF.	☐	I can evaluate the advantages and disadvantages of IVF.	☐
		☐	I can outline the issues surrounding IVF.	☐	I can use different viewpoints to make an informed decision on unused IVF embryos.	☐
B11.9 Plant hormones and plant responses	I can state that plant shoots grow towards the light and away from the force of gravity and roots grow in the direction of the force of gravity.	☐	I can explain why plants need tropism.	☐	I can explain in detail how the production and diffusion of auxin affects the growth of shoots and roots.	☐
	I can identify responses as phototropism or gravitropism.	☐	I can use diagrams and descriptions to explain how plant shoots and roots respond to light and gravity.	☐	I can independently plan and carry out an investigation into the effect of light on plant growth.	☐
	I can plan and carry out an investigation into the effect of light on plant growth with support provided.	☐	I can plan and carry out an investigation into the effect of light on plant growth with limited guidance.	☐	I can predict the results of an investigation of tropisms, with detailed scientific reasons.	☐

Physical Education Schemes of Work

UNIT: Healthy Active Lifestyle	YEAR: 7	LEVEL: 1-9
Links to whole school curriculum intent:		
Inspiring: This unit aims to provide students with the knowledge and understanding of how to lead a healthy active lifestyle, giving them the knowledge of the differences between health and fitness. It also introduces students to mental, social and physical wellbeing and how all aspects contribute to you being healthy. This unit introduce students to the understanding of the recommendation of exercise for their age group and the effect of leading a sedentary lifestyle. It allows pupils to discover how fit and healthy they are and gives students the opportunity to reflect on their own strengths, weaknesses and lifestyle choices, giving students many ways they can adapt lifestyles to become healthier and fitter.		
Individual: This unit allows students to reflect on their own lifestyles and their own health and fitness levels. It provides students with the knowledge of all aspects that make up health and fitness and how to lead a healthy active lifestyle. It provides students with strategies on how to live a healthy, active life and adaptation they can include ensuring their lifestyles are healthy. It will also show students the differences among physical, mental and social wellbeing along with the impact sport can have on their own health and fitness.		
Inclusive: This unit looks at social, physical and mental wellbeing for students to explore. This unit is made up of both practical and theoretical aspects and tailored to their ability. This unit is measured on their interaction within the lessons. Students starting points are taken into account to allow for differentiation.		
Overview:		

In this unit pupils' will gain a basic understanding of how to lead a healthy lifestyle, looking at the differences between health and fitness, along with being taught about physical, mental and social well-being. This unit will introducing basic levels of health and fitness testing to discover if they are fir and healthy through the use of, for example resting heart rates. Students will be taught the recommendations of exercise for their age groups and the side effects of leading a sedentary lifestyle. **Prior learning and other links within the PE curriculum:** • *Developing an understanding of fitness and how it relates to performance across all sports.*	**Links with ECM:** • *Enjoy & achieve: pupils experience a range of activities. They work both independently and as part of a team.* • *Be healthy: range of activities that use all components of fitness and well-being. Theoretical information focuses on the benefits.* • *Stay safe: info on appropriate preparation & recovery form exercise.* • *Positive contribution: to team/ group challenges to achieve set goals. Extension to join extra-curricular clubs.* **Whole School Curriculum links:** • Citcom – healthy active lifestyle

• *Developing knowledge of health and well-being.*	

Learning Objectives:	**Learning Outcomes:**
• *To understand the concept of fitness* • *To understand the concept of health* • *To devise appropriate warm up and cool-down activities.* • *To understand the importance of preparing for exercise both physically and mentally.* • *To apply correct technical language relating to health and fitness.* • *To know how the differences among physical, mental and social wellbeing along with the impact sport can have.*	• **Most pupils will** *participate willingly in the variety of activities with maximum effort and enjoyment. They will complete tasks, drawing upon previous experiences and will demonstrate a sound range of competence within cardio based games.* • **Some pupils will** *be more competent in all areas being covered and be able to discuss their health and fitness. They may take on leadership roles within small groups and be confident in their own abilities.* • **Some pupils may** *be new to certain areas of the curriculum and therefore may lack the confidence and understanding necessary to complete tasks fully/ effectively.*

Key Concepts:
• **Character:** *To respect peers own starting points within this unit and support one another in your understanding of a healthy active lifestyle* • **Performance:** *Applying elements of health and fitness into their daily life. Evaluating their health and fitness. Understanding key terms and terminology.* • **Knowledge and understanding:** *to understand key terms relating to a healthy active lifestyle, specifically knowing the difference between what is health and what is fitness and how the two link together.*   **Healthy, active lifestyles:** *Understanding that a variety of activities help to contribute to good physical, social & mental wellbeing.*

Differentiation Strategies for the most and least able:	**Assessment for Learning Opportunities:**
• *'Buddy up' weaker pupils with stronger pupils* • *Provide weaker students with prompts and key words.* • *Stretch & challenge the more able with leadership responsibilities, extended tasks and more theory to learn & recall.* • *Put easier/ more difficult conditions on the games/ tasks etc.* **Higher Learning Focus:** *Consolidation of bones & muscles, introduction of joints (ball & socket/ hinge + examples), ligaments & tendons (basic definitions).*	• *Peer & self assessment and review* • *Summarize in 5 key points* • *Suggest improvements to performance* • *Provide feedback to others on their performance.* • *Observe someone else do the correct technique and make comparisons*

SEALS & Personal Learning & Thinking skills ('STRIPE'):	**Extension & Enrichment opportunities:**
✓ *Self manager:* ✓ *Independent enquirer: reviewing own and others' performances* ✓ *Participant: in a variety of activity areas* ✓ *Social/ emotional:*	• *Joining an extra-curricular club at break time or after school which directly relate to healthy active lifestyles.* • *Joining a club outside of school*

Lesson:	Lesson Objective:	Starter Activity:	Main Teaching Activities:	Plenary:
1 **Health and Fitness**	• To know the benefits of a warm up and cool down. • Understand the terms Health and Fitness and the key differences between the two. P: To be able to sustain activity levels throughout a cardio based activity K & U: be able to define health and fitness C: To show respect and good listening skills when discussing opinions and beliefs.	• Groups discussion tasks – in small groups ask students what is meant by the term health – using the whiteboard and different coloured pens for each group allow the students to write up their groups ideas on the board • Repeat the discussions task except this team with the term fitness Ideas • What does it mean to be healthy? • How do I know if I am healthy? • Is health just to do with the physical? • Bring together students ideas and introduce how someone can be fit but not healthy and visa versa • Pupils will be placed into small groups (4-6). They will be asked to demonstrate a good quality warm up.	• Pupils will understand the government guidelines on the amount of exercise recommended to keep healthy- 60 mins of moderate to vigorous exercise at least 5 times per week. • Discussion Task – Pupils will discuss what they believe their current fitness levels are when thinking about ability to sustain a run, heart rate, borg scale when exercising. • Pupils will take part in an activity- Jogging/ Fun Games that allow them to experience this- How do you feel? • Options: follow my lead, card relay game, card exercise game, POP (steal balls from other teams), noughts and crosses, dishes and domes, cardio tennis. • Option could be to set up stations for pupils to rotate around to change up activities but keep pupils enjoyment and interest high. • Discussion Task – Pupils will reassess what they believe their current fitness levels to be after taking part in a cardio session. • Questions- How do you feel? – HR, BR, Body Temp, Sweating? • Pupils will discuss maintaining a healthy weight through exercise- how can you ensure you have a healthy body weight, what are the benefits to health? • Why is important it to drink water and eat a balanced diet? • Pupils will go back to their original warm-up group. Task- perform a cool-down activity. 5 mins. Teacher to provide ideas.	• Reflect on your current lifestyle- Is it Healthy- Are you fit? • What small change to your lifestyle could you make?

		- Introduce a pulse raiser, and stretching to develop ideas. • Review Questions- What are the aims of a warm up? Did your group achieve these aims? How could you adapt the warm up?		
2 **Physical Wellbeing**	To understand physical health and fitness K & U : to understand basic anatomy P: to be able to identify their working muscles during exercise C: to show resilience when completing a physical based lesson.	• Introduce the term Physical- what do we mean when we refer to something being physical • Extend to what is meant be physical health and physical fitness • Link physical fitness to key terms such as Cardio Vascular endurance and its importance in Sport and impact on Health? • Pupils will recap previous learning and complete a thorough group (4-6) warm up. Heart raiser and Dynamic stretches.	• Pupils will be introduced into basic ways to measure their physical health such as resting Heart Rate, illness etc and how could this can be an indicator of good CV Endurance and Heart Health? • Compare the Heart muscle to a skeletal muscle- What happens to your bicep if you train? Hypertrophy (increase in size) Explain this is similar to the Heart muscle. How would this make your heart muscle more efficient? • Introduce the two concepts of physical fitness relating to CVE etc and physical health relating to weight, and illnesses, rest, and sleep • Base the main part of the lesson around physical fitness and the concept of CV endurance- Ability of the heart and lungs to deliver oxygen to the working muscles. • Introduce a CV activity, lower groups-(Tag games/ Ball games) More able- (sustained runs cardio based sessions) with the aim of increasing HR significantly. Pupils will reflect on their ability to complete the task or play the game, with reference to their CV endurance. *Throughout the activity take HR.* • *Options: Skipping and hula-hooping session, insanity style session, aerobics, zumba, fitsteps, 'through the jungle/templerun' (continuous running).* • Alternatives on the field– CVE laps challenge of RAG 3 laps, 5 Laps, 7 laps (red=small lap Green=Big lap) focus upon pacing and sustained running not speed •	• *Take HR at the end of the session (2 minutes afterwards to allow for a small recovery time).* • *Why is it important that the HR returns …* • Pupils will assess their current fitness levels • Pupils will look at how physical health and how it can link to social and mental health.
3 **Social Wellbeing**	K & U: Know and understand the social benefits of exercise P: be able to participate in problem solving tasks	Pupils will discuss what they believe the terms social wellbeing means Groups will create their own definition for social wellbeing.	• Pupils will take part in a card ordering tasks. Split the class into four groups (include a mix of pupils in each group to force team building). Each group is given a full suit of a pack of cards. In relay form pupils are to order the cards from Ace to King. The cards are placed faced down. They	• Pupils discuss the ways in which the tasks made the group work together

	C: To be able to use effective communication skills and work as a team.	Pupils will create what benefits they perceive sport to have on their mental wellbeing.	can only be turned face up in order. The group have to find the Ace first to then leave it face up. • Pupils continue this task with different constraints, no one can talk, only one person can speak, only one person can see the cards – others have to turn it away from them • Pupils discuss how they managed to work as a team to complete the task • See resources folder for more team building and problem solving resources • Introduce a sport that pupils in your group enjoy, football, netball, hockey etc. Get pupils to play the game. How does it make you sociable? Give time for team chats and discussions. What social aspects are you demonstrating?	• Pupils discuss what benefits they believe working as a team has on their mental well being •
4 Mental Wellbeing	K & U: pupils will define what is meant by mental wellbeing C: pupils will respect and listen to peers views on mental health and how it can be effected Pupils will take part in case studies task and be able to identify how sport can impact mental health	Classroom based lesson In small groups pupils will discuss what is meant by mental health Pupils will identify ways mental health can be impacted both positively and negatively	• https://www.youtube.com/watch?v=-N5RT5vXEus Pupils can watch this sort clip to demonstrate real life examples of athletes who have struggled with mental health • Pupils will discuss what is mental well being and try and create their own definition • Pupils will come up with ways sport can positively and negatively affect mental well being – using A3 paper get pupils to brain storm the positives and negatives • Students will try and create a class list of the benefits of exercise on mental wellbeing • Mood, concentration, reduces stress and depression rates, improves sleep habits, keep a healthy weight, boosts self-confidence. • Show pupils the sport England website of why they invest in mental health • https://www.sportengland.org/our-work/mental-health/why-we-invest-in-mental-health/ • https://www.sportengland.org/our-work/mental-health/case-studies/ • Ways to reduce stress – introduce ways students can reduce their stress – mindfulness • Pupils will take part in a mentally challenging tasks on their table such as Sudoku's, word searches, problem solving in the dance studio (MAB has some resource cards) • Finish with video clip below – sort clip to 1 minute about the lasting benefits of exercise on mental health. https://www.youtube.com/watch?v=BHY0FxzoKZE	•

			Boys classes: man up youtube clip https://www.youtube.com/watch?v=z7t19NWJ85A	
5 **Physical, Mental and Social Well being**	• K & U: Pupils will be able recall key terms within this unit • C: Pupils will work together in tasks to identify when areas of social, physical and mental health are being challenged • P: Pupils will I work hard in most lessons and demonstrate my ability to cope with the demands of exercise.	• Start the lesson indoors for recap, starter task and instructions • In a relay race style game pupils will match key terms to definitions through a snap be given key terms to match to definitions as well as benefits of exercise to fit into the following categories; social, mental and physical benefits. (find matching cards in the resources pack).	• Pupils will be given the challenge of the healthy selfie route and a map, pupils are to try and complete as many challenges on the map as possible. The tasks will place demands on student's social, physical and mental wellbeing. • Split you group into small groups between 4 and 6, each group will need a clip board with a map and writing paper on and a stop watch. Give pupils 25 minutes to complete the route, they will need to complete each task at the point on the map and use the paper to right down the answer or outcome of their task. • *Field challenges: could consist of how long does it take your group to get into birthday order, complete 50 sit ups as a group (each pupil completes so many), team building challenge – see problem solving games folder in Lesson resources.* • *Tasks can be individually timed or can be timed as an overall circuit.* • When pupils have completed they have to identify which area of health the tasks challenged.	• Get pupils to reflect on the unit of work and discuss how was their physical, mental and social wellbeing was challenged in today's lesson • Also get pupils to reflect on how they assesses their health and fitness, what would they say now?

UNIT: Health & Diet	YEAR: 7	LEVEL: 1-9
Links to whole school curriculum intent:		

Inspiring: This unit aims to introduce students to the relationship between exercise/ health and diet through a practical medium. Although the unit is short, the engaging activities introduces aspects such as balanced meals, food groups and calories in a way that allows student to explore them in their own time, encouraging curiosity. Many students start this unit with minimal knowledge of the role of diet, therefore, this unit is taught in a way that very quickly makes links to its importance in their lives.

Individual: The unit, made up of 3 lessons, progressively introduces each key concept to help build an understanding of how they are interconnected. Additionally, this unit is structured to respect the fact that each student may be different shapes and sizes, providing an opportunity to apply the knowledge learned in a way that will impact their specific lifestyles.

Inclusive: The unit is designed to help build a healthy relationship with food by helping students to: understand what role different types of food plays in relation to their bodily functions; understand how calorie intake relate to weight gain and loss (without developing unhealthy 'calorie counting' habits); and introduce different meals from a variety of cultures. An emphasis will be placed on the fact that you do not have to be the 'optimal' body weight in order to be healthy!

Overview:

What this unit is about: *In this unit pupils' will gain a basic understanding of the pivotal links between exercise, health and a balanced diet, allowing them to make an early assessment of eating and exercise habits. Pupils will be introduced to the key food groups contained in a balanced diet and the roles these groups* **play for the body.** *The impact of diet will then be linked to two aspects: calorie intake vs energy expenditure and the health implications of a poor diet.*

Prior learning and other links within the PE curriculum:
- *Developing an understanding of the term 'health' how it relates to more than just physical performance*

Links with ECM:
- *Enjoy & achieve: pupils experience a range of activities. They work both independently and as part of a team.*
- *Be healthy: range of activities that use all components of fitness and well-being. Theoretical information focuses on the benefits.*
- *Stay safe: info on appropriate preparation & recovery form exercise.*
- *Positive contribution: to team/ group challenges to achieve set goals. Extension to join extra-curricular clubs.*

Whole School Curriculum links:
- Citcom – Healthy Active Lifestyle

Learning Objectives:
- *To understand the concept of fitness*
- *TO understand the concept of health*
- *To devise appropriate warm up and cool-down activities.*
- *To understand the importance of preparing for exercise both physically and mentally.*
- *To apply correct technical language relating to health and fitness.*
- *To know how the differences among physical, mental and social wellbeing along with the impact sport can have.*
-

Learning Outcomes:
- **Most pupils will** *develop, through a mixed practical and theoretical approach, an understanding of the importance of a balanced diet and recall the main food groups contained in a balanced diet*
- **Some pupils will** *be more competent in all areas being covered and be able to discuss their general health and diet in greater detail. Their confidence may let them take on leadership roles within small groups to support their peers*
- **Some pupils may** *– Be able to understand the dietary requirements of different people/athletes and also be able to make small, positive changes to their own diet*

Key Concepts:

- **Character:** Students will develop an appreciation for the fact that different people have different diets and will engage in group work to ensure that differences are respected. Students will predominantly develop their character through showing resilience within the practical aspects and through purposeful conversations.

- **Performance:** The relationship between physical activity, health and diet will be introduced through a practical means. Good technique and the influence of different styles of fitness-related activities will be an importance focus for the performance aspect of this unit.

- **Knowledge and understanding:** Students will gain an understanding of the different food groups and their roles. As part of this, a number of key pieces of terminology will be produced

  - ✓ **Balanced Diet:** a diet that gives the body what it needs to function correctly
  - ✓ **Calories:** The amount of energy in an item of food or drink
  - ✓ **Eatwell Guide:** A pie chart showing how much of what we eat overall should come from each food group to achieve a healthy, balanced diet
  - ✓ **Healthy, active lifestyles:** Understanding that a variety of activities help to contribute to good physical & mental well being.

Differentiation Strategies for the most and least able:	Assessment for Learning Opportunities:
• 'Buddy up' weaker pupils with stronger pupils • Provide weaker students with prompts and key words. • Stretch & challenge the more able with leadership responsibilities, extended tasks and more theory to learn & recall. • Put easier/ more difficult conditions on the games/ tasks etc. **Higher Learning Focus:** Consolidation of bones & muscles, introduction of joints (ball & socket/ hinge + examples), ligaments & tendons (basic definitions).	• Peer & self assessment and review • Summarize in 5 key points • Suggest improvements to performance • Provide feedback to others on their performance. • Observe someone else do the correct technique and make comparisons

SEALS & Personal Learning & Thinking skills ('STRIPE'):
   ✓ Self manager:
   ✓ Independent enquirer: reviewing own and others' performances
   ✓ Participant: in a variety of activity areas
   ✓ Social/ emotional:
	Extension & Enrichment opportunities:
	• Joining an extra-curricular club at break time or after school which directly relate to healthy active lifestyles.
	• Joining a club outside of school

Lesson:	Lesson Objective:	Starter Activity:	Main Teaching Activities:	Plenary:
1	Classroom Lesson: P: To be able to complete some basic body-weight exercises K & U: be able to list the key food groups in a balanced diet C: To show respect and good listening skills when discussing both their own and their peer's diet	Using 3 large sheets, students will be asked to move around the room and write down their ideas relating to 3 questions • What is meant by a 'balanced diet'? • Why is a balanced diet important? • What foods might be part of a balanced diet? Pin the sheets on the front wall and return to these sheets later in the lesson to help measure progress	• Students will begin by mapping out a food diary for 1 weekday and 1 weekend day • Utilise real life stories of the consequences of bad eating habits (i.e. lots of junk food)- **Video:** Supersize vs Superskinny Kids https://www.youtube.com/watch?v=vab_QS1xpMg [1.20-2.55 = Obese Diet 4.53-6.20 = Skinny Diet 15.40-16.33= cuts of different sized bodies] • Use the video to Segway into discussing the benefits of eating well (e.g. having more energy, immune system is stronger, more active brain, sleep better- **Focus on the positives rather than the negatives** • Guessing game- put image of typical junk food/ drink on the whiteboard (e.g. can of coke, pizza, doritos, sausage roll) and have students guess, for example, its fat/salt/sugar content. Bring bags of salt/sugar/'fat' to the lesson to represent what they are actually putting into their body • Show students the eatwell plate and talk about how it can be used to guide meal creation • Get students to create a theoretical 'packed lunch' using food ideas written on cards (put different food groups on different tables)	Discussion: go around the room looking at the packed lunches created and get them to rank them 1 to 10 in relation to how much of a balanced diet they are – encourage discussions around this! H/W: help parents cook a balanced meal / packed lunch. Take a photo of you doing so and share what you made with the PE department! Good meal ideas will be written up on a notice board with your photo (photo optional). **Message of the lesson:** you don't need to completely remove unhealthy food from your life, but moderation is key!
2	P: To be able to complete some basic body-weight exercises with good technique K & U: be able to recall what a calories is and understand the impact of overeating	• Discuss what is meant by the term 'calorie' • Identify the amount of calories a male/female should consume on a day to day basis • Discuss the battle that is calories consumed vs	• Students will be asked to pick a meal from McDonalds (a list of burgers, sides and drinks will be put up on the whiteboard). They will write this on a sheet provided to them. They will then be asked to work of the total amount of calories in their meals using information provided on the whiteboard. The lesson will then follow a	**Why did we get you to burn off a meal?** *It is important to appreciate what you are putting into your body. You want to balance how much you eat with how much*

	C: To show resilience when performing exercises over an extended period	calories burned (i.e. to stay the same weight the calories we take in must be equal to the calories we burn)	'burn a meal' approach. A list of basic exercises will be provided and will indicate how many set/repetitions need to be completed in order to burn a certain amount of calories. • Prior to starting the workout, they will work out and then write on their sheets the exercises they will need to do in order get it to total the calories in their chosen meal. They will spend the rest of the lesson trying to reach their calorie target.	energy you will burn. If you eat a lot of food all the time but do not exercise enough, elements such as fat will start to build up in your body. **Don't forget** – even if your burn off enough calories in a day, this does not give you a free pass to eat junk food all the time! • Use this lesson as on opportunity to introduce apps such as myfitnesspal
3	P: To be able to complete basic and some more challenging body-weight exercises with good technique K & U: To learn about a number of healthy meal options C: To show confidence when working with other people and share ideas to group discussions	**Group discussion:** Since our first lesson, have you changed anything about what you eat? If yes OR no, why? **Group discussion:** Have you ever cooked a meal / do you know of any healthy recipes	• On the whiteboard the teacher will pin up a number of healthy meals (use appealing photos of '15 minute meals' or '5 ingredient meals'), the class will then be split up into groups of 4/5 • Each group will attempt to obtain as many meals as possible. Each meal will be represented by a photo and will be cut up into sections (like the eatwell plate). Students must attempt to collect all of the sections of a meal before moving onto a different meal. In order to 'unlock' each section, each group must work as a team to complete the exercises written on the back of each section. • **Note:** some meals will be harder to unlock than others (i.e. more/ harder exercises or more sections), so really focus on the importance of good teamwork	Message for the students: Making real change happen to a major aspect of your life (e.g. diet) requires dedication and motivation. Forming good eating habits when you are young will make things much easier for you when you're older! Students will be asked to pick the meals they thought looked most appealing and the teacher will pin the

				recipe for the meal up on a designated notice board

Computing KS3 Linking statements (relevant to RSE)

Online Relationships
I can explain the importance of having a choice and giving others a choice online.
I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. e.g. racist / homophobic comments, social influencers sharing weight loss products, grooming; radicalisation; coercion.
I can explain strategies for assessing the degree of trust I place in people or organisations online.
I can describe some signs of harmful online situations e.g. sexual harassment, grooming, cyberbullying.
I can assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship.
I can describe the benefits of communicating with a partner online.
I can explain how relationships can safely begin (online dating), develop, be maintained, changed and end online.
I can recognise harmful language of a discriminatory nature and harassment online and who can support people if this occurs (e.g. homophobia, name-calling, threatening to 'out' someone, threatening violence).
I can describe different ways someone can give, gain or deny consent online and explain why context is important for assessing this.
I can explain the differences between active, passive and assumed consent online.
I can explain why we have a collective responsibility to gain consent before sharing or forwarding information online (e.g. personal details, images etc.)
I can give examples of how to make positive contributions to online debates and discussions.
I can give examples where positive contributions have effected change in an online community.
I can give examples of how harmful online sexual behaviour can occur and can critically assess the potential harm.
I can explain what is meant by making and sharing explicit images and videos (e.g. nudes and upskirting),
I can identify different contexts in which this can happen (e.g. consensual, non-consensual), explain a range of possible impacts and identify strategies for seeking help.

I can describe the laws that govern online behaviour and how they inform what is acceptable or legal (e.g. sexting and related terminology, trolling, harassment, stalking).

Online bullying

I can describe how bullying may change as we grow older and recognise when it is taking place online.

I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, exclusion of others from online forms of communication. setting up fake profiles of another person).

I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong.

I can identify and demonstrate actions to support others who are experiencing difficulties online.

I can explain my criteria for distinguishing between online bullying and teasing (banter) online. I can offer examples to differentiate between them.

I can demonstrate how someone would intervene (and how they would assess if this should be directly or indirectly) to support others who are experiencing difficulties online.

I can give examples of effective strategies which might help myself or others.

I can explain how cruelty and unpleasant comments can escalate quickly online.

I can explain the concept of disinhibition online and can explain how this can be problematic.

I can explain and assess a variety of routes to report bullying both in school and at home that include: social reporting, peer support, anonymous reporting routes and helpline services.

I can describe some of the laws that govern online behaviour and bullying and the potential implications of breaking them.

I can explain what actions I can take if I believe these laws have been broken.

Health well-being and lifestyle

I recognise and can discuss the pressures that technology can place on someone (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement).

I can explain the importance of self-regulating technology use;

I can demonstrate strategies to do this (e.g. monitoring time spent online, avoiding accidents).

I can explain how someone might recognise that they need support to manage their use of technology and who might provide that support.

I can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be experiencing difficulties.

I can identify commercial content (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing).

I can assess the benefits of and potential problems with sites or apps that intend to promote positive well-being (e.g. wellness apps, fitness trackers, meditation / relaxation apps).

I can demonstrate criteria for assessing and differentiating between health sites that offer unbiased, accurate and reliable health information from those promoting a product or agenda.

I can describe the criteria to evaluate the benefits or risks associated with technology and apps available.

I can identify online content and / or groups that promote unhealthy coping strategies (e.g. suicide, eating disorders, self-harm).

I can identify and assess some of the potential risks of seeking help or harmful advice from these sites.

I can identify who to talk to if I thought someone was at risk of being influenced by such sites.

I know how to report content which is promoting unhealthy or harmful behaviour.

Appendix B CitCom curriculum September 2020

Year 7	Year 8	Year 9	Year 10	Year 11
1) Personal qualities – resilience, confidence and self-esteem 2) Personal qualities – dealing with criticism and raising aspirations 3) The importance of friendship 4) Mobile phones/online safety 5) Bullying (1) 6) Bullying (2) 7) Road safety 8) The changing adolescent body – puberty (1) 9) The changing adolescent body – puberty (2) 10) FGM 11) My body – LGBT+/gender identity, peer on peer abuse, issues of unwanted contact 12) Personal hygiene and dental health 13) Mental health 14) Heathy eating/exercise (1) 15) Healthy eating/exercise (2) 16) Smoking 17) Letters to Year 6 18) British values (1) 19) British values (2) 20) Global citizenship	1) Managing change 2) Communication skills 3) Body image and positive sense of self (1) 4) Body image and positive sense of self (2) 5) Online safety – pressure to share images and grooming 6) Prejudice and discrimination (1) 7) Prejudice and discrimination (2) 8) Consent 9) Use of contraception 10) Sexual orientation, gender identity and LGBT+ 11) Peer pressure 12) Alcohol 13) Drugs 14) Basic first aid 15) Learning styles and study skills – lateral thinking 16) Rights and responsibilities of the child 17) Refugees (1) 18) Refugees (2) 19) Climate change 20) Caring for the environment	1) Gangs and county lines (1) 2) Gangs and county lines (2) 3) Assertiveness 4) Knife crime 5) Growth mindset 6) Heathy relationships 7) LGBT+/homophobia and transphobia (1) 8) LGBT+/homophobia and transphobia (2) 9) Relationships and sexting 10) Pornography 11) Changes in relationships – separation, divorce, bereavement, loss 12) People and parliament 13) Can you win an election? 14) People and parliament 15) Gambling 16) Financial literacy 17) Self-reflection 18) Young people's employment 19) Careers (1) The changing face of work 20) Careers (2) Employability skills 21) Careers (3) The local labour market	1) Self-esteem and confidence 2) Mental health – self-harm, eating disorders, low mood/depression, anxiety 3) Drugs, alcohol and smoking 4) Substance abuse/possession 5) Benefits of social media 6) Role models 7) Contraception, STIs and pregnancy 8) Managing strong emotions - homophobia 9) Managing changes in relationships – challenges, relationships in crisis, manipulation/coercion, domestic violence/abuse, sexual assault/rape 10) Gender stereotyping and discrimination 11) Cultural expectations relating to relationships (1) 12) Cultural expectations relating to relationships (2) 13) Health and safety at work 14) Post-16 options 15) Time management 16) Revision techniques 17) Understanding extremism 18) How can you help your community? (awareness of radicalisation) 19) Cults and exploitation	1) Personal strengths/CAP introduction 2) Personal statement (1) 3) Personal statement (2) 4) Mental health – how to support vulnerable friends 5) Ethics (1) – suicide and euthanasia 6) Ethics (2) – war and genocide 7) Teenage parenthood 8) Abortion and other options 9) Financial decisions 10) Equality - wealth and poverty 11) Coping with stress 12) Crime and justice 13) Revision (1) 14) Revision (2)