

## Relationships and Sex Education Policy

|                    |   |
|--------------------|---|
| Date approved:     | 1 July 2020   |
| Review cycle/date: | Every 2 years; 2022   |
| Party responsible: | Heads of Houses, Designated Safeguarding Team and the Student Committee   |
| Linked policies:   | Curriculum Policy, Data Protection Policy, Equality Policy, Child Protection (Safeguarding) Policy, Preventing & Tackling Bullying Policy |

### Relationship to other policies

Relationships and Sex education forms an integral part of the curriculum policy, and the schemes of work for science and personal, social, health and economic education. The policy also relates to:

- Equality
- Confidentiality
- Child protection
- Anti-bullying

### Aims of the relationships and sex education policy

1. To clarify the content and the manner in which relationships and sex education (RSE) is delivered in the school.
2. To ensure communication with parents / carers concerning all aspects of the relationships and sex education in the school.

### Schools' legal obligations

- The sex education elements contained in the National Curriculum Science Orders are mandatory for all pupils of secondary age.
- All schools must provide an up-to-date policy which describes the content and organisation of RSE provided outside the National Curriculum Science Order. It is the school governors' responsibility to ensure that the policy is developed and made available to parents for inspection.
- Secondary schools are required to provide an RSE programme which meets the Government's Statutory Guidance on Relationships education, relationships and sex education and health education (September 2020)

- Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under national curriculum Science. The parental right of withdrawal may be exercised by either parent or by a person who has responsibility or care of the child. Parents do not have to give reasons for their decision; nor do they have to indicate what other arrangements they intend to make for providing sex education for their children. Parents wishing to exercise this right are asked to contact the Head teacher.
- All maintained schools must provide relationships and sex education in such a manner as to encourage young people to have regard to moral considerations and the value of family life. As an academy, RSE is not compulsory, but we do need to give due regard to the government's Sex and Relationships Guidance (2000).
- Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE, (Personal, Social, Health, Economic) education, drawing on good practice. As an academy, we have elected to follow a similar programme of study of PSHE education to that outlined in the national curriculum. This enables The Swanage School to ensure we fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and our statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'.

## Partnership with parents / carers (current and prospective)

Information regarding relationships and sex education is included on the school website. The website will inform parents/carers that they can request a copy of the school's policy on relationships and sex education and explains the right of withdrawal and how to exercise it. More detailed information regarding the topics covered and materials used in the RSE lessons can be given to parents/carers on request. We can remind parents of the right of withdrawal and of the invitation to contact the school if they would like to discuss the programme or preview the materials.

## Student consultation

This will be completed via the new School Council.

## Procedure for complaints about the Relationships and Sex Education Curriculum

Any complaints about the relationships and sex education curriculum should be made to the Headteacher who will report to the governors.

## What is relationships and sex education?

Relationships and sex education is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

## Moral and Value Framework

The relationships and sex education programme at The Swanage School aims to present facts in an objective, balanced and sensitive manner, and it is set within a clear framework of values and an awareness of the law on sexual behaviour, in line with Guidance on producing the school's RSE policy – PSHE Association 2020. A "whole school approach" to the teaching of sex education has been adopted. We believe that the school's relationships and sex education programme plays a very important part in supporting those with parental responsibility whilst their children cope with the emotional and physical aspects of maturing, and the school helps students prepare for the challenges and responsibilities which sexual maturity brings. Children are receiving relationships and sex education from various sources such as the media and their friends, and the relationships and sex education programme is designed to correct any misinformation.

Students are encouraged to appreciate the value of stable family life, marriage and other stable relationships, and the responsibilities of parenthood. They are helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They are enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters.

## The location of relationships and sex education in the curriculum

In Years 7, 8 and 9, relationships and sex education is delivered in distinct, timetabled lessons by teachers, as well as by outside agencies such as SafeDATE and NHS Dorset. In Years 10 and 11, relationships and sex education is delivered through Challenge Days and assemblies, prepared by teachers and outside agencies. However, all aspects of the curriculum which lead young people to have a sense of their own worth, a belief that they have some control over their lives and the confidence to act responsibly, contribute to relationships and sex education. It is inevitable that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour. Teaching staff ensure that this discussion is relatively limited and set within the context of the subject concerned and all teaching staff are familiar with the school's policy regarding relationships and sex education.

The relationships and sex education programme at The Swanage School aims to provide pupils with knowledge, skills and an understanding of attitudes and values around sexual health, enabling them to make healthy, informed, responsible choices about their relationships, sexuality and sexual behaviour, whilst increasing their self-esteem.

## What does RSE involve?

The three key elements are:

- Developing positive attitudes and values that support self-esteem and wellbeing.
- Gaining the personal and social skills necessary for emotional development, interaction with others, active participation in society and the ability to make informed and responsible choices.
- Acquiring relevant and age-appropriate knowledge.

## The general aims of relationships and sex education

The following aims should be addressed by teachers:

1. To acknowledge and complement the role of Parents as sex educators and liaise with them.
2. To counter misleading notions and folklore.
3. To provide acceptable vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
4. To provide information about sexual matters in an open and frank way, being sensitive to the needs of individuals and groups.
5. To generate an atmosphere within which students can ask questions and discuss sexual matters without embarrassment.
6. To stress the value of family life.
7. To teach about and promote loving and caring relationships and the idea of mutual responsibility within these relationships and the consequences of one's actions in relation to sexual activity and parenthood.
8. To increase awareness of sexual identity and develop ideas of non-stereotyped gender roles.
9. To develop skills to recognise and resist exploitation.
10. To help young people understand that they have rights and should have control over who touches their bodies and also to increase communicative skills about such matters, to build self-esteem and give pupils a clear understanding of the arguments for delaying sexual activity and resisting peer pressure.
11. To reduce guilt and anxiety.
12. To make young people aware of sources of help and information that are available to them.
13. To promote an understanding of the implications of parenthood.
14. To develop skills and promote responsible attitudes for future parents and child carers.
15. To link relationships and sex education with issues of peer pressure and other risk-taking behaviour – such as drugs, smoking and alcohol.

Careful co-ordination ensures that the content of lessons and approaches used are appropriate to the needs, ability and ages of students. Relationships and sex education forms part of our curriculum – some topics will be revisited as part of a developmental programme to enable pupils to build upon prior learning.

## Ethnicity

Teachers need to be aware of the religious traditions, marriage rules and other kinds of relationship arrangements established in different cultures. Teachers requiring information should refer to the PHSE teachers or the Head of House in charge of the PSHE programme.

## Programme of Study relating to RSE provision: PSHE Personal Wellbeing KS3 & KS4

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The programme of study at Key Stages 3 and 4 is based on three core themes within which there is broad overlap and flexibility: See Appendix\*

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

Overarching concepts developed through the PSHE Programme of Study. These concepts are delivered by teachers during the allocated PSHE time:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (in different settings, including online) including intimate relationships, sexual health, pregnancy and choices.
3. **A healthy** (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the **Equality Act 2010**)
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

## Aspects of the RSE curriculum delivered through science lessons: KS3 (Y7/8):

- Recall and describe the life processes (of which reproduction is one)
- Describe how eggs cells are fertilised in animal sexual reproduction
- Compare fertilisation and offspring care in fish, birds and mammals
- Name the parts of the male and female reproductive systems, and their jobs
- Explain how sperm and egg cells are adapted to their functions
- State what happens at menopause
- Describe how sexual intercourse can lead to the implantation of an embryo
- Describe how an embryo is protected and cared for in the uterus
- Explain how a pregnant woman should care for her foetus
- Recall the stages of birth and how a newborn baby is looked after
- Describe and explain what happens during adolescence
- Describe and explain what happens in the menstrual cycle
- Identify different types of environmental variation and explain their causes
- Identify different types of inherited variation
- Explain how sexual reproduction causes inherited variation
- Recall that individuals in a population vary genetically

## KS4 (Y9/10/11):

- Describe how specialised cells (sperm, egg, ciliated epithelial) are adapted to their function
- Recall what processes in animals result in growth and development
- Describe how percentile charts are used to monitor growth in children
- Explain the importance of cell differentiation in animals
- State how asexual and sexual reproduction differ
- Compare the advantages and disadvantages of asexual and sexual reproduction
- State how the sex of offspring is determined in humans
- Explain the importance of meiosis in sexual reproduction
- Recall the sex hormones (oestrogen, progesterone, LH and FSH), where they are produced and what organs they target
- Describe and explain the role of the sex hormones in the menstrual cycle
- Describe how hormones and barrier methods can be used as contraception
- Describe how hormones can be used to increase the chance of pregnancy
- Describe the cause and symptoms of some common infections including HIV, which can lead to AIDS
- Describe and explain how pathogens spread and how this can be reduced or prevented (includes STIs)

## Differentiation

Differentiated teaching is important and the needs of all pupils are considered when teachers plan/adapt schemes of work and lesson plans.

## Teaching and learning styles

Teachers use a wide variety of teaching styles in order to provide as many different learning experiences as possible. Before deciding upon the teaching method to be used, the learning objectives for the session are identified and the methods selected should be the most appropriate way of achieving the objectives. Research has shown that RSE needs to be taught using active and experiential learning and teachers who deliver RSE receive training from NHS Dorset and the PSHE Association to ensure they feel confident about using active learning methods. Teaching groups receiving relationships and sex education are given time to develop an appropriate environment, a trusting relationship and well established patterns of communication before embarking on RSE. All groups will have established clear ground rules. In relation to relationships and sex education the ground rules will include:

- no one will have to answer a personal question
- personal questions aimed at embarrassing another will not be allowed
- no one will be forced to participate in a discussion
- only the correct names for body parts will be used and if slang words are mentioned they will be explained
- meanings of words will be explained clearly and factually
- respect for differences between pupils will be maintained

As well as receiving information, pupils are given the opportunity to explore their own and other people's values, attitudes and behaviour. Opportunities are also provided for them to learn and practise a range of personal and interpersonal skills.

## Delivery of the programme

Co-ordinators responsible for planning, implementation and review of the programme:

Head of House – Steph Humby

Designated Safeguarding Team, including Jenny Maraspin and Mandy Sands

Curriculum Area Leader for Science – Sam Kerwood

## Groupings

PSHE lessons - Students are taught in groups in Years 7, 8, 9, 10, 11.

Pastoral programme – Students are taught in vertical tutor groups; they will sometimes be separated into KS3 and KS4.

Science - Pupils are taught in bands within their Year groups.

## Identifying the students' needs

Feedback from students regarding their learning needs is obtained from:

- questionnaires / lesson objective review sheets
- discussions

This information then helps us to identify:

- their current concerns
- their existing skills and knowledge

and enables us to deliver appropriate, planned programmes of study.

## Identifying staff needs

Evidence includes:

- questionnaires / evaluation sheets
- personal review and development plans
- discussions at regular meeting times.

## Training and support for teachers

Teaching staff will receive training on delivering PSHE curriculum from the PSHE Association.

## Monitoring effectiveness of the Relationships and Sex Education programme

Pupils and staff are involved in evaluating RSE provision through:

- discussion
- completion of evaluation sheets

## External agencies

In some situations it may be appropriate to involve external specialists to support teacher's classroom work as they can provide a wide range of information and experiences. These contributions will be an integral part of the school's planned relationships and sex education programme. Both teachers and external specialists will be clear about the purpose of the session and what is expected of them as materials, content, style of delivery, preparation and follow-up work are discussed before the session takes place. External specialists are only invited in:

- if the school has previous experience of the specialist, either first hand or by repute
- if the specialist is familiar with the school's policy about relationships and sex education
- who shares the school's values and approach to relationships and sex education
- whose contribution is consistent with the schools own practice

The teacher must be able to supplement knowledge, clarify areas of uncertainty and discuss reactions at later sessions and must remain with the class during the session. Staff will inform the Head Teacher of any visitor to the school prior to the visit actually taking place.

## Specific issues

### Contraceptive 'advice', information and referrals to under 16s.

Teachers can provide education about different types of contraception and places from where they can be obtained either in a group or on an individual basis. They can also provide all students with information about where and from whom they can receive confidential advice and treatment. However, particular care must be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful. If a teacher is approached by an individual student for specific advice on contraception or other aspects of sexual behaviour then the teacher should encourage the pupil to seek advice from her parents, and, if appropriate, from the relevant health service professional. The teacher should not give advice to the student because teaching staff do not have the particular expertise to do so.

If students have been withdrawn from relationships and sex education by their parents, then staff are not entitled to give, and the child is not permitted to receive, instruction or advice concerning these matters. However, the teacher can suggest where they could go to seek such confidential advice and counselling. Giving information as to where advice and counselling could be lawfully obtained does not constitute relationships and sex education.

### Confidentiality

Teachers must not promise absolute confidentiality to pupils. If there is a disclosure or suspicion of possible abuse then the school's child protection procedures will be invoked and staff must pass this information on to the senior member of staff responsible for child protection – Designated Safeguarding Lead Mandy Sands.

## Explicit/controversial issues

### Answering questions

There may be occasions when individual students raise an explicit or controversial issue and in such cases the options available are:

- to deal with the question in front of the whole class
- to discuss the issue with the student individually
- to defer answering and discuss the student's concerns with the parents to see how they would wish the matter to be dealt with
- to postpone answering until they have had a chance to consult with the school Senior Leadership team.

The school believes that individual teachers must use their skill and discretion in these situations and ask for advice whenever in doubt.

## Sexual identity and sexual orientation

The relationships and sex aspect of the RSE and PSHE programme makes students aware of the diversity of human sexuality and students are taught to respect diversity. Staff will deal with homophobic bullying according to school policy.

## APPENDIX: PSHE Learning Objectives Overview

|        | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|--------|---|--|--|---|--|--|
| Year 7 | <p><b>Now and the Future</b></p> <ul style="list-style-type: none"> <li>- Transition to Secondary School</li> <li>- To understand the importance of, and strategies for, maintaining balance between school, homework, leisure and exercise</li> <li>- To consider what opportunities and options are available to them for the future, including education, careers, relationships, family, travel etc</li> <li>- To reflect on what they think success will look like in their own life, both for themselves, for their parents and for their teachers</li> <li>- To explore the options available to them after GCSEs and what they need to achieve in order to get there</li> <li>- To explore extra-curricular opportunities both in and out of school and consider how these would benefit them in both the short and long term future</li> </ul> | <p><b>Healthy Lifestyles – Physical Health and Fitness</b></p> <ul style="list-style-type: none"> <li>- To understand and develop positive links between physical and mental wellbeing</li> <li>- To understand the importance of maintaining a healthy weight, including examining links between an inactive lifestyle and ill health</li> <li>- To examine what constitutes a healthy diet and understand the benefits of following a healthy diet</li> <li>- To understand the risks associated with both obesity and dieting</li> <li>- To consider what might influence your decisions about eating a balanced diet</li> <li>- To be able to talk about emotions accurately and sensitively, using appropriate language</li> <li>- To understand the links between self-esteem, happiness and personal circumstances</li> <li>- To recognise the early signs of mental wellbeing issues in self and others</li> <li>- To understand the causes and triggers for unhealthy coping strategies</li> <li>- To understand options and avenues of help available for self and others and when to seek help.</li> <li>- To recognise the importance of physical exercise, time outdoors, voluntary activities etc on mental wellbeing and happiness</li> </ul> | <p><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>- To know how and when to perform basic first aid for minor injuries including burns, cuts, abrasions and sprains</li> <li>- To understand how and when to seek emergency medical help</li> <li>- To know how and when to perform life-saving actions, including cardio-pulmonary resuscitation (CPR) and using the automated external defibrillator (AED)</li> </ul> | <p><b>Personal Health and Prevention of Illness</b></p> <ul style="list-style-type: none"> <li>- To understand the importance of and ways of taking increased responsibility for their own physical health and personal hygiene</li> <li>- To understand the impact of germs, including bacteria, viruses and how they are spread, treatment and prevention of infection and about antibiotics</li> <li>- To understand the importance of sleep and the long and short term impacts of not getting sufficient sleep</li> <li>- To understand the purpose and importance of immunisations and vaccinations, including those offered in school</li> <li>- To know about the known causes of cancer and how to help prevent it, acknowledging that cancer in young people is rarely caused by lifestyle choices</li> </ul> | <p><b>RSE – Families and Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>- To understand the qualities and behaviours to expect and exhibit in positive relationships (including non-sexual / non-romantic relationships)</li> <li>- To know the legal and social understanding of the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour</li> <li>- To understand the importance of challenging such language and behaviour and how to do so</li> <li>- To recognise that everyone has the same rights to opportunities in learning and employment</li> <li>- To understand how to recognise and challenge when opportunities and aspirations are limited by stereotypes and/or family or cultural expectations</li> <li>- To recognise bullying in all its forms and consider strategies to manage being targeted, or witnessing others being targeted</li> </ul> | <p><b>RSE – Online, The Media and Being Safe, inc. The Law</b></p> <ul style="list-style-type: none"> <li>- To understand some of the risks surrounding the use of ICT and how to ensure they are safe (including safe management of own and others' personal data and images)</li> <li>- To know how to establish clear personal boundaries about what is private, what is shared with limited people and what is public</li> <li>- To understand the right to privacy</li> <li>- To know the law surrounding the sharing of explicit images and when doing so may constitute a serious criminal offence</li> <li>- To evaluate how sex is portrayed in the media and the impact of this</li> <li>- To understand the importance of protecting their own and others' reputations</li> <li>- To know the law about consent</li> <li>- To understand how to seek consent from someone, how to assertively withdraw or withhold consent</li> </ul> |

|        |   |  |   |  |   |  |
|--------|---|--|---|--|---|--|
| Year 8 | <p><b>Internet Safety and Risks</b></p> <ul style="list-style-type: none"> <li>- To understand the impact that the media portrayal of young people has on personal views on body impact and health issues</li> <li>- To understand how people may develop a specific image of their life online</li> <li>- To consider the impact of overreliance on online friendships and relationships</li> <li>- To recognise bullying and abuse in all its forms including in person, online, via text, abuse, exploitation and trafficking</li> <li>- To develop skills and strategies to manage being targeted or witnessing others being targeted.</li> </ul> | <p><b>Managing Money</b></p> <ul style="list-style-type: none"> <li>- To understand and manage risks of financial decisions that young people might make</li> <li>- To consider the issues of online gambling including why people might choose to gamble and how the gambling industry tries to attract people</li> <li>- To examine the social and moral dilemmas about the use of money</li> <li>- To understand how to access appropriate support for financial decision-making and for concerns over money, gambling etc</li> </ul> | <p><b>Drugs and Alcohol</b></p> <ul style="list-style-type: none"> <li>- To know some basic facts about legal and illegal substances, including alcohol, tobacco, vapes, cannabis and legal highs</li> <li>- To know where to access additional, reliable information about legal and illegal drugs</li> <li>- To understand the law surrounding the supply, use and misuse of legal and illegal substances</li> <li>- To understand the risks and consequences of misuse of legal and illegal substances</li> <li>- To evaluate the circumstances and factors which might encourage a young person to partake in legal or illegal drugs and consider how to manage these factors to reduce risk</li> <li>- To consider the benefits of avoiding legal drugs such as alcohol and tobacco, including understanding the impact of second-hand smoke</li> <li>- To consider the risks and consequences of 'experimental' or 'occasional' misuse of substances</li> <li>- To understand how to access local health services and other sources of support if concerned about own or others' alcohol or drug use</li> </ul> | <p><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>- To know how and when to perform basic first aid for minor injuries including burns, cuts, abrasions and sprains</li> <li>- To understand how and when to seek emergency medical help</li> <li>- To know how and when to perform life-saving actions, including cardio-pulmonary resuscitation (CPR) and using the automated external defibrillator (AED)</li> </ul> | <p><b>Healthy Lifestyles – Physical Health and Fitness</b></p> <ul style="list-style-type: none"> <li>- To understand the importance of, and strategies for, maintaining balance between school, homework, leisure and exercise and reflect on current and future ability to achieve this personally</li> <li>- To understand the importance of maintaining a healthy weight, including examining links between an inactive lifestyle and ill health</li> <li>- To review what constitutes a healthy diet and understand the benefits of following a healthy diet</li> <li>- To understand the science and ethics relating to blood, organ and stem cell donation</li> <li>- To understand strategies for managing mental health including stress, anxiety and depression as well as a broader range of strategies for promoting their own emotional wellbeing</li> </ul> | <p><b>RSE – Families and Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>- To understand different types of relationships including those within family units, friendships, romantic and intimate relationships and the factors which influence these</li> <li>- To consider how these relationships might contribute to personal happiness</li> <li>- To understand the difference between marriage, civil partnerships and other committed long-term relationships and how this impacts on raising children</li> <li>- To understand the roles and responsibilities of parents, carers and children within families</li> <li>- To know what support services are available should they feel that they are in any unhealthy relationship(s), or are being abused, either emotionally, mentally or physically</li> </ul> |
|--------|---|--|---|--|---|--|

|   |  |  |   |  |  |   |
|---|--|--|---|--|--|---|
| <p style="text-align: center;">Year 9</p> | <p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>- To recognise the early signs of mental wellbeing concerns</li> <li>- To understand the causes, symptoms and treatments of some mental health disorders including stress, anxiety and depression</li> <li>- To critically evaluate the impact their own actions and the actions of others have on their own mental health</li> <li>- To understand the difference between constructive feedback and unhelpful criticism</li> <li>- To understand and develop strategies for managing mental health struggles including stress, anxiety and depression</li> <li>- To understand and develop strategies for promoting their own emotional wellbeing</li> </ul> <p><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>- To know how and when to perform basic first aid for minor injuries including burns, cuts, abrasions and sprains</li> <li>- To understand how and when to seek emergency medical help</li> <li>- To know how and when to perform life-saving actions, including cardio-pulmonary resuscitation (CPR) and using the automated external defibrillator (AED)</li> </ul> | <p><b>Personal Health and Prevention of Illness</b></p> <ul style="list-style-type: none"> <li>- To understand how to take an increased responsibility for maintaining and monitoring own health</li> <li>- To recap the importance of sleep and the long and short term impacts of not getting sufficient sleep</li> <li>- To know about the known causes of cancer and how to help prevent it, including testicular and breast self-examination</li> <li>- To understand what to do if they feel unwell or are concerned about their body including appropriate access of health services and the NHS (Pharmacies, GP, drop-in centres, minor injuries units, A&amp;E)</li> <li>- To know where to access information about health services including NHS Choices website and the 111 non-emergency service</li> </ul> | <p><b>Internet Safety and Body Image</b></p> <ul style="list-style-type: none"> <li>- To recognise and manage feelings about body image</li> <li>- To understand the impact of online role models in developing own body image, including the use of idealized and artificial body shapes</li> <li>- To develop strategies for managing unwanted attention, including online and in person., harassment and stalking</li> <li>- To recognise how social media can distort situations or issues and consider how this can be managed or prevented</li> <li>- To understand the legal and personal risks associated with sharing intimate images of self or others and developing strategies for managing these risks.</li> </ul> | <p><b>RSE – Intimate and Sexual Relationships, inc. Sexual Health</b></p> <ul style="list-style-type: none"> <li>- To recognise the characteristics of healthy relationships and the feelings they can promote, including sexual attraction</li> <li>- To consider different levels of intimacy and their consequences, including physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>- To recognise peer pressure and develop strategies to deal with it</li> <li>- To recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and how to manage it</li> <li>- To understand the right not to have intimate relationships until ready and about readiness for sex and the benefits of delaying sexual activity</li> <li>- To understand that certain infections can be spread through sexual activity</li> <li>- To know about a range of different contraceptive methods, how they work, their limitations and how to access them</li> <li>- To understand the link between substance and alcohol abuse and the impact on choices and sexual behaviour</li> </ul> | <p><b>Drugs and Alcohol</b></p> <ul style="list-style-type: none"> <li>- To recap some basic facts about legal and illegal substances, including alcohol, tobacco, vapes, cannabis and legal highs</li> <li>- To ensure young people know where to access additional, reliable information about legal and illegal drugs</li> <li>- To understand the law surrounding the supply, use and misuse of legal and illegal substances</li> <li>- To understand how to access local health services and other sources of support if concerned about own or others' alcohol or drug use</li> <li>- To understand the long and short term consequences of substance abuse (including illegal drugs, alcohol and smoking) for physical health, mental health and emotional wellbeing for individuals, families and communities</li> </ul> | <p><b>Planning for the Future – CV and application writing</b></p> <ul style="list-style-type: none"> <li>- To consider what opportunities and options are available to them for the future, including education, careers, relationships, family, travel etc, and what they would like to do in their lifetime</li> <li>- To explore the options available to them after GCSEs and what they need to achieve in order to get there</li> <li>- To reflect on their uptake of extra-curricular opportunities and how well they can apply their existing experiences to potential opportunities</li> <li>- To know how to write a CV and the importance of self-promotion in written formats, including application letters and personal statements</li> <li>- To consider what changes can be made now in order to improve their CV in time for leaving The Swanage School</li> </ul> <p><b>Revision Strategies and Exam Preparation</b></p> <ul style="list-style-type: none"> <li>- To understand, trial and evaluate a range of different revision techniques, considering the strengths and weaknesses of each and their suitability for individuals and individual subject areas</li> <li>- To consider how best to plan revision time to make the most of it in terms of preparing for exams</li> <li>- To review current progress in GCSE subjects and highlight where improvements can be made</li> </ul> |
|---|--|--|---|--|--|---|

|                |   |  |
|----------------|---|--|
| <b>Year 10</b> | <p><b>RSE – Families and Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>- To know the law surrounding coercion in relationships, marriage and civil partnerships and recognise the importance of positive, strong and equal relationships</li> <li>- To recognise when a relationship is unhealthy or abusive (including honour-based violence, forced marriage and rape) and how to access help for self or others</li> <li>- To understand the impact of domestic violence and how to seek help for self and others</li> <li>- To consider how parenting skills and qualities are of central importance to family life</li> <li>- To consider the implications of young parenthood for the parents, the child and wider family</li> <li>- To be able to make informed choices about parenting, including the value of breastfeeding for both mother and baby</li> <li>- To develop an awareness of exploitation, bullying, harassment and control within relationships (including online abuse and all types of physical, emotional and sexual abuse in teenage relationships)</li> <li>- To understand how to access help, develop skills and strategies to respond appropriately to any type of abuse</li> </ul> | <p><b>RSE – Online, The Media and Being Safe, inc. The Law</b></p> <ul style="list-style-type: none"> <li>- To understand some of the risks surrounding the use of ICT and how to ensure they are safe (including safe management of own and others' personal data and images)</li> <li>- To know how to establish clear personal boundaries about what is private, what is shared with limited people and what is public</li> <li>- To understand the legal and personal risks associated with being asked for / sharing intimate images of others and strategies for managing these risks</li> <li>- To understand the role of sex in the media and its impact on sexuality (including pornography, consent, negotiation, boundaries, respect, gender norms, sexual norms, trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</li> <li>- How to seek consent, respect the right of others to refuse consent, not give or withdraw consent to engage in different degrees of sexual activity</li> </ul> |
| <b>Year 11</b> | <p><b>RSE – Intimate and Sexual Relationships, inc. Sexual Health</b></p> <ul style="list-style-type: none"> <li>- To understand the characteristics and benefits of positive, strong, supportive, equal relationships</li> <li>- To understand how to assess own and potential partners' readiness for sex</li> <li>- To understand that fertility levels can vary in different people and can be damaged by some STIs</li> <li>- To understand the reasons why parents chose to adopt / foster or to place children up for adoption / fostering</li> <li>- To know the law and a range of beliefs about abortion</li> <li>- To know the pathways available in the event of unintended pregnancy and the impacts of each option as well as how to access help, impartial accurate advice and support</li> <li>- To know about how to access and the correct use of contraception, including emergency contraception, negotiating condom use</li> <li>- To be able to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of mental and physical health, including sexual health</li> </ul>   |  |

Notes

Highlighted sections in this document outline objectives which meet the new Statutory Requirements for RSE (2020)