Penryn College

Relationships and Sex Education Policy

RSE

Approved by: Full Governing Body July 2021

Responsible SLT member: Kate Blackburn

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Contents

1 Rationale and Ethos

This Policy has been produced taking into consideration the views of the Governors, Staff and Parents Forum.

> ***Penryn College Curriculum Intent***
>
> *Our rich curriculum inspires students to succeed through a learning journey that provides knowledge, skills and opportunities for them to be responsible global citizens with positive life chances.*
>
> *Our students will believe in their ability to succeed, becoming confident and resilient learners. They will engage with their community, be literate, numerate and have a lifelong love of learning. They will know what challenge and success feels like for them as an individual.*
>
> *Our teachers will, regardless of student ability, age or background, develop curiosity and critical thinking, foster aspiration and have a belief in success for all students.*

At Penryn College, we believe that our high-quality Relationships and Sex Education curriculum will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Penryn College, our RSE programme will:

- Be age appropriate and differentiated to the needs of ALL pupils
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships,** rooted in **mutual respect**

- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- Represent all types of families and to explore the different methods for starting a family
- Ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure pupils can identify the qualities of **healthy and unhealthy relationships**
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from **adolescence to adulthood**
- Provide pupils with a safe environment to learn about **sexual orientation and gender identity,** reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage **in safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the dangers of pornographic material

2 Roles and Responsibilities

The RSE programme will be led by Life Skills teachers within the Lifestyle Department. The Life Skills lead ensures the consistent and appropriate delivery of the curriculum. Student voice and Penryn College quality assurance is used to review the impact and effectiveness of the program.

3 Legislation (Statutory regulations and guidance)

From September 2020 the guidance document '***Relationships Education, Relationships and Sex Education and Health Education (RSHE): statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'*** will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education and Health Education (RSHE). Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-

maintained special schools, maintained special schools and alternative provision, including pupil referral units. ***See appendix A for further information on curriculum content.***

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf

The RSE policy supports/complements the following policies:
- Safeguarding Policy
- Anti-Bullying Policy
- Mental health and Well-being handbook

Documents that inform the school's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

5 Curriculum Design

Our RSE programme will be planned and delivered through a 90 minute a fortnight curriculum to all students in Years 7 – 11.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including; role play, group and class discussion, online programs, student led research and developing understanding of key terms through regular quizzes.

Lessons are differentiated by the Life Skills staff to ensure that all learners can access and benefit from the Life Skills curriculum. A strong emphasis is placed on the development of social and communication skills, this often allows students with literacy needs to be successful through verbal input.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our college values.

Pupils are encouraged to reflect on their own learning and progress by creating a mind map at the start of each unit in response to the key question for that unit. This is revisited at the end of the unit so that students can add in green pen, any new learning.

At the end of each half term unit, all students complete a low stakes quiz to assess their understanding of the key term's vocabulary for that unit. This is marked automatically and the scores are recorded in their Life Skills work booklet.

6 Safe and Effective Practice

We will ensure a safe learning environment by consistently applying the Penryn College Non-Negotiables, with a strong on emphasis on respect and listening. Distancing techniques such as; case studies and examples, are used to limit the distress that may be caused to pupils who are personally affected by the topics covered.

Pupils' questions will be answered by Life Skills teachers in a sensitive and honest manner, where the teacher feels unable to answer the question they will refer the student to the Life Skills lead or to student support

During Relationships and Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.

All staff teaching RSE will be supported by the Life Skills lead, the college Designated Safeguarding Lead, Student Welfare Lead and Personal Development Lead.

7 Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead, in their absence their deputy.

Visitors/external agencies which support the delivery of RSE will be required to sign in have an up to date DBS, not be left alone with students and report any disclosures to the DSL or Life Skills Lead. At Penryn College, we currently work closely with local external agencies and providers who deliver age appropriate sessions, across both Key Stage 3 and 4.

8 Engaging Stakeholders

Parents are informed about the policy through parent forum and the policy is available to parents through the school website. We are committed to working with parents and carers by taking feedback on this policy. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the school website and annual parent forums on Life Skills and RSE.

We will notify parents and carers when Relationships and Sex education will be taught, whether as part of the Life Skills by sending an email or letter to the parents and carers of all students concerned.

Right to withdraw your child:

Parents and carers do not have the right to withdraw from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents and carers do not want their child to take part in some or all of the Sex Education lessons they can ask that they are withdrawn. The Head Teacher at Penryn College will consider this request and discuss it with the parents and carers, and will grant this in all but exceptional circumstance, up until three school terms before the student turns 16. At this age, the child can choose to receive Sex Education if they would like to, and Penryn College will arrange for your child to receive this teaching in one of those three terms.

The Science curriculum in all maintained schools also includes content on human development, including reproduction and contraception, which there is no right to withdraw from.

Governors will be informed of the RSE policy and curriculum and students will be consulted on regularly through student voice questionnaires.

9 Monitoring and Evaluation

Teachers will critically reflect on their work in delivering RSE through discussion in departmental meetings and as part of the annual curriculum review of Life Skills.

Pupils will have opportunities to review and reflect on their learning during lessons when completing their progress mind maps in their Life Skills portfolio and as a part of their termly key terms quiz.

10 RSE Policy Review Date

This policy will be reviewed in July 2021

It will be reviewed by the Life Skills Lead and Lead SLT member

This will ensure that Penryn College is continuing to meet the government guidance and ensure that pupils have access to high quality learning and teaching in Life Skills

11 Appendix A – Life Skills Long Term Curriculum Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1 Health & Wellbeing	How can I feel better about myself? Transition to secondary school and personal safety in and outside school, including first aid.	What can I do when life is difficult? Mental health and emotional wellbeing, including body image and coping strategies	What affects my identity? Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	How can I be resilient? Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	What are my next steps? Application processes, and skills for further education, employment and career progression
Autumn 2 Living in the wider world	What helps me to succeed? Careers, teamwork and enterprise skills, and raising aspirations	What is digital literacy? Online safety, digital literacy, media reliability, and gambling hooks	Which career might be right for me? Learning strengths, career options and goal setting as part of the GCSE options process	What is the world of work like? Preparation for work experience and readiness for work	How can I be successfully in Year 11? Self-efficacy, stress management, and future opportunities
Spring 1 Relationships	What makes a good friend? Self-worth, romance and friendships (including online) and relationship boundaries	What are relationships? Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	What is a healthy relationship? Families and parenting, healthy relationships, and relationship changes	What is identity and sexuality? Relationships and sex expectations, myths, pleasure and challenges, including the impact of pornography	How are relationships in adulthood different? Personal values, (in relation to contraception and sexual health)
Spring 2 Health and Wellbeing	What keeps us healthy? Healthy routines, influences on health, puberty, unwanted contact, and FGM	How can I look after my health? Alcohol and drug misuse and pressures relating to drug use	What is a healthy lifestyle? Diet, exercise, lifestyle balance and healthy choices, and first aid	What effects my health? The influence and impact of drugs, gangs, role models and the media	How do I look after my wellbeing? Responsible health choices, and safety in independent contexts

11 Appendix A – Life Skills Long Term Curriculum Overview

Summer 1 Relationships	How can other people affect me? Diversity, prejudice, and bullying	How should I deal with relationships? Discrimination including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	How do I look after my sexual health? Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	What are the challenges to diversity? Communities, belonging and challenging extremism	How is a family made? Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships
Summer 2 Living in the wider world	What are money risks? Saving, borrowing, budgeting and making financial choices	What happens at the end of KS3? Equality of opportunity in careers and life choices, and different types and patterns of work.	What are human rights? Diversity, British Values, Community cohesion and challenging extremism	What is financial responsibility? The impact of financial decisions, debt, gambling. Work experience reflection	

YEAR 7 – MEDIUM TERM OVERVIEW

Half term	Topic	In this unit of work, students learn…	Resources
Autumn 1 **Health &** **Wellbeing**	**How can I feel better about myself?** Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	• how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid	**RiseAbove – Dealing with change** **First Aid Champions** **Call Push Rescue**
Autumn 2 **Living in the** **Wider World**	**What helps me to succeed?** Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices	**Bank of England - EconoME** **Barclays - Life Skills**
Spring 1 **Relationships**	**What makes a good friend?** Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14,	• how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes	**PSHE Association - Teaching about consent** **Medway Public Health Directorate – Relationships and Sex Education**

	R16, R24	• how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate	**NSPCC - Making sense of relationships** **RiseAbove – Forming positive relationships** **BBFC- Making choices: sex, relationships and age ratings** **Diana Award & ASOS - #MySenseOfSelf**
Spring 2 **Health and Wellbeing**	**What keeps us healthy?** Healthy routines, influences on health, puberty, unwanted contact, and FGM PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted • contact about FGM and how to access help and support	**PSHE Association - The Sleep Factor** **Medway Public Health Directorate – Relationships and Sex Education** **Freedom Charity - FGM and Forced Marriage** **FORWARD - FGM Schools Resource Pack** **RiseAbove - Puberty** **RiseAbove- Sleep** **Betty - it's perfectly natural**
Summer 1 **Relationships**	**How can other people affect me?** Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	• about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others	**RiseAbove – Bullying and cyberbullying** **Childnet – Crossing the line**
Summer 2 **Living in the wider world**	**What are money risks?** Saving, borrowing, budgeting and making financial choices	• how to make safe financial choices • about ethical and unethical business practices and consumerism	**Barclays - Life Skills** **Bank of England - EconoME**

	PoS refs: H32, L15, L16, L17, L18	• about saving, spending and budgeting • how to manage risk-taking behaviour	

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 **Health & wellbeing**	**What can I do when life is difficult?** Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	• about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating • disorders) • about healthy coping strategies	**PSHE Association - Mental Health and Emotional Wellbeing** **Movember - Happier, healthier, longer RiseAbove – Dealing with change** **Rise Above – Online stress and FOMO Media Smart - Body Image and Advertising** **Diana Award & ASOS - #MySenseOfSelf**
Autumn 2 **Living in the Wider World**	**What happens at the end of KS3?** Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	• about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices	**Barclays - Life Skills** **Buzz quiz** **Kudos**

Spring 1 Relationships	**What are relationships?** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	• the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill	[PSHE Association - Teaching about consent](#) [Medway Public Health Directorate – Relationships and Sex Education](#) [NSPCC - Making sense of relationships](#) [BBFC- Making choices: sex, relationships and age ratings](#) [GEO - Anti-homophobic, biphobic and transphobic bullying project](#)
Spring 2 Health and Wellbeing	**How can I look after my health?** Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	• about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes	[RiseAbove - Smoking](#) [RiseAbove - Alcohol](#)
Summer 1 Relationships	**How can I deal with relationships?** Discrimination in all its forms, including: racism, religious discrimination, disability,	• how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination	[GEO - Anti-homophobic, biphobic and transphobic bullying project](#) [Dimensions - #ImwithSam](#)

	discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	• how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination	**Stonewall - Fit**
Summer 2 **Living in the wider world**	**What is Digital literacy?** Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	• about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions	**Cifas - Anti-Fraud Education** **Childnet – Crossing the line** **Childnet – Trust Me** **RiseAbove – Online stress and FOMO** **RiseAbove – Body image in a digital world** **National Crime Agency - Exploring Cybercrime** **BBFC - Making choices: sex, relationships and age ratings**

YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 **Health and Wellbeing**	**What affects my identity?** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	• how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence	**Medway Public Health Gangs: Managing risks and staying safe** **Home Office - #knifefree** **RiseAbove – Alcohol** **NaCTSO – Run, hide, tell**
Autumn 1 **Living in the Wider World**	**Which career might be right for me?** Learning strengths, career options and goal setting as part of the GCSE options process Employability and online presence PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14, R13, R14, L2, L4, L5, L8, L9,	• about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making about young people's employment rights and responsibilities • skills for enterprise and employability	**Cifas -Anti-Fraud Education** **Bank of England - EconoME** **Barclays - Life Skills**

	L14, L21, L24, L27	• how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online	
Spring 1 Relationships	**What is a healthy relationship?** Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services	**Cumbria Council - Tackling homelessness** **Coram Life Education – Adoptables Schools Toolkit** **GEO - Anti-homophobic, biphobic and transphobic** **bullying project**
Spring 2 Health and Wellbeing	**What is a healthy lifestyle?** Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	• about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices to take increased responsibility for physical health, including testicular self-examination	**PSHE Association - The Sleep Factor** **RiseAbove- Sleep** **RSPH & the Health Foundation - Health from** **here to where** **Samaritans - DEAL** **Movember - Happier, healthier, longer**

			Teenage Cancer Trust – What is cancer? Coppafeel! – Breast cancer awareness
Summer 1 Relationships	How do I look after my sexual health? Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to • consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online	PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education Home Office & GEO - Disrespect NoBody NSPCC -Making sense of relationships BBFC- Making choices: sex, relationships and age ratings
Summer 2 Living in the wider world	What are human rights? Diversity, British Values, Community cohesion and challenging extremism	• about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions	PSHE Association – Inclusion, belonging and addressing extremism

	PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	• how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalization	**Medway Public Health Directorate - Addressing extremism and radicalisation** **Cohesion in schools resources**

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 **Health and Wellbeing**	**How can I be resilient?** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	• how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation	**PSHE Association - Mental Health and Emotional Wellbeing** **Movember - Happier, healthier, longer** **Alzheimer's Society - Creating a dementia-friendly generation** **Samaritans - DEAL**
Autumn 2 **Living in the Wider World**	**What is the world of work like?** Preparation for work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23	• how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online	**Barclays - Life Skills**

		• how to evaluate and build on the learning from work experience	
Spring 1 **Relationships**	**What is identity and sexuality?** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	• about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy	**PSHE Association - Teaching about consent** **NSPCC – Making sense of relationships** **Home Office & GEO - Disrespect NoBody** **Alice Ruggles Trust – Relationship safety**

Spring 2 **Health and Wellbeing**	**What effects my health?** The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37	• about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve • substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction	[Home Office - #knifefree](#) [Medway Public](#) [Health - Gangs:](#) [Managing risks](#) [and](#) [staying safe](#)
Autumn 2 **Relationships**	**What are the challenges to Diversity?** Communities, belonging and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	• about communities, inclusion, respect and belonging • about diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognize implicit bias	[True Tube - 'Extremists' lesson plan](#)

Summer 2 Living in the wider world	**What is financial responsibility?** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices Application processes, and skills for further education, employment and career progression PoS refs: H25, R38, L16, L17, L18, L19, L20, L25, L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	• how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities	**Barclays - Life Skills** **Nebula – Financial education online** **Cifas – Anti Fraud Education** **Demos & GambleAware - Resilience to gambling** **National Crime Agency - Exploring Cybercrime**