



RELATIONSHIPS & SEX EDUCATION POLICY

| KEY PERSONS | |
|--|----------------|
| Nominated Governor for Relationships & Sex Education | TBC |
| Middle Leader for Health Education, Citizenship and Careers Education | Daniel Birt |
| SLT with Responsibility for PSHEE | Daniel Birt |
| School Nurse | Tracey Shearer |

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Consultation Process

The following were consulted when drawing up this policy:-

- Parents - through invitation in Newbridge News
- Students - through School Council
- Pastoral Managers and SENCO in Pastoral team meetings.
- Senior Leadership Team
- Specialist teachers , Cover Supervisor and LSAs involved in teaching Relationships and Sex Education
- School Nurse
- Teen health team
- Governors

Guidance

This policy has been informed by:

- The National Curriculum 2013 framework including Science and 2.5
- Keeping Children Safe in Education Sept 2016
- The National and Local Teenage Pregnancy Strategies
- Ofsted (2013) 'Not yet good enough; PSHE in schools'

- 'Working Together to Safeguard Children 2015'
- 'Healthy Minds and Positive relationships' by Alison Sewell and the Loughborough healthy teens team.
- Sex Education Forum (2013) SRE for 21st century.
- Sex Education Forum 'Sex & Relationships Education Framework'
- PSHE Association guidance
- Sex Education Forum guidance for LCC SRE policy guidance.
- Local liaison work leading to area policy
- Healthy Schools
- The 2019 RSHE (RSE) Curriculum Mandatory September 2020

Links to other Policies

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Citizenship Policy
- Coalville Family of Schools joint SRE Policy
- Confidentiality Policy
- E-safety Policy
- Equal Opportunities
- Prevent Policy
- PSHE Policy (especially skills section)

Definition

The school's policy on sex and relationships education follows recommendations of the sex education forum with regards to DFE guidance: **"SRE is learning about the emotional social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.**

Ethos of Health, Care and Safety

Through PSHE, Health Education, Citizenship Education, and Careers Education; the school ethos and systems, assemblies, wider and extended curriculum, the school offers an integrated approach for links to be made between PHSE and SRE for example: in relation to alcohol.

At Newbridge we teach the children the term SHEEP to continue the original every child matters principles.

SHEEP = Safe/Healthy/Enjoy and Achieve/Economic Awareness/Positive Contribution

Equal Opportunities and Entitlement

We provide a broad and balanced relationships and sex education programme at Newbridge firmly rooted in a framework of Personal, Social and Health Education with Citizenship Education. The curriculum is an entitlement for all our students including those with special educational needs and we ensure full entitlement and access. On occasions sex education is delivered in a small group to enable understanding for those at the lower end of development. The programme is mindful of children's earlier experiences and is based on developmental and expressed need. It provides consistent messages and is progressive across the key stage (spiral curriculum). We intend this policy to be sensitive to the needs of different ethnic groups, always sensitive to families who want to opt their children out of certain lessons e.g. on contraception.

Initiated in 2011 Newbridge hosts partnership working across Coalville schools (KS1 – 4) to agree a joint SRE policy. This agrees minimum learning outcomes for the end of each key stage and is updated every three years.

Aims and Objectives of Relationships and Sex Education

- To equip students with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and well-being.
- To guarantee an atmosphere for learning where questions and discussion on sexual matters can take place without any stigma or embarrassment. (Safe and secure learning environment).
- To help and support young people through their physical, emotional and moral development.
- To enable students to understand the reasons for having protected sex.
- To enable students to understand the biological facts related to human growth and development.
- To provide a safe, secure and respectful environment for students to explore their feelings and values and to learn the skills to share and value the views of others.
- To help students to communicate effectively by developing appropriate terminology for relationships and sex issues.
- To help students develop the skills and understanding they need to live confident, healthy and independent lives and have sensitivity to different lifestyles, cultures, needs and feelings of others, and to cope
- Help students deal with difficult moral and social questions.
- To encourage students to strive for good health in all its' aspects including sexual health and to know how to abstract help and guidance locally and nationally (including signposting to help lines, unbiased advice and local drop-ins etc...)
- To encourage students to contribute to make the Newbridge community a safe positive community to belong to where each individual can grow and learn.
- Help students to know about the nature and importance of mutual respect and stable relationships as key building blocks of community and society and in particular for bringing up children.
- To prepare students to take responsibility for and enjoy future sexual and emotional relationships and neither exploit others nor be exploited themselves.
- To enable students to know and understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay.

- To promote the spiritual, moral, cultural, mental and physical development of students and prepare them for the opportunities, responsibilities and experiences of adult life, and to help them to appreciate the responsibility that individuals have for their own health, their family's health and that of the wider community.
- To give students understanding of "assertion" and give them the opportunity to practice decision making and being assertive within a safe secure environment. To provide them with the knowledge and skills to resist pressure and have the sense of their own rights to protect themselves and their partner from unintended/unwanted conceptions or sexually transmitted infections.
- To confirm to students that they are able to participate in their own learning.
- To prevent prejudice and bullying by using correct vocabulary and challenging any inappropriate use of terminology as putdown, for example anti-gay language.
- To fully understand the concept of 'consent' and its place in relationships, and know some basics about the law in relation to consent.

The Three Main Elements of Relationships and Sex Education

1. Attitudes and values

- To set the SRE in a wide school context that supports family commitments and love, respect, affection, knowledge and openness. Family in its broadest sense (not just one model for example nuclear family but involving a variety of family structures).
- To encourage students and teachers to share respect each other's views. This includes awareness of different approaches to sexual orientation without particular family structure. The important values are love, respect and care for each other.
- To help students develop positive values and a moral framework that will guide their decisions, judgements and behaviour: have the confidence and self-esteem to value themselves and others respect for individual conscience and the skills to judge what kind of relationship they want.
- To encourage students to challenge sexism and prejudice, and promote equality and diversity. To ensure students respect themselves and to understand difference without prejudice; to promote equality and diversity.
- learning the importance of values and individual conscience and moral considerations that will support their decisions, judgements and behaviour; including consent.
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making including the consideration of risk;
- Challenging myths, misconceptions and false assumptions about normal behaviour.
- Understanding the concept of consent.

2. Personal and social skills

- To help students understand the consequences of their actions and behave responsibly within pastoral and sexual relationships.
- learning to manage emotions and relationships confidently and sensitively;

- understanding that sexual intimacy involves strong emotions, and should involve a sense of respect for one's own and others' feelings decisions and bodies
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- building emotional resilience and resourcefulness;
- developing independence of thought and behaviour;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse;
- learning the skills to be able to avoid inappropriate pressures or advantages as both exploited and exploiter;
- developing communication skills and negotiation skills, decision making skills and skills for how to participate in their own learning.

3. Knowledge and understanding

- To give students sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and STIs.
- Ensure students are aware of sources of help and confidential health advice, support and treatment if necessary.
- Ensure students know how the law applies to sexual relationships.
- recognising what is already known and understood;
- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships, within a context of change and development;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; understanding "consent".
- understanding the potential consequences of unprotected sex, for example STIs including AIDs, unintended pregnancy and young parenthood;
- the avoidance of unplanned pregnancy, about planning for pregnancy and understanding that parenthood is a matter of choice;
- beginning to see the effects of ignorance, prejudice, discrimination and stigma.
- Knowing about the dangers of sexting, pornography, sexual exploitation and relationship violence and how to stay safe in these contexts.

Also at Newbridge

- Question and answer sessions in all three years (age appropriate) to identify emerging issues and enable teachers to adapt the curriculum where required;
- An agreement made in their first lesson to establish high standard ground rules for behaviour and ethos in lessons.
- learning about the importance of good parenting and the responsibility of parenting.
- understanding the impact of the media and advertising on attitudes towards health, sexuality and gender;
- recognising the importance of valuing and taking care of oneself;
- understanding differences in maturation and having positive self image;
- understanding the concept of stereotyping and identifying its various forms;

- understanding that people have the right not to be sexually active;
- understanding the meaning of friendship and loyalty;
- learning to analyse and assess situations in terms of health, safety and risk
- being provided with a vehicle for recognising and recording achievement to value self and present self (ROA/Progress File).
- being assisted to set and action targets for lifelong learning.
- be told that the part of their body covered by swimwear is private and how to disclose if someone touches them there inappropriately.
- Understanding how Child Sexual Exploitation can take place and be misinterpreted as a true relationship (Chelsea's Choice)
- Bi-annual student voice with all students completing evaluations at the end of the year. Findings inform curriculum development and inform teacher planning.

Inclusion

Ethnic and Cultural Groups

- We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

- We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary, for example when students demonstrate a lack of understanding, they take part in extra small group lessons.

Sexual Identity and Sexual Orientation

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

Vulnerable Groups

- The Pastoral Team provides extra information/discussions/assemblies/drop-in sessions/work with parents and other agencies to keep children safe.

Selection and Training of Staff

- PSHE is taught in all 3 years by tutors and in HCC by a specialist team. Tutors are encouraged to share any concerns with the ML for HCC, the pastoral team and request training/support at any time.
- Teachers with the capacity on their timetable to teach SRE are selected based on their commitment to the subject and suitability. They are approached privately and given guidance and information before a decision is made to have them join the team. They receive up to date training to start and at least every two years.
- Staff delivering relationships and sex education are small in number usually teach the programme year after year where this is possible however not always. They are comfortable with the subject matter, and able to answer appropriate questions sensitively and with confidence.
- The specialist team remains as stable as possible with effort made every year to maintain expertise and commitment.

- Training is provided internally by the CL of HCC and externally through the Healthy Schools training programmes, and the Red Box Training and Teen Health teams.
- Detailed guidance and lesson planning is provided to new teachers.
- Former teachers of HCC provide advice and ideas on delivery.
- Regular meetings and feedback following lesson observations provide opportunities for sharing of good practice and knowledge.
- The Specialist Cover Supervisor for HCC is fully trained and experienced and not only covers the lessons when required, but also delivers single sex sessions to Year 7 every year, and catch up sessions (usually SEN students or those with English as their 2nd language) who have been found to not fully understand.

Resources/Teaching Approaches

- In their first lesson ground rules are established which prohibit inappropriate personal information being requested or disclosed by students.
- When students ask questions, they're answered honestly within the ground rules. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually or at another time, or the student encouraged to ask the question at home; or to seek health professional support.
- A wide range of teaching resources are used and are published on the website for parents to see. They are chosen to be consistent with the school's values.
- Parents can contact the school at any time to view materials/resources.
- Only appropriately trained staff are involved in HCC.
- All staff are asked to teach within the framework of the school's values and not allow their own personal beliefs or attitudes to influence the teaching of sex and relationships education.
- Teachers deal sensitively and carefully with questions around sexual orientation, answering only appropriate questions. There is no direct promotion of sexual orientation but students are taught to respect difference.
- A variety of teaching approaches are used to give students relevant information, to enable moral issues to be explored through discussion, and to enable students to acquire appropriate skills. Techniques are primarily active, sometimes including the use of ICT.
 - Direct teaching
 - Discussion
 - Individual and group work
 - DVDs
 - ICT for use of the internet, tools and for students to demonstrate understanding.
- Students are taught in mixed ability tutor groups in Year 7, 8 and 9 in mixed gender groups showing positive role models for boys and girls.
- In year 7 two lessons facilitate single sex lessons with specialist teachers.
- Newbridge reviews and supports the joint area SRE policy which was created by Newbridge in 2011 (updated 2014).
- The school nurse visits when she can, to take appointments.

We recognise that parents are the key people in teaching their children about sex, relationships and growing up. We write to parents each year with information and the invite them to view the Scheme of Work and resource information on the website.

We recognise that the wider community has much to offer and we want to work in partnership with health professionals, social workers, peer educators and other mentors or advisors.

Materials Used (Age appropriate across the 3 years)

- Living and Growing Services and Love Bites Series (used in Year 7 and 8 Health Education, Cit.Ed and Careers Ed)
Published and Produced by Channel 4
- School Nurse visit
Introduced in assembly
- Making a Connection 'Life Skills' various lessons (used in tutor time).
Published by Children and Youth Partnership Foundation in collaboration with Buckholdt Associates (Emotional Intelligence and self-esteem), Dr. Robert Fisher (Thinking Skills) MENCAP, Leap Confronting Conflict, Tacade, The Twisting Yarn Theatre Co., ASC.
- Your Choice Workbooks and Teacher Guide by HarperCollinsLimited 2019 used across all year groups
- Teaching SRE in secondary schools DVD resources
- Newbridge Teaching Materials
Created following years of collation and merging advice and materials from Health Promotion and Healthy Schools Leicestershire, and created to meet specific and personalised needs of Newbridge students (see teacher handbooks).
- Record of Achievement (Progress File)
(used in all three years)
- Visitors
 - Teenage pregnancy Team (Leicester)
 - Police Community Support Officer (SPOC)
 - World of Work Day guests
 - HHealth Fayre guests
 - Governors
- KS3 Science
 - Up-to-date resources used in Science lessons to support the KS3 curriculum
 - The Resilient Classroom materials
Created by...

Specific Matters

Contraception features in Year 7 in the concept that conception can be prevented, Year 8 in terms of preventing sexually transmitted infections and in year 9 explicitly.

In Year 7 students consider when a couple might be ready to start a family and in year 8 look at the responsibilities involved.

In Year 9 students follow a course on methods of contraception, their advantages/disadvantages. The teacher delivering the course have become specialists and are often observed by other teachers new to SRE who want to see the ethos developed.

The school encourages students to talk to the school nurse and councillor if they want to. We primarily encourage students to talk to parents.

A counselling group drop in at lunchtime is well attended.

Safeguarding

- Where a student is considered to be at risk of any type of abuse, the school follows statutory procedures for Child Protection designated lead = Nick Shobar (Assistant Headteacher) and in his absence, any of the Pastoral Manager's.
- The SRE helps students to understand the difference between safe and abusive relationships and helps to equip them with the skills to get help if they need it. It also helps students to recognise the factors surrounding grooming and where to seek help.

Assessment (A wide range of methods is used)

- Help cards are issued and contacts published on the website
- Assessment for learning is built into lessons and varies depending on task
- Assessment of PHSE aspects of SRE is either bespoke to the visit e.g. Exit pass to demonstrate understanding, through Citizenship strands (School uses a tick box approach contributing to a summative grade) or self-assessment / teacher assessment based on PLTs. The average PLT grade is shared with parents on reports.
- Assessment in HCC is through AFL in individual lessons, all the above and tests.
- Knowledge Organisers are used to help students recall facts and test marks are recorded.

Advice

Advice on safe practices and health are given to all classes overtly as a whole group. Individual advice is not provided by teachers who are educators not health professionals.

Students who ask for confidential advice are given encouragement to talk to their parents. PM's will offer to help students to approach parents if they are finding this difficult. They are told when they can meet the school nurse and where to access info/advice at local clinics at KEVII Sports College in Coalville and Greenhill.

All students are provided with telephone help lines in their lessons for local and national services such as Childline etc.

There are also posters around school and hyperlinked addresses on the school website.

Tutors can refer students to the school's counsellor should the student request as with the school nurse through pink pastoral referral forms.

If a student discloses that they are sexually active, staff should inform the DSL/Deputy Headteacher.

Withdrawal from Sex Education Classes

The school is committed to working with parents. Under the Education Act students can be withdrawn by their parents from the part of sex education that is outside the compulsory elements contained in the Science National Curriculum. (At Newbridge this means they can withdraw their child from Year 8/9 but not the Year 7 course)

Parents wanting to exercise this right are invited to contact the Assistant Headteacher Daniel Birt. He will explore the concerns of parents and the possibilities of adjusting the programme, and will discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

In such cases materials are available through the school to support parents in providing information to their children.

At the beginning of each year a letter is sent to parents to inform about timings, materials and their right to withdraw.

We welcome views and comments/questions from parents at any time

Complaints

Any complaints arising from matters relating to relationships and sex education should be made in accordance with the Governors' Complaints Procedure to Daniel Birt in the first instance.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from an under 16 years old that they are having or contemplating sexual intercourse:

- The DSL should be informed
- Child protection issues will be considered by the DSL under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- There needs to be extra-ordinary circumstances for the parents not to be informed.

CONFIDENTIALITY

- Newbridge has a clear and explicit confidentiality policy/statement which is available to students, staff, parents and visitors on the school website
- Teachers cannot offer or guarantee students unconditional confidentiality
- If sexual abuse is suspected, staff will follow the school's child protection policy

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

A parents' right to withdraw a child from SRE (not science element) does not affect the child's right to use confidential health services provided at the school or elsewhere.

[SEE CONFIDENTIALITY POLICY]

Monitoring, Review and Evaluation (Responsibility of ML for HCC)

We are committed to monitoring and evaluating the effectiveness of the Policy and Programme. This is achieved by:

- The Schools' Monitoring and Evaluation Cycle (see department – SEF summaries) (Achievement / Teaching / Behaviour and Safety / Leadership)
- Student feedback (through interview and questionnaire and surveys)
- Staff review and feedback especially through HCC meetings and Pastoral meetings.
- Parental feedback.
- OFSTED inspection.
- Headteacher and Curriculum Leader monitoring sessions (Leadership Support).
- The National Healthy Schools Standard.
- Review of this policy by Governors.
- Healthy Schools Annual Survey.
- Student Survey (PASS).
- Year 7 test results especially number of children $\leq 30\%$
- Updates based on changes to guidance.
- Regular Pastoral team meetings and M&E sessions.
- Healthy School reaccreditation
- Department reviews

Abbreviations/Acronyms

| | | |
|------|---|--|
| SLT | = | Senior Leadership Team |
| LA | = | Local Authority |
| HCC | = | Health, Citizenship and Careers Department |
| RSE | = | Relationships and Sex Education |
| PSHE | = | Personal, Social and Health Education |
| CL | = | Curriculum Leader |
| PC | = | Progress Co-ordinator |

| | | |
|--------|---|--|
| DSP | = | Designated Senior Person for Child Protection Safeguarding |
| ROA/PF | = | Record of Achievement / Progress File. |
| AFL | = | Assessment for learning. |
| PLTs | = | Personal, Learning and Thinking Skills. |
| DSL | = | Designated safeguarding lead. |
| STI | = | sexually transmitted infection. |

Definitions

- Physical development, for example how our reproductive systems work.
- Emotions, like how to manage feelings.
- Social, such as positive and negative influences from friends.

APPENDIX 1

Delivery of Relationships and Sex Education

As Relationships and Sex Education is firmly rooted in the framework for Personal, Social and Health Education it is delivered through a variety of means whilst basic entitlement is provided through specific, assessed and well monitored lessons.

We are proud of this balance at the school.

1. A specialist team of teachers offering:
 - Health Education - Year 7
 - Citizenship Education - Year 8
 - Careers Education - Year 9

overt delivery
(1 lesson a week of 60 mins)
2. Stable tutor teams delivering PSHE in tutor time and promote ROA use, (Progress File) utilising the tutor/tutee relationship for three years.
3. Visits from the school nurse
4. Our own qualified counsellor.
5. Single sex lessons in Year 7 to ensure complete understanding and encourage question and answer sessions (includes hygiene issues).
6. Children with SEN taught in very small groups within a special withdrawal programme, when required (usually applies with regard to emotional intelligence rather than specific learning difficulties).
7. Good relationship with Healthy Schools team.
8. Involvement of students in M & E of programme.
9. Regular staff training

Developments

- In February 2009 the SRE Co-ordinator visited Shepshed High School to meet Alison Gutteridge (Assistant Headteacher with responsibility for SRE) to learn from North Charnwood's special work co-ordinating SRE across KS2/3 (5-14 curriculum)
- In 2011 Newbridge hosted development meetings across the Coalville Family of Schools (minus St. Clare's) resulting in a joint policy 5-14.
- In 2019/20 Daniel Birt meeting with other Apollo schools to discuss developments of SRE into KS4.
- Continuous personal development at RSE training days from 2016-2019

Particularly useful was an agreement about minimum outcomes for KS2/3 threshold and KS3/4 threshold.

- In 2014 this policy was revisited, updated involving local schools and was ratified by all governing bodies in 2015.

For two years our Counsellor has hosted drop-ins at lunchtime which groups of students enjoy. They support each other especially around relationship issues.

How the Curriculum is Delivered (See also e-safety policy)

| AGE | LESSONS | COVERED | ASSESSMENT |
|---------------|---|---|---|
| All Years | Assemblies and whole school opportunities to contribute and participate | Relationships, attitudes, values, risk, sustainability, emotions, community, responsibilities, consequences, health, prejudice, stereotyping and much more choices. | General attitudes and behaviour around school and quality of relationships. |
| Years 7, 8, 9 | PSHE in Tutor time And tutor time | Feelings, friendship, relationships, moral dilemmas, love and care, self esteem, problem solving, parenting, decision making, risks, consequences, verbal/non-verbal and communication skills, negotiation skills, creative thinking, managing stress, Interpersonal / emotional Intelligence, relating to others, community; parenting, conflict resolution. Progress File. | <ul style="list-style-type: none"> Progress in named PLT. Citizenship SA and TA grids (different strands). Outcomes (verbal and written). |
| Year 9 | Science | How growth of bacteria and replication of viruses affect health. Reproduction. | <ul style="list-style-type: none"> Tests |
| Year 9 | Careers Education (Taught in a module by a specialist teacher) | <ul style="list-style-type: none"> Being able to talk about sex. Consent Contraception Choices and consequences Safe sex Local sources of information including the school nurse and drop in centres and where / how to seek help. HIV, AIDS and sexually transmitted infections Decision making Effects of an age power balance in relationships Relationships Personal Safety. Types of abusive relationships and the effects that could have on individuals Pornography and effects on attitudes | <ul style="list-style-type: none"> Outcomes (mainly feedback) TA for verbal / group and active feedback. |
| Year 8 | Citizenship Education (Taught in a module of Citizenship by a specialist teacher) | <ul style="list-style-type: none"> Linking relationships and sex education to issues of peer pressure and other risk taking behaviour e.g. drug taking, alcohol. How the law applies to sexual relationships. The taking on of responsibility and consequences of actions in relation to sexual activity and parenthood. Arguments for delaying sexual activity and resisting pressure. Building self-esteem. Safe sex. HIV, AIDS, STIs. Moral dilemmas. Sexting and young person generated sexual imagery. Rights and responsibilities. Anti-bullying. Anti-domestic violence. Conflict resolution. Consent. Decision making skills. Passive/aggressive/assertive | <ul style="list-style-type: none"> End of course test. End of unit test Citizenship SA and TA grids (different strands). Outcomes (verbal, written, active and on ICT). |
| Year 7 | Health Education Taught in mixed ability Health Ed. Lesson once per week. (2 lessons taught in single sex groups) | <ul style="list-style-type: none"> Self awareness. Peer pressure. Passive/aggressive/assertive. Physical and emotional changes during puberty. Human reproductive system (including menstrual cycle and fertilisation) How the foetus develops. Team Work. Recognising and developing life skills. Personal Hygiene. | <ul style="list-style-type: none"> End of unit test. End of course test. Student booklets. Verbal feedback including during single sex sessions. |
| Years 7, 8, 9 | Theme days | <ul style="list-style-type: none"> Citizenships TA grid (two strands) | <ul style="list-style-type: none"> Citizenship SA and TA (x2 strands). |

PLT = Personal, learning and thinking skills

SA =Self-Assessment

TA=Teacher assessment