



Secondary School RSE and Health Education Policy

Review date: June 2023

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Statement of intent

At Rivers ESC, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

At Rivers ESC, we plan for the needs of the pupils. The RSE teacher will assess those needs and plan a curriculum appropriate to those needs based on pupil's starting points.

Elements of the RSE curriculum are likely to be included in the teaching of other subjects as mentioned in this policy.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Inclusion Policy
- SEND Policy
- Online Safety Policy
- Equal Opportunities Policy
- Equality, Equity, Diversity and Inclusion Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Peer-on-peer Abuse Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Technology Acceptable Terms of Use Agreement

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- The management committee have an up to date statement of this policy and ensure it is kept on the school website.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents / carers are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the management committee on the effectiveness of this policy and the curriculum.

The RSE and health education subject leader is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each key stage.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE and health education.

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSE and health education subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the RSE and health education curriculum

For the purpose of this policy:

- "Relationships and sex education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE and health education curriculum will be developed in accordance with DfE recommendations.

The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum. The RSE and health education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

4. RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, pupils will know:

- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

- By the end of secondary school, pupils will know:
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

5. RSE programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 4](#) of this policy.

Key Stage 3

See Appendix A

Key Stage 4

See Appendix A and B

6. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, pupils will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening to be taught at Key Stage 4.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

7. Health education programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 6](#) of this policy.

Key Stage 3

See Appendix A

Key Stage 4

See Appendix A and B

8. Delivery of the curriculum

Through effective organisation and delivery of the RSE and health education, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE and health education complement several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSE and health education curriculum will be delivered by trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lesson, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

The procedures for assessing pupil progress are outlined in [section 15](#) of this policy.

9. Curriculum links

The school will seek opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning. RSE and health education will be linked to the following subjects:

- **Citizenship/Humanities** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can have the opportunity to take part in a broad range of physical activities, are physically active for sustained periods of time, engage in a variety of sports and lead healthy, active lives.
- **PSHE/YHC** – pupils learn about respect and difference, values and characteristics of individuals.

10. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and health is vital; therefore, we will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE and health education, they will submit these via email to admin@riversesc.herts.sch.uk, or contact the schools office to arrange a meeting with the headteacher on 01992534841.

11. Working with external agencies

Working with external agencies will be used to enhance our delivery of RSE and health education and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

12. Withdrawal from lessons

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

13. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school will be aware that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and

be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Harmful Sexual Behaviour Policy.

14. Safeguarding and confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSE and health education, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15. Assessment

The school will have the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities. Teaching will provide opportunities to assess pupil progress.

16. Staff training

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

17. Monitoring and review

The RSE and health education subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

This policy will be reviewed by the headteacher in conjunction with the RSE and health education subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.

The next scheduled review date for this policy will be June 2023.

Appendix A

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
(1) Are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.	<p>Discrimination: Racism and stereotypes.</p> <p>Maintaining genuine relationships and avoiding toxic ones.</p> <p>Families and different long-term commitments.</p> <p>Romance, love, new feelings and teenage relationships.</p> <p>How can prevent online Bullying? Bullying or Banter.</p> <p>What is and isn’t acceptable.</p> <p>How can we keep safe and positive relationships?</p> <p>How can I commit to a healthy life?</p> <p>How can we keep good mental health and spot the signs of depression?</p> <p>How can I control anger?</p>	<p>Consent.</p> <p>Contraception.</p> <p>Sexting and image sharing dangers.</p> <p>Male Body image</p> <p>Domestic Conflict.</p> <p>British Values – Tolerance</p> <p>Extremism – Sharia Law in the UK?</p> <p>Prejudice and discrimination – Religion.</p> <p>Teamwork.</p> <p>Communication Skills.</p> <p>Managing behaviour to succeed.</p> <p>Emotional Literacy – Self Awareness.</p> <p>Mindfulness.</p> <p>Cancer Awareness.</p> <p>Personal Safety. and First Aid.</p> <p>Teenage pregnancy.</p> <p>Stereotypes and Prejudice – Disability</p>	<p>Eating disorders.</p> <p>Body Image.</p> <p>Abusive Relationships.</p> <p>Peer Pressure.</p> <p>British community, religion and culture</p> <p>British Values – Identity.</p> <p>The LGBTQAI+ Community.</p> <p>Vaccinations, organ and blood donation stem cells and hygiene.</p> <p>Self-Harm.</p> <p>Behaving to achieve – the need for rules.</p> <p>Human Rights – Access to Education.</p> <p>Interpersonal Skills.</p> <p>Discrimination and Equality Act 2010.</p> <p>Coping with Stress.</p> <p>Managing Anxiety</p> <p>Enterprise and workplace skills and characteristics.</p>	<p>Managing tough times: change, grief and bereavement</p> <p>Suicide.</p> <p>Managing social anxiety.</p> <p>Homelessness.</p> <p>Hate Crime.</p> <p>Tattoos and Piercings.</p> <p>Rights and responsibilities.</p> <p>Anti-Social Behaviour.</p> <p>Terrorism and holy war.</p> <p>Overt and Covert Racism.</p> <p>Forced and arranged marriages.</p> <p>Relationships with role models.</p> <p>Same – sex relationships.</p> <p>Gender and Trans Identity.</p> <p>Community Cohesion.</p> <p>Sexism.</p> <p>Parenting.</p>	<p>Why is PSHE so important?</p> <p>Identity and Diversity</p> <p>How does privilege affect us?</p> <p>Obesity and positive body image.</p> <p>Risk taking and decision making.</p> <p>Personal safety in the wider world.</p> <p>Bullying and Body shaming.</p> <p>Types of relationship.</p> <p>Consent, rape and sexual harassment.</p> <p>What makes good sex.</p> <p>Safe sex and Chem sex.</p> <p>Relationship break-ups.</p> <p>Happiness and positivity.</p> <p>Sustainability: Animal Rights.</p> <p>Multiculturalism – British Values.</p> <p>Right-Wing Extremism.</p>

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
		LGBT discrimination around the world. Discrimination and stereotypes – Teenagers. Environmental Issues.	Employability – Applying and preparing for the world of work. Why do teens get involved with knife crime and what are the consequences?		
(2) Have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	Aspirations. The importance of self-esteem. Wants and needs. Discrimination: Racism and stereotypes. Ethical Consumers. What do we mean by healthy lifestyle? How can I keep a balanced diet? How do I know if I am eating healthily? What are the consequences of not living healthily? What's the big deal about energy drinks?	Consent. Contraception. STI's. Male Body image. Domestic Conflict. Who are radical groups? Where does extremism come from? EXTREMISM: SHARIA LAW in the UK? Preventing radicalisation and extremism. Prejudice and discrimination – Religion. Teamwork. Communication Skills.	Eating disorders. Body Image. British community, religion and culture. British Values – Identity. The LGBTQAI+ Community. Self-Harm. Interpersonal Skills. Discrimination and Equality Act 2010. Growth Mindset. Taking control of my future. Who are UNICEF and how do they help around the world? Human rights – Trafficking.	Managing tough times: change, grief and bereavement. Suicide. Social media and self-esteem. Screen Time. Effective time management. Living Sustainably. Homelessness. Binge Drinking. The right career for me. Rights and responsibilities. Why do we need an international Women's day?	Why is PSHE so important? Identity and Diversity. How does privilege affect us? Perseverance and Procrastination. Obesity and positive body image. Fertility and reproductive health. The importance of sleep. Risk taking and decision making. Gambling and online gambling. Personal safety in the wider world.

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>How can we keep good mental health and spot the signs of depression?</p> <p>How can I control anger?</p> <p>Puberty. What's normal and what can I expect?</p> <p>Periods, the menstrual cycle and PMS – what do I need to know?</p> <p>FGM – what is it, why is it so serious and what can we all do to help?</p>	<p>Self-Confidence and goals.</p> <p>Personal development and target setting.</p> <p>Cancer Awareness.</p> <p>Personal Safety and First Aid.</p> <p>Teenage pregnancy.</p> <p>Stereotypes and Prejudice – Disability.</p> <p>LGBT discrimination around the world</p> <p>Discrimination and stereotypes – Teenagers.</p> <p>How can we avoid online groomers?</p> <p>Environmental Issues.</p>	<p>How and why does the UK help people in other countries?</p> <p>What is sustainability and how can we personally live in a more sustainable way?</p>	<p>The Criminal Justice System</p> <p>Anti-Social Behaviour.</p> <p>Terrorism and holy war.</p> <p>Overt and Covert Racism.</p> <p>Fake news and critical thinking.</p> <p>Forced and arranged marriages.</p> <p>Harassment and stalking.</p> <p>Revenge Porn.</p> <p>Same – sex relationships.</p> <p>Relationships with role models.</p> <p>Gender and Trans Identity.</p> <p>Community Cohesion.</p> <p>Sexism.</p> <p>Parenting.</p>	<p>Bullying and Body shaming.</p> <p>Consent, rape and sexual harassment.</p> <p>Safe sex and Chem sex.</p> <p>Happiness and positivity.</p> <p>Independent Living.</p>
(3) Use imagination and creativity in their learning.	<p>Aspirations.</p> <p>Keeping safe online.</p> <p>Safe Social Media.</p> <p>Ethical Consumers.</p>	<p>Where does extremism come from?</p> <p>Entrepreneurs.</p> <p>Teamwork.</p> <p>Communication</p>	<p>British community, religion and culture.</p> <p>Alcohol Awareness.</p> <p>Drugs and the Law.</p> <p>Interpersonal Skills.</p>	<p>Effective time management.</p> <p>Living Sustainably.</p> <p>The right career for me.</p>	<p>How does privilege affect us?</p> <p>Risk taking and decision making.</p>

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>How can I create a personal budget plan?</p> <p>How can we keep safe and positive relationships?</p> <p>How can I keep a balanced diet? How can I commit to a healthy life?</p>	<p>Skills.</p> <p>Personal development and target setting.</p> <p>Managing by behaviour to succeed.</p> <p>Mindfulness.</p> <p>Personal Safety and First Aid.</p> <p>Environmental Issues.</p>	<p>Selfie Safety.</p> <p>How can I successfully manage my money?</p> <p>Who are UNICEF and how do they help around the world?</p> <p>What is sustainability and how can we personally live in a more sustainable way?</p>	<p>Employability skills and CV's.</p> <p>Preparing for work experience.</p> <p>Conflict Management.</p> <p>Community Cohesion.</p>	<p>Digital Footprints.</p> <p>Personal safety in the wider world.</p> <p>Happiness and positivity.</p> <p>Applying to College and University.</p> <p>Preparing for Job Interviews.</p> <p>Independent Living.</p> <p>Health and Safety at Work.</p>
(4) Reflect on their experiences.	<p>The importance of self-esteem.</p> <p>Wants and needs</p> <p>Keeping safe online.</p> <p>Safe Social Media</p> <p>Romance, love, new feelings and teenage relationships.</p> <p>What is budgeting and how do we do it?</p> <p>How can I create a personal budget plan</p> <p>Maintaining genuine relationships and avoiding toxic ones</p>	<p>Contraception.</p> <p>Sexting and image sharing dangers.</p> <p>Male Body image.</p> <p>British Values – Tolerance.</p> <p>Teamwork.</p> <p>Communication skills.</p> <p>Self-Confidence and goals.</p> <p>Personal development and target setting.</p> <p>Managing behaviour to succeed.</p>	<p>Eating disorders.</p> <p>Body Image.</p> <p>Abusive Relationships.</p> <p>Peer Pressure.</p> <p>British Values – Identity.</p> <p>The LGBTQAI+ Community.</p> <p>Vaccinations, organ and blood donation stem cells and hygiene</p> <p>Self-Harm.</p> <p>Behaving to achieve – the need for rules.</p>	<p>Managing tough times: change, grief and bereavement.</p> <p>Managing social anxiety.</p> <p>Social media and self-esteem.</p> <p>Screen Time.</p> <p>Effective time management.</p> <p>Tattoos and Piercings.</p> <p>Binge Drinking.</p> <p>The right career for me.</p>	<p>Why is PSHE so important?</p> <p>Identity and Diversity.</p> <p>How does privilege affect us?</p> <p>Obesity and positive body image.</p> <p>Perseverance and Procrastination.</p> <p>The importance of sleep Risk taking and decision making</p> <p>Gambling and on line gambling</p> <p>Digital Footprints</p>

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Families and different long term commitments</p> <p>Bullying or Banter. What is and isn't acceptable.</p> <p>How can prevent online Bullying?</p> <p>How can we keep safe and positive relationships?</p> <p>What does it mean to be a British Citizen?</p> <p>How can I keep a balanced diet?</p> <p>How do I know if I am eating healthily?</p> <p>What are the consequences of not living healthily?</p> <p>What's the big deal about energy drinks?</p> <p>How can I commit to a healthy life?</p> <p>Why is smoking so bad for us and why should we try and avoid secondary smoking?</p>	<p>Emotional Literacy – Self Awareness</p> <p>Mindfulness.</p> <p>Cancer Awareness.</p> <p>Personal Safety . and First Aid.</p> <p>LGBT discrimination around the world.</p> <p>Discrimination and stereotypes – Teenagers.</p> <p>Environmental Issues.</p>	<p>Human Rights – Access to Education.</p> <p>Interpersonal Skills.</p> <p>Growth Mindset.</p> <p>Coping with Stress.</p> <p>Managing Anxiety.</p> <p>Selfie Safety.</p> <p>Taking control of my future.</p> <p>What is sustainability and how can we personally live in a more sustainable way?</p> <p>How can we keep financially savvy and avoid debt?</p> <p>How can I successfully manage my money?</p> <p>Why do teens get involved with knife crime and what are the consequences?</p> <p>Living Sustainably.</p>	<p>Employability skills and CV's.</p> <p>Preparing for work experience.</p> <p>Rights and responsibilities.</p> <p>Anti-Social Behaviour.</p> <p>Conflict Management.</p> <p>Relationships with role models.</p> <p>Same – sex relationships.</p> <p>Gender and Trans Identity.</p> <p>Community Cohesion.</p> <p>Sexism.</p> <p>Parenting.</p>	<p>Personal safety in the wider world</p> <p>Bullying and Body shaming</p> <p>Types of relationship</p> <p>What makes good sex?</p> <p>Relationship break-ups.</p> <p>Happiness and positivity.</p> <p>Fun Quiz overview.</p> <p>Sustainability: Animal Rights.</p> <p>Pollution, Plastics and the Environment.</p> <p>Multiculturalism – British Values.</p> <p>Right-Wing Extremism</p> <p>Internet Safety – The Dark Web.</p> <p>Applying to College and University.</p> <p>Preparing for Job Interviews.</p> <p>Independent Living.</p> <p>Health and Safety at Work.</p>

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
	How can we keep good mental health and spot the signs of depression? How can we keep good mental health and spot the signs of depression? How can I control anger?				
(5) Know difference between right and wrong and apply this in school and in their own lives.	Wants and needs. Ethical Consumers. Bullying or Banter: What is and isn't acceptable. How can online Bullying be prevented?	Consent British Values – Tolerance. Managing by behaviour to succeed. Emotional Literacy – Self Awareness. Stereotypes and Prejudice – Disability. LGBT discrimination around the world	Human Rights – Access to Education. Interpersonal Skills. Taking control of my future. How does the law deal with young offenders? Why do teens get involved with knife crime and what are the consequences?	The right career for me. Rights and responsibilities. The Criminal Justice System. Anti-Social Behaviour. Relationships with role models. Community Cohesion.	How does privilege affect us? Perseverance and Procrastination. The importance of sleep. Gambling and online gambling. Personal safety in the wider world. Consent, rape and sexual harassment. What makes good sex? Relationship break-ups Internet Safety – The Dark Web. Cyber Crime and Online Fraud.

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
(6) Understand the consequences of their behaviour and actions	<p>Aspirations. The importance of self-esteem. Wants and needs Discrimination: Racism and stereotypes. Keeping safe online. Safe Social Media. Maintaining genuine relationships and avoiding toxic ones. Bullying or Banter. What is and isn't acceptable. How can we keep safe and positive relationships? How can I keep a balanced diet? Why is smoking so bad for us and why should we try and avoid secondary smoking? How dangerous are drugs and what are the different types? How can I control anger?</p>	<p>Consent. Contraception. Sexting and image sharing dangers. STI's. Domestic Conflict. British Values – Tolerance. Communication skills. Vaping, Nicotine and addiction. Personal Safety and First Aid. Stereotypes and Prejudice - Disability.</p>	<p>Eating disorders. Abusive Relationships. Peer Pressure. The LGBTQAI+ Community. Alcohol Awareness. Drugs and the Law. Self-Harm. Behaving to achieve – the need for rules. Growth Mindset. Coping with Stress. Managing Anxiety. Taking control of my future. Enterprise and workplace skills and characteristics. Consumers and the law – what are my rights?</p>	<p>Managing social anxiety. Social media and self-esteem. Screen Time. Effective time management Hate Crime. Tattoos and Piercings. Binge Drinking. Employability skills and CV's. Rights and responsibilities. County Lines. Conflict Management. Harassment and stalking. Sexism. Parenting.</p>	<p>Perseverance and Procrastination. The importance of sleep. Risk taking and decision making. Gambling and online gambling. Digital Footprints. Personal safety in the wider world. Consent, rape and sexual harassment. Relationship break-ups. Pollution, Plastics and the Environment. Right-Wing Extremism. Internet Safety – The Dark Web. Cyber Crime and Online Fraud. Health and Safety at Work. Trade Unions.</p>

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
(7) Develop social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socioeconomic backgrounds.	Ethical Consumers. Maintaining genuine relationships and avoiding toxic ones. Families and different long-term commitments. Romance, love, new feelings and teenage relationships. What does it mean to be a British Citizen?	British Values – Tolerance EXTREMISM: SHARIA LAW in the UK? Preventing radicalisation and extremism. Prejudice and discrimination – Religion. Teamwork. Communication skills. Emotional Literacy – Self Awareness.	British community, religion and culture. British Values – Identity The LGBTQAI+ Community. Interpersonal Skills. Discrimination and Equality Act 2010. Work skills, enterprise and the working environment. Employability – Applying and preparing for the world of work.	Work experience. Social media and self-esteem. Homelessness Hate Crime. Employability skills and CV's. Careers in STEM. Anti-Social Behaviour. Relationships with role models. Community Cohesion.	Group work and discussions. Mock interviews with outside providers. Why is PSHE so important? How does privilege affect us? Types of relationship. What makes good sex? Happiness and positivity. Fun Quiz overview. Sustainability: Animal Rights. Globalization. Multiculturalism – British Values. Trade Unions.
(8) Participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
effectively (this needs to be conducted in these settings).	and interactions / outside providers.	and interactions / outside providers	and interactions / outside providers.	and interactions / outside providers	and interactions / outside providers. Why is PSHE so important? What makes good sex? Relationship break-ups. Fun Quiz overview. Multiculturalism – British Values. Right-Wing Extremism.
(9) Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.	Ethical Consumers. Maintaining genuine relationships and avoiding toxic ones. Families and different long-term commitments. Romance, love, new feelings and teenage relationships. Bullying or Banter- What is and isn't acceptable? How can we keep safe and positive relationships? What does it mean to be a British Citizen?	British Values – Tolerance. Preventing radicalisation and extremism. Teamwork Communication skills. Stereotypes and Prejudice – Disability. LGBT discrimination around the world. Discrimination and stereotypes – Teenagers.	British community, religion and culture. British Values – Identity. The LGBTQAI+ Community. Behaving to achieve – the need for rules. Human Rights – Access to Education. Enterprise and workplace skills and characteristics. How and why does the UK help people in other countries? What is sustainability and how can we	Rights and responsibilities. Overt and Covert Racism. Why do we need an international Women's day? Forced and arranged marriages. Same – sex relationships Gender and Trans Identity. Community Cohesion Sexism.	Types of relationship. How does privilege affect us? Identity and Diversity Obesity and positive body image. Fertility and reproductive health. Personal safety in the wider world. What makes good sex? Relationship break-ups. Happiness and positivity. Pollution, Plastics and the Environment. Globalization.

SMSC and British Values covered	RSE at KS3			RSE at KS4	
	Year 7	Year 8	Year 9	Year 10	Year 11
	How can we keep good mental health and spot the signs of depression? FGM – what is it, why is it so serious and what can we all do to help?		personally live in a more sustainable way? How does the law deal with young offenders? Why do teens get involved with knife crime and what are the consequences?		Multiculturalism – British Values. Right-Wing Extremism. Cyber Crime and Online Fraud. Applying to College and University. Preparing for Job Interviews. Independent Living. Health and Safety at Work. Trade Unions.

Appendix B

Curriculum Area: RSE/PSHE KS4 Year 10

Relationships + Diversity Unit

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson: New Guidelines PSHE Association Mapping:
1	Same-sex relationships	Starter (scenario on PP)		Year 10 Folder: https://www.tes .

<p>Learning Outcomes:</p> <p>Challenge: Correctly identify ways that homosexual and heterosexual relationships differ and ways they are the same.</p> <p>More challenging: Describe the challenges that people in same sex relationships face and the meaning of LGBTQAI+</p> <p>Mega challenge: Explain the differences and similarities between homosexual and heterosexual relationships in family life, sexual life and marriage, historically and geographically.</p>	<p>Challenge: What should Tom do now?</p> <p>More challenging: Would your answer be any different if this was a male and female scenario? Why?</p> <p>Mega challenge: Analyse whether Tom needs to be cautious.</p> <p>Task one Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using worksheet provided) Read the information sheet together as a class.</p> <p>Task three Challenge: Use the fact sheet to write a letter back to Tamsin. Describe to her two challenges she may face and three ways she can still live the same style of typical relationship she may have imagined she would as a heterosexual. More challenging: Construct a detailed reply to Tamsin, explaining he historical background behind homosexuality and the term LGBTQAI. Explain in detail two challenges she may face, one way her relationship may differ sexually to a heterosexual one and three non-sexual ways it will be very similar. Mega challenging: Construct a detailed reply to Tamsin, explaining the term LGBTQAI. Explain in detail two challenges she may face, two way her relationship may differ sexually to a heterosexual one and two ways it will be the same. Analyse whether her worries about having a family in the future are unfounded.</p> <p>Task four: optional trans focus (video clip link on PP slide 7)</p>	<p>Homosexual relationship – a same sex relationship, either female and female or male and male.</p> <p>Heterosexual relationship – a male / female relationship</p> <p>Homophobia – a fear or hatred of gay people LGBTQAI+ - The lesbian, gay, bisexual, trans, queer, asexual, intersex community.</p>	<p>com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</p> <p>Complete KS4 Folder: https://www.tes.com/teaching-resource/comple-e-ks4-pshe-rse-12059669</p> <p>Single lesson folder: https://www.tes.com/teaching-resource/lgbt-relationships-11807824</p> <p>New PSHE Association mapping: KS4 H2 KS4 H4 KS4 R1</p>
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		<p>Students watch video clip and answer the questions at their challenge level.</p> <p>Plenary Challenge: Summarise three challenges that people in same sex relationships may face in the modern day. More challenging: Explain two ways that homosexual relationships are different, and two ways they are the same as, heterosexual relationships. Mega challenge: Explain the definition of LGBTQAI+ without looking back in your books!</p>		<p>KS4 R4 KS4 R5 KS4 R6 KS4 R7 KS4 R10 KS3 R11 KS4 R17 KS4 R34</p>
2	<p>Gender and trans identity</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify the difference between sex and gender and what makes a person trans.</p> <p>More challenging: Describe your opinions on 'gendering'. Explain the meaning of new key terminology and how to use pronouns correctly.</p>	<p>Starter (scenario on PP) Challenge: What does transitioning mean and what is a trans person? Why did the boys think they could shout at Tom like this? More challenging: What could the school have done / should it do now to support Tom? What would you do as his friend? Mega challenge: Should public toilets be gendered? Why / why not? Explain using clear examples to back up your ideas.</p> <p>Task one (clip link on PP slide 3) Watch video clip and answer the questions at the appropriate challenge level.</p> <p>Task two Read the information sheet together as a class.</p>	<p>Trans -used to describe someone who feels that they are not the same gender as the physical body they was born with, or who does not fit easily into being either a male or a female.</p> <p>Transitioning – adopt permanently the outward or physical characteristics of the gender one identifies with, as opposed</p>	<p>Year 10 Folder: https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</p> <p>Complete KS4 Folder: https://www.tes.com/teaching-resource/complet</p>

	<p>Mega challenging: Analyse how schools can become more trans-friendly and create a new diversity code for our school.</p>	<p>Task three Match up the terms to their definitions.</p> <p>Task four Challenge: Using your information and clip notes sheets, create an infographic to be displayed on a school noticeboard. It must promote diversity, explain the difference between sex and gender and what makes a person trans. More challenging: Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context, explaining the meaning of transition and how to use appropriate pronouns. Mega challenge: As above, but your infographic must also include a new diversity code to prevent transphobic bullying incidents. Think carefully about how these could be prevented in our school.</p> <p>Plenary Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>	<p>to those associated with one's birth sex.</p> <p>Gender - the state of being male or female socially or culturally.</p> <p>Sex - the state of being male or female biologically.</p>	<p>e-ks4-pshe-rse-12059669</p> <p>Single lesson folder: https://www.tes.com/teaching-resource/transphobia-11916449</p> <p>New PSHE Association mapping: KS4 H2 KS4 H4 KS4 H31 KS4 R1 KS4 R5 KS4 R6 KS4 R7 KS4 R35 KS4 R36</p>
3	<p>Community cohesion</p> <p>Learning outcomes:</p>	<p>Starter (information on PP): Challenge: Which ethnic group contributed each of these? More challenging: Why is it important we celebrate the contributions of different ethnic groups in Britain?</p> <p>Task one (video clip link on PP slide 3)</p>	<p>Community Cohesion – the idea of all ethnic groups getting on with one another in the community</p>	<p>Year 10 Folder: https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</p>

	<p>Challenge: Describe ways in which community cohesion can improve society</p> <p>More challenging: Explain in more detail why community cohesion is so important and what the consequences can be without it</p> <p>Mega challenge: Evaluate how the positive and negative consequences of poor community cohesion and analyse why this may have come about</p>	<p>Watch video clip and answer questions at the appropriate challenge level.</p> <p>Task two (using case studies provided) For each case study around the room complete the questions on your table –</p> <p>How have they contributed to British society? How have they helped community cohesion? How have the British population treated them? Was their migration economic, social or political?</p> <p>Mega challenge: Why do some migrants describe their sense of identity as ‘complex’? Explain Why does ‘poor community cohesion’ happen? Analyse using your case studies and the clip for examples.</p> <p>Plenary</p> <p>Literacy focus: How can migration can contribute towards community cohesion? (try to describe 3 ways or explain 2 in detail)</p>	<p>Economic migration – moving country due to money reasons</p> <p>Political migration – moving country because of political reasons (such as own country breaking human rights)</p>	<p>Complete KS4 Folder: https://www.tes.com/teaching-resource/comple-ks4-pshe-rse-12059669</p> <p>Single lesson folder: https://www.tes.com/teaching-resource/british-values-community-cohesion-11194539</p> <p>New PSHE Association mapping:</p> <p>KS4 H4 KS4 H5 KS4 H22 KS4 R1 KS4 R9 KS4 R34</p>
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4	<p>Sexism</p> <p>Learning Outcomes:</p> <p>Challenge: Order excuses for prejudice in to how dangerous they can be and identify the main issues women face in the UK today.</p> <p>More challenging: Explain counter arguments against the main reasons why women are often treated differently to men.</p> <p>Mega challenge: Analyse whether certain elements of UK society are perpetuating gender prejudice.</p>	<p>Starter (scenario on PP)</p> <p>Challenge: Is what has happened to Amy acceptable? Why / Why not?</p> <p>More challenging: Why has this just happened? Why do the workers think this is an acceptable way to behave? Explain.</p> <p>Mega challenge: Amy is a really attractive woman and is often complimented by men. Does this make any difference?</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level.</p> <p>Task two (using table provided) Read all the reasons, then number which you think is the most important and which the least important. Then complete the additional task at your challenge level.</p> <p>Task three (using article provided)</p> <p>Challenge: Draw the table below in your books and then your pairs, come up with 5 reasons on each side.</p> <p>More challenging: Why don't men have this problem from women? Discuss with a partner, write down your ideas and be ready to feed back.</p> <p>Mega challenge: 'A society which allows wolf whistling helps perpetuate all the inequalities towards women that we have studied today.' Analyse whether this is true. Be ready to feedback your ideas.</p>	<p>Gender prejudice – treating someone differently because you perceive them to fit into a role of 'male' or 'female'.</p>	<p>Year 10 Folder: https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</p> <p>Complete KS4 Folder: https://www.tes.com/teaching-resource/complet-e-ks4-pshe-rse-12059669</p> <p>Single lesson folder: https://www.tes.com/teaching-resource/sexism-gender-prejudice-11502519</p>

		<p>Plenary Your friend has missed today's lesson. Create a text or tweet summarising the three most important things you've learned about gender inequality. You only have 140 letter characters!</p>		<p>New PSHE Association mapping: KS4 H2 KS4 H4 KS4 H7 KS4 R1 KS4 R3 KS4 R9 KS4 R34 KS4 L5</p>
5	<p>Parenting</p> <p>Learning Outcomes:</p> <p>Challenge: Correctly identify all the different challenges a new parent faces. Identify the different styles of parenting and how to change and bathe a new baby.</p> <p>More challenging: Describe the challenges new parents face in detail and the different methods of parenting by answering case study questions in detail.</p>	<p>Starter (scenario on PP)</p> <p>Challenge: Identify as many reasons as you can why Lauren may not be sleeping, have no money and be so tired.</p> <p>More challenging: Describe three ways a person's life can significantly change when they become a mother or father.</p> <p>Mega challenge: How long will Lauren's life be this tough for? How might Eva's Dad be struggling? Lauren is not unhappy though. Why?</p> <p>Review starter using PP slide 3.</p> <p>Task one (using diary entries provided)</p> <p>Challenging: How much is common for a new family to spend on nappies and formula per month? How much parental leave has Adam taken? Why is Adam struggling at work?</p> <p>More challenging: Why is Adam having to ask for time off unpaid? Why can't Adam go to the pub at the moment?</p>	<p>Parenting styles – the different types of approach to parenting that people use. You can mix aspects from different styles.</p> <p>Parental Leave – the paid leave a person is entitled to away from work to be with their new baby.</p>	<p>Year 10 Folder: https://www.tes.com/teaching-resource/year-10-pshe-1-year-s-yr-10-pshe-11994329</p> <p>Complete KS4 Folder: https://www.tes.com/teaching-resource/comple-ks4-pshe-rse-12059669</p> <p>Single lesson folder:</p>

	<p>Mega challenge: Explain using new key terminology, the biggest challenges faced by new parents, offering a variety of solutions to case studies.</p>	<p>Mega challenge: Adam is sharing responsibilities with his girlfriend. How might a single dad cope – what additional problems would they face? Explain in detail.</p> <p>Task two (clip link on PP slide 5) Students watch video clip and answer the questions at their challenge level.</p> <p>Task three Students read the information sheet together as a class.</p> <p>Task four Challenge: Using the info from the clips and your reading sheets, answer each message in as much detail as you can. More challenging: Explain to each person in detail the different aspects and challenges of parenting they need to think about and why. Mega challenge: As above, using new key terminology from your info sheets, analyses the biggest challenges the subject of their message faces and offer a variety of solutions.</p> <p>Plenary Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>		<p>https://www.tes.com/teaching-resource/parenting-pshe-12081813</p> <p>New PSHE Association mapping: KS4 H5 KS4 H6 KS4 H7 KS4 H8 KS4 H10 KS4 H13 KS4 H14 KS4 R7 KS4 R9 KS4 R13 KS4 R25 KS4 L13 KS4 L16 KS4 L17 KS4 L18</p>
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<p>Assessment – optional depending on the systems used in your school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom’s Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p> <p>Free download: https://www.tes.com/teaching-resource/assessing-pshe-12111638</p> <p>The booklet offers students a variety of long and short tasks to complete, with the options of either peer or teacher assessment. It includes all guidance on how to mark with two easy mark-schemes. Pick and mix parts as you see fit for your class and amend the documents to focus on this PSHE Topic.</p>
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