



Rainford High

PSHRE Policy

Everyone Matters

We expect our community to be polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

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| Guidance Owner | Principal |
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Personal, Social, Health, Relationships and Economic education

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1. Introduction

The Rainford High trust is aware that children and young people are growing up in an increasingly complex world and living their lives on and offline, as well as engaging and being exposed to different relationships. This presents positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

At Rainford we have the below school ethos:

Everyone Matters

We expect our community to be polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

Our Relationships, Sex and Health programme is covered both within our curriculum areas, where appropriate, and forms a significant part of our PSHE programme to help students make informed and sensible choices around relationships, their sexual health and their wider health and well-being. We believe every child matters and we will provide students with support to meet their needs and source external agency help when needed. By providing students with high quality RSHE, we are striving to enable our children and young people to grow into well-prepared citizens of Britain so that they can succeed.

2. Aims

Relationships and sex education is defined as:

“Relationships and sex education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes” (Sex Education Forum).

The aim of our Relationships, Sex and Health education (RSHE) programme is to give young people the information they need to help them develop **healthy, nurturing relationships of all kinds, not just intimate relationships, and to also have the knowledge, understanding and skills to lead a healthy and successful adult life.**

At Rainford, our programme will cover the below:

- Knowing what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship;
- developing intimate relationships and resisting pressure to have sex (and not applying pressure);
- what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed;
- sexual education, including consent, contraception, sexual health and support.

Rainford High will provide clear progression from what is taught in primary in Relationships Education (**see Appendix 1**). We will build on the foundation of RE and, as students mature, extend teaching to include intimate relationships at an appropriate time. Alongside the teaching of intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSE at Rainford High will enable students to:

- distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
- be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;

- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs;
- be aware of how to access services to support their health and well-being and who to speak to if they need support in and out of school;
- to be aware of the risks of drugs and alcohol use and the impacts on their health, well-being and how they can impair decision making abilities.

3. Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy was developed in response to:

The guidance should be read in conjunction with:

- Statutory guidance on RSE and health education
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

- National Citizen Service guidance for schools

4. Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information and objectives
- Behaviour Policy
- Drugs policy
- Mental health and well-being policy
- SEND Policy
- Statement on promotion of British Values

5. Delivery of the programme

At Rainford, relationships, sex and health education is covered within our PSHCE programme. This is taught across three tutor sessions per week during tutor time, assemblies and RHSE events that take place across the year. The scheme is progressive across KS3-4 and then extended into 6th form. Over the course of 2023-24, we will be supporting older students by ensuring they have covered all the content from previous years to ensure they are ready for when they leave Rainford. Strands of RHSE are also covered in curriculum areas, such as healthy lifestyles in Science, PE, RE, food and nutrition, as shown in **Appendix 3**.

Rainford High acknowledges that high-quality, well resourced, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSHE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by, the Rainford High's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding.

RSHE will sit within the context of Rainford High's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system through Everyone Matters, Everyone Helps and Everyone Succeeds.

Rainford High will deliver the content set out in **Appendix 1** in the context of a broad and balanced curriculum, supported by the long-term plan as shown in **Appendix 2**, based on recommended topics from PSHE association and DFE statutory guidance. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons, taught in tutor time and lessons as appropriate. These themes are:

- 1) Relationships and Sex Education**
- 2) Health and Well-being**
- 3) Living in the wider world**

As recommended by the PSHE association.

Teaching will include sufficient, well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. Rainford High will seek out support from external agencies to provide sessions with groups of students on key topics, such as LGBT, consent and sexual health, to provide our students with the most up to date and specialist delivery possible.

The lead teacher, the Personal Development Lead, Behaviour and Welfare, will work closely with colleagues in related curriculum areas to ensure Relationships, Sex and Health education programmes complement each other to provide students with a robust education over their time at Rainford High. Training will be organised and provided to staff to improve their knowledge and skills to in turn improve teaching and learning for students.

The content area of the themes of our PSHE programme are, as shown below, which are covered in our long-term plan:

Core Theme 1: Health and Well-being

1. how to manage transition;
2. how to maintain physical, mental and emotional health and well-being;
3. how to make informed choices about health and wellbeing matters: including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*;
4. about parenthood and the consequences of teenage pregnancy*;
5. how to assess and manage risks to health; and to keep themselves and others safe;
6. how to identify and access help, advice and support;
7. how to respond in an emergency, including administering first aid;
8. the role and influence of the media on lifestyle.

9. Online safety – how to stay mentally well and healthy in relation to online, including how to use online support services.

Core Theme 2: Relationships

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills;
2. how to recognise and manage emotions within a range of relationships;
3. how to deal with risky or negative relationships; including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violent or online encounters;
4. about the concept of consent in a variety of contexts (including in sexual relationships);
5. about managing loss (including bereavement, separation and divorce);
6. to respect equality and be a productive member of a diverse community;
7. how to identify and access appropriate advice and support.
8. How to protect yourselves and others online (online safety)

Core Theme 3: Living in the wider world

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy;
2. how to make informed choices and how to be enterprising and ambitious;
3. how to develop employability, team working and leadership skills and develop flexibility and resilience;
4. about the economic and business environment;
5. how personal financial choices can affect oneself and others, and about rights and responsibilities as consumers.
6. How to manage yourself online, such as online image, online crime and safety mechanisms

We also have a 'whole school theme' which seeks to focus on celebration and awareness days that we believe are relevant to our pupils, such as Black History Month, Anti-Bullying Week, Disability History Month, International Women's Day, **International Men's Day** and Pride. This will also include issues that are a whole school focus, such as British Values, the School Ethos, and 'Attendance Matters'.

Online Safety

Online safety continues to be a vital priority for Rainford and online safety runs throughout our PSHE curriculum from Year 7 to Year 12, as well as our assembly schedule and computing curriculum. **Appendix 3** outlines the online safety audit in line with Teaching Online Safety in Schools guidance and Keeping Children Safe in Education 2023. Our curriculum covers all aspects of online safety, including the knowledge that students need to recognise new opportunities and challenges online, to keeping safe relationships online and recognising challenging behaviours. Our online safety curriculum is in constant development to keep up to date with the developments of challenges online and takes into account vulnerable pupils in school. Our staff also take part in continual professional training and development around online safety to support students in the PSHE curriculum and to aid with safeguarding of students.

6. Monitoring and Evaluation

RSHE education will be monitored through tutor observations, student, staff and parent voice and student questionnaires/quizzes in order to assess for learning and retention. We also assess through scenario-style discussions, led by tutors, which seek to allow students to discuss potential risks and consequences, through contextual safeguarding situations.

The scheme will be evaluated termly by the Personal Development Lead, Behaviour and Welfare and the Learning Leaders/Tutors. The scheme will be amended to ensure it meets the needs of students, including responding to local trends.

7. Student, Staff and Parent involvement

Students:

- Student voice will be taken termly with a key focus on RSHE and tutor time.
- Student assessment quizzes are carried out at the end of each topic.
- Student voice will also be taken through **student leaders**

Parent:.

- The policy is available on the website and parents are encouraged to provide feedback to school.
- The Lead teacher sends out the policy to a sample of parents and requests feedback to improve the policy. This will be carried prior to the policy review.

Staff:

- Staff voice is taken half termly through the Learning Teams meetings, which are focused solely on RSHE development.
- Staff are provided with the policy to give them the opportunity provide feedback before approval.
- Staff training is provided on key topics by Learning Leaders, the lead teacher and by external agencies, where appropriate.

8. Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, and this is the starting point to ensure accessibility for all pupils. Rainford High will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

Rainford High is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different developmental stages.

We meet regularly with external agencies and the health panel from St Helens Council to access tailored support for SEND students and other vulnerable students. We strive for the best delivery and outcomes for all young people, under Everyone Matters, Everyone Helps and Everyone Succeeds.

9. Roles and Responsibilities**9.1. Rainford High**

The Trustees will:

- monitor the implementation of the policy;
- monitor pupil progress to ensure that pupils achieve expected outcomes;
- ensure that Academies are resource in such a way that the Trust fulfils its legal obligations and the expected educational outcomes;

- ensure that the subjects are well led, effectively managed and well planned;
- ensure that the quality of provision is subject to regular and effective self-evaluation;
- ensure that the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.

9.2. Principal and Assistant Principal for Personal Development, Behaviour and Welfare

The Principal/Assistant Principal will ensure that:

- all staff are informed of the policy and the responsibilities included within the policy;
- all teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- the subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations;
- the teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- Rainford High works with parents/carers when planning and delivering RSE to pupils;
- training is provided to staff to support delivery;
- clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

9.3. Staff

All staff will ensure that:

- the school ethos to all RSHE sessions is applied as with all lessons, where students are expected to be polite and respectful, make sensible choices and work hard
- all students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- all points of view they may express during the course of teaching RSHE are unbiased;
- the teaching of RSHE is delivered in ways that are accessible to all pupils with SEND;
- the emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSHE;
- where appropriate, they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

9.4. Parents/Carers

The Trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All Parents/Carers will be:

- given every opportunity to understand the purpose and content of Relationships, Sex and Health Education;
- encouraged to participate in the development of Relationships, Sex and Health Education;
- able to discuss any concerns directly with Rainford High.

10. Right to be excused from sex education

As stated in the DFE guidance: **Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers:**

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.
- Therefore, if a request is received from a parent/carer to excuse their child from sex education then:
- The Principal, before granting any such request, will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- Following the discussions, except in exceptional circumstances, the Principal will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16.
- After that point, if the child wishes to receive sex education rather than be withdrawn, the Rainford High should make arrangements to provide the child with sex education during one of those terms.
- The Principal will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

- There is no right to withdraw from the national curriculum.

11. Working with external agencies

The Trust is aware that working with external partners will enhance the delivery of RSHE and will endeavour to bring in specialist knowledge and implement different ways of engaging with young people. These will take the form of RSHE events throughout the year.

Where Rainford High uses external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency.

We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Rainford High in advance of the session.

Rainford High will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with our safeguarding policy.

12. Safeguarding, reports of abuse and confidentiality

Rainford High recognises that at the heart of RSHE, the focus is on keeping children safe. It acknowledges the significant role we have in preventative education.

Rainford High we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

We will educate students on the use of our safeguarding report tool, called SHARP to offer the mechanism of reporting issues or seeking advice and support in a more discrete manner.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

13. Support offer

At Rainford, we offer the below support:

- 'clinic in a box' drop-in service for sexual health;
- school nurse support;
- mental Health and well-being support;
- pastoral leader support;
- anti-bullying ambassadors;
- mentoring;
- referrals to outside agencies;
- CBT therapist referrals;
- early help interventions;
- interventions.
- Online safety mentors (in development)

Appendix 1

- Curriculum content of RSHE at Rainford, as stated in the DFE statutory guidance

| Theme | Objectives |
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| Relationships and Sex Education | |
| Families | <p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. |
| Respectful relationships, including friendships | <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in 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 get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. |

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| Online and media | <p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another 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 is sent to them. • 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 (including those created by children) is a criminal offence which carries severe penalties, including jail. |
| Being safe | <p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 (in all contexts, including online). |

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| Intimate and sexual relationships, including sexual health | <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 or 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 men and women and menopause. • that there are a 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 to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally 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), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and 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. |
| <u>The Law</u> | <p>The Law</p> <p>82. It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage; |

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| | <ul style="list-style-type: none"> • consent, including the age of consent; • violence against women and girls; • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); • pornography; • abortion; • sexuality; • gender identity; • substance misuse; • violence and exploitation by gangs; • extremism/radicalisation; • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); • hate crime; • female genital mutilation (FGM). |
| Mental wellbeing | <p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. |

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| | <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | <p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. |
| Physical health and fitness | <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) |
| Drugs, alcohol and tobacco | <p>Pupils should know</p> |

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| | <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of a sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first aid; for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. |

Appendix 2

- Long Term Plan for Relationships, Sex and Health Education in the PSHCE Programme
- Pink = Relationships and Sex Education
- Blue= living in the wider world
- Green = Health Education (within this sex education is also covered)
- Online safety is a theme that runs through the RSE curriculum as it has many overlaps

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
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| Autumn 1 | <p>Becoming a Rainford student</p> <p>Includes:</p> <ul style="list-style-type: none"> • making friends • participating in PSHE • the school ethos • student leadership • learning styles and study skills | <p>Being a UK Citizen</p> <p>Includes:</p> <ul style="list-style-type: none"> • discrimination and voicing opinions online and offline • rights and responsibilities as a UK citizen • improving your community | <p>The world around me</p> <p>Includes:</p> <ul style="list-style-type: none"> • gender identity and expression • misogyny and violence against women • toxic masculinity | <p>Transition into Year 10</p> <p>Includes:</p> <ul style="list-style-type: none"> • KS4 study habits • Emotional wellbeing • Mental health in others and accessing support | <p>Managing risky situations</p> <p>Includes:</p> <ul style="list-style-type: none"> • Giving up harmful substances • Risks around lifestyle choices • Managing your own health |
| Autumn 2 | <p>Me and my relationships</p> <p>Includes:</p> <ul style="list-style-type: none"> • puberty • consent and the law • friendships and relationships • social media and online safety | <p>My healthy and wellbeing</p> <p>Includes:</p> <ul style="list-style-type: none"> • managing school and homework • body image • anger and emotion management • mental and emotional wellbeing | <p>Managing risky situations</p> <p>Includes:</p> <ul style="list-style-type: none"> • managing risk and being assertive • gangs and knife crime • online safety and grooming | <p>Relationships and Sex</p> <p>Includes:</p> <ul style="list-style-type: none"> • positive and healthy relationships • pressure, coercion and exploitation | <p>Being a citizen of the UK and the world</p> <p>Includes:</p> <ul style="list-style-type: none"> • UK political system • Criminal justice system • Poverty and wealth • Global conflict |

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|----------|---|---|---|---|---|
| | | <ul style="list-style-type: none"> safer social media | <ul style="list-style-type: none"> conflict between parents and children risks of running away from home | <ul style="list-style-type: none"> sex and the law (up skirting, revenge porn) myths around sex and pornography manging the end of a relationship | <ul style="list-style-type: none"> Fake new and reliable new sources |
| Spring 1 | <p>Living in a diverse world</p> <p>Includes:</p> <ul style="list-style-type: none"> British values Prejudice and discrimination Gender stereotyping LGBTQIA+ Neurodiversity | <p>Manging risky situations</p> <ul style="list-style-type: none"> Gang culture and county lines Knife crime Understanding addictions gaming/gambling Alcohol and tobacco Drugs Fire/water/railways and road safety | <p>Shaping the future</p> <p>Includes:</p> <ul style="list-style-type: none"> Manging finances Employment and careers Options The UK political system The UK criminal justice system | <p>Family life</p> <p>Includes:</p> <ul style="list-style-type: none"> STIs and contraception Sexting Family structures in the UK Parenthood Teenage pregnancies Impact of family breakdown and bereavement | <p>Me and my future</p> <p>Includes:</p> <ul style="list-style-type: none"> Revision strategies CVs and personal statements Work/life balance Post-16 options |

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|----------|--|--|---|---|---|
| Spring 2 | <p>Me and my future</p> <p>includes:</p> <ul style="list-style-type: none"> • Career aspirations • Employment types • Budgeting and finance | <p>Tackling community issues</p> <p>Includes:</p> <ul style="list-style-type: none"> • Racism in sport • Gender inequality • Religious intolerance • homophobia and transphobia | <p>Relationships and sex</p> <p>Includes:</p> <ul style="list-style-type: none"> • developing healthy relationships • contraception • STIs • Media influence on relationships • Sexting | <p>The world of work</p> <p>Includes:</p> <ul style="list-style-type: none"> • Preparing for the world of work • Post-16 options • Personal finances and debt • Gambling awareness | <p>Relationships and risk</p> <p>Includes:</p> <ul style="list-style-type: none"> • Healthy relationships • Domestic abuse, stalking and harassment • Expectations in relationships • Contraception and STIs |
| Summer 1 | <p>Being a healthier me</p> <p>Includes:</p> <ul style="list-style-type: none"> • Diet • Substance misuse • Resilience • Mental wellbeing | <p>Introduction to sex and relationships</p> <p>Includes:</p> <ul style="list-style-type: none"> • Healthy/unhealthy relationships • Introduction to sexuality • Consent and the law • Sexting • Contraception • STIs | <p>Healthier lifestyles</p> <p>Includes:</p> <ul style="list-style-type: none"> • Importance of sleep • Healthy eating • Mental health • Unhealthy coping strategies (eating disorders and self-harm) • Peer pressure • Drug and alcohol | <p>Managing risky situations</p> <p>Includes:</p> <ul style="list-style-type: none"> • Media representation of drugs and alcohol • Knife crime and one punch kills • Eating disorder awareness • Importance of sleep • Emergency situations | <p>Preparing for next steps</p> <p>Includes:</p> <ul style="list-style-type: none"> • Balancing life and revision • Looking after mental health during exams • Revision tips |

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|----------|---|--|---|---|---------|
| Summer 2 | Moving forward Includes: <ul style="list-style-type: none"> • Positive relationships • Recognising challenge in relationships • Managing online risks | New and finance Includes: <ul style="list-style-type: none"> • Understanding the news/Fake news • Global news • Managing personal finances | World issues Includes: <ul style="list-style-type: none"> • Human rights • FGM and harmful cultural practices • Extremism | Health and wellbeing Includes: <ul style="list-style-type: none"> • Preparing for mock exams • Mental health | |

The below topics will also be covered in RSHE events:

- First Aid
- LGTBQ
- FGM
- Sexual Health
- Consent
- Mental Health and Well-being
- Anti-bullying and healthy relationships
- Risk taking behaviour
- Health services
- Online safety

Please see the supporting PSHCE/RSHE Scheme on our website for further information

Appendix 3

- **Relationships, Sex and Health Education across the curriculum**

This will be reviewed and updated in the academic year 2022-23

At Rainford we embed our school ethos into everything we do:

- **Everyone Matters – We expect our community to be polite and respectful**
- **Everyone Helps – We expect our community to make sensible choices**
- **Everyone Succeeds – We expect our community to work hard**

| Yr | Subject | Relationships | Health | Sex Education |
|-----|---------|--|---|---|
| All | All | Respecting views and opinions of peers Respect for the work and belongings of others, including school equipment and resources. Paired practical tasks Collaborative design tasks Peer assessment and feedback Communicating Mutual respect between teachers and pupils Group work Respect work through the everyone matters centre Pastoral care in the school Tutor time support work around relationships LGBTQ champion in school | Pastoral care around health and well-being Mental health and well-being room support CAMHs and Banardo's Support Mental Health and Well-being champion | TAZ referral used Brook tool used to identify concerns Pastoral care and guidance School nurse service support |

Core Curriculum

| CC | Relationships | Health and Well-being | Sex Education |
|----|---------------|-----------------------|---------------|
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|----|---|--|--|
| CC | <u>Aut 1 – New class, new peers</u> Students consider communication as an important way to develop relationships. 'Getting to know you' games take place and students learn a little about one another. Qualities discussed in a good class and good friend. | <u>Aut 1 – Healthy Eating and Nutrition</u> Students design a healthy plate and look at the digestive system in Science. | <u>Sum 2 – Personal Hygiene and Puberty</u> Students look at cleanliness and changes to the body. |
| | <u>Spr 2 – 'TAZ' (SEND friendly)</u> Students look at communication, forming friendships and being a good friend on to relationships developing as they mature. | <u>Spr 1 – Looking after yourself</u> Students consider how to look after themselves both physically and mentally. | |
| | | <u>Sum 1 – Fit4All 'Nutrition and Exercise'</u> Students look at fats and sugar and created an in-class display. | |
| | | <u>Sum 2 – Personal Hygiene and Oral Health</u> Students look at cleanliness and importance of cleaning teeth including diet. | |

Coverage in Curriculum by year group

Year 7

| Yr | Subject | Relationships | Health and well-being | Sex Education |
|----|---------|--|---|---|
| Y7 | English | <u>Shakespeare (AUT 1)</u> Gender roles <u>Poetry from Different Cultures (SPR 1)</u> Relationships between different people in society <u>Novel Study (SUM 1)</u> Family relationships Bullying Friendship Non-traditional family units | <u>Shakespeare (AUT 1)</u> Mental health <u>Poetry from Different Cultures (SPR 1)</u> Isolation from society <u>Novel Study (SUM 1)</u> Awareness of barriers to learning Mental health/depression article | <u>Shakespeare (AUT 1)</u> Breast feeding <u>Novel Study (SUM 1)</u> Teenage pregnancy |
| Y7 | Science | | | Summer A – Chapter 10 Genes |

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| | | | | Pupils cover content including – Adolescence, Reproductive Systems, Fertilisation, Development of a foetus and The Menstrual Cycle |
| Y7 | RE | HT2 – The Island Module including: How to build a community and what it means to be part of a community. Rules for A community What makes a good leader Commitment Ceremonies and how young people commit to their faith and their relationship with God. | HT2 – The Island Module including: How to build a community and what it means to be part of a community. Rules for A community What makes a good leader Commitment Ceremonies and how young people commit to their faith and their relationship with God. | |
| Y7 | History | <u>HT5</u> Elizabeth I – issue of marriage, threats at home and abroad, society in Elizabethan England (Golden Age?), the Spanish Armada, Impact on England <u>HT4</u> – Henrys Wives | <u>HT3</u> The Magna Carta AND ITS WAYS TO IMPROVE STANDARDS OF LIVING. The Black Death – causes and consequences for England The Peasants Revolt – causes and consequences for England and how standards of living improved. | <u>HT5</u> Elizabeth I – issue of marriage and conception and threats to the throne due to miscarriage and lack of child bearing. |
| Y7 | Computing | Computing: E-safety how to stay safe online and communicate effectively online. | | |
| Y7 | Geography | | SUM 1: Understanding the risks of extreme weather in the UK and what to do to keep themselves safe E.g. how to cope with heatwave conditions | |
| Y7 | MFL | HT2 – Types of families and relationships | | |
| Y7 | PE | Curriculum delivery (Single Sex KS3, Mixed KS4/5) promotes equality, recognises gender inequality and reflects different experiences & needs of boys / girls in all topics | Use of active learning methods throughout whole KS3/4/5 PE curriculum. Health, Fitness and Well-being promoted and part of all curriculum / assessment criteria across KS3/4/5 courses | No formal topics cover Sex Education. Changing room (Gender specific) etiquette promotes awareness of sexual orientation and gender differences. |

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|----|-----------------|---|--|---|
| | | Student sports council help formulate curriculum and sporting events | Health, Fitness and Well-being promoted via extensive extra-curricular opportunities at both competitive and recreational levels GCSE PE specific Healthy, Active Lifestyles Unit | However, via single sex delivery in KS3 and mixed delivery in KS4/5 students are constantly aware of different needs of boys and girls. |
| Y7 | Performing Arts | Stereotypes- looking at the different types of stereotypes in society e.g gender, race, age etc SUM 1 | | |
| Y7 | Art | | Sea Organisms- exploring the environment, pollution & plastics in the sea and our environment. | |
| Y7 | Technology | Respecting views and opinions of peers Respect for the work and belongings of others, including school equipment and resources. Paired practical tasks Collaborative design tasks Peer assessment and feedback Communicating Mutual respect between teachers and pupils | Regard for the safety and wellbeing of self and others Health and safety rules in the classroom/workshop | |
| Y7 | EXCEL | Anti-bullying and Peer Pressure E-safety and internet awareness Stranger Danger | Transition to Rainford High / Excel Identity – Being individual/my SEN/My Future Hygiene and Puberty Road Safety Mental Health and Emotional Wellbeing | |

Year 8

| Yr | Subject | Relationships | Health | Sex Education |
|----|---------|---|---|--|
| Y8 | English | <u>Victorian Literature (AUT 1)</u> Attitudes to women | <u>Victorian Literature (AUT 1)</u> Representations of childhood | <u>Shakespeare (AUT 2)</u> Sexual assault |

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| | | <u>Novel Study (SUM 1)</u> Family relationships Friendship Non-traditional family units Attitudes to women <u>Detective Fiction (SUM 1)</u> Domestic abuse Family relationships Abuse of power | <u>War Unit (SPR 1)</u> Effects of conflict <u>Novel Study (SUM 1)</u> Homelessness Effects of conflict <u>Detective Fiction (SUM 1)</u> Drug abuse through the ages | <u>Novel Study (SUM 1)</u> Sexual abuse <u>Novel Study (SUM 1)</u> Domestic abuse Sexual abuse |
| Y8 | RE | HT1 – Islam Zakat – Charity beginning at home and helping others in the community. Why should people help others? HT2 – Inspirational People – Why people are good role models and influence our communities. HT6 – The relationship between Muslims and Jihad (Holy War) | HT5 – Meditation – to explore and experience mediation and mindfulness to help with stress and anxiety. HT5- Buddhism – The practice of Karma, thinking of the consequences of positive and negative actions which affects long term HT6 – Extremism. – Are Religions Dangerous? What makes someone a Extremist? Terrorism – As the treat or use of violence to harm communities’. One man’s terrorist is another man’s freedom fighter’. | |
| Y8 | History | <u>HT3.</u> Was the Slave Trade beneficial for Britain? What was slavery? Middle passage, auctions, life on plantations and resistance Liverpool case study Abolition Moral argument – for and against Britain’s involvement | HT1 How did Britain change from 1750-1900? What was Britain like in 1750 – social, political and economic features Migration to towns and population changes Move to factories – Working and life conditions | |

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| | | | <p>HT2 How did Britain improve 1750-1900? Disease in towns and improvements (e.g. cholera, sewers) Workers movements – chartists, unions Criminalisation of the poor Child Labour Charles Dickens and other reformers Overall how far did Britain improve 1750-1900</p> <p><u>HT3.</u> Was the Slave Trade beneficial for Britain? What was slavery? Middle passage, auctions, life on plantations and resistance Liverpool case study Abolition Moral argument – for and against Britain's involvement</p> <p><u>HT5</u> Trench warfare – features, diseases, weaponry Battle of the Somme and Battle of Gallipoli – comparison of different fronts of the war</p> <p><u>HT6</u> How did WW1 impact on Britain – social, political and economic</p> | |
| Y8 | Computing | <p>Computing: E-safety how to stay safe online and communicate effectively online.</p> | | |

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| Y8 | MFL | | HT3/4 – Food and healthy lifestyle inc. drugs and alcohol | |
| Y8 | PE | Curriculum delivery (Single Sex KS3, Mixed KS4/5) promotes equality, recognises gender inequality and reflects different experiences & needs of boys / girls in all topics Student sports council help formulate curriculum and sporting events | Use of active learning methods throughout whole KS3/4/5 PE curriculum. Health, Fitness and Well-being promoted and part of curriculum / assessment criteria across KS3/4/5 courses Health, Fitness and Well-being promoted via extensive extra-curricular opportunities at both competitive and recreational levels GCSE PE specific Healthy, Active Lifestyles Unit | No formal topics cover Sex Education. Changing room (Gender specific) etiquette promotes awareness of sexual orientation and gender differences. However, via single sex delivery in KS3 and mixed delivery in KS4/5 students are constantly aware of different needs of boys and girls. |
| Y8 | Performing Arts | Bullying- using a script we explore the impact of bullying can have on a victim, the group of bullies and the family SUM 1 | Homelessness- Exploring what it is like to be homeless, how an individual can get into that position as well as finding help to change their circumstances SPR 1 | |
| Y8 | Art | Mexican Day of the Dead- Other cultures relationships with death, mourning and how family heritage is celebrated through the festival. | Seed Pods- exploring the environment, pollution & waste in our environment. | |
| Y8 | Technology | Respecting views and opinions of peers Respect for the work and belongings of others, including school equipment and resources. Paired practical tasks Collaborative design tasks Peer assessment and feedback Communicating Mutual respect between teachers and pupils | Regard for the safety and wellbeing of self and others Health and safety rules in the classroom/workshop | |
| Y8 | EXCEL | Citizenship (what makes a good citizen / What do employers want?) Cultures / Equality and Diversity | Healthy and Balanced Lifestyle Drugs and Alcohol | Relationships and Personal Boundaries |

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| | | Bereavement | | |
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Year 9

| Yr | Subject | Relationships | Health | Sex Education |
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| Y9 | English | <u>Novel Study (AUT 1, AUT 2)</u> Family relationships Attitudes to women Racism Attitudes towards learning difficulties <u>Poetry (SPR 1, SPR 2)</u> Family relationships <u>An Inspector calls (SUM 1, SUM 2)</u> Family relationships (patriarchy) The wider community <u>Romeo and Juliet (SUM 1, SUM 2)</u> Family relationships (patriarchy) Arranged marriages | <u>Novel Study (AUT 1, AUT 2)</u> Isolation and alienation from society Representation of learning difficulties <u>Poetry (SPR 1, SPR 2)</u> Isolation and alienation from society Identity | <u>Novel Study (AUT 1, AUT 2)</u> Attitudes to women Attitudes toward prostitution <u>Romeo and Juliet (SUM 1, SUM 2)</u> Age of consent Male attitudes towards sex Arranged marriages |
| Y9 | RE | HTI – The relationships between Businesses and the Consumer, the relationship between business and the producers. . HT4 – The Holocaust Anti Semitism – the relationships between Jews and their persecutors. | HT1 – Crime and Punishment – why do people commit crime including addiction and mental health. Business Ethics – the use of child labour to improve company profits Teaching on Forgiveness to support Health and well being. HT3 | HT3 Abortion and the reasons for it including the misuse of contraception. The concept of The Sanctity of life exploring how all Human life is Sacred, special, holy and should be preserved. The concept of The Sanctity of life exploring how all Human life is Sacred, special, holy and should be preserved. |

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| | | | <p>Abortion and the reasons for it including the misuse of contraception.</p> <p>The concept of The Sanctity of life exploring how all Human life is Sacred, special, holy and should be preserved.</p> <p>HT4 – The Holocaust Survivor stories – the effects of being a Holocaust survivors to health and well-being.</p> <p>HT5 – Doping in Sport. The effects of drug use in sport on the mind and body.</p> | |
| Y9 | History | | <p>HT1 Trench warfare – features, diseases, weaponry Battle of the Somme The end of the war and Treaty of Versailles How did WW1 impact on Britain – social, political and economic.</p> <p>HT2 How did the rise of Hitler lead to the events of the Holocaust? Legacy of anti-Semitism Hitler's rise to power (link to TOV) Laws 1933-1939 – how did Germany change for Jewish citizens? Ghettos, Special Action Squads and Gas Vans Concentration Camps Liberation</p> | |
| Y9 | Computing | <p>Computing: E-safety how to stay safe online and communicate effectively online.</p> | | |

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| Y9 | Geography | AUT 2: Look at human rights and in particular women's rights – child marriage/forced marriage Also look at Gender equality and LGBTQ rights | | |
| Y9 | MFL | | HT5/6 – Food and healthy lifestyle inc. illnesses | |
| Y9 | PE | Curriculum delivery (Single Sex KS3, Mixed KS4/5) promotes equality, recognises gender inequality and reflects different experiences & needs of boys / girls in all topics Student sports council help formulate curriculum and sporting events | Use of active learning methods throughout whole KS3/4/5 PE curriculum. Health, Fitness and Well-being promoted and part of curriculum / assessment criteria across KS3/4/5 courses Health, Fitness and Well-being promoted via extensive extra-curricular opportunities at both competitive and recreational levels GCSE PE specific Healthy, Active Lifestyles Unit | No formal topics cover Sex Education. Changing room (Gender specific) etiquette promotes awareness of sexual orientation and gender differences. However, via single sex delivery in KS3 and mixed delivery in KS4/5 students are constantly aware of different needs of boys and girls. |
| Y9 | Performing Arts | Blood Brothers- a script which explores friendship across the class system AUT 1 | Theatre in Education- students devise performances based on issues that are currently faced by teenagers, in order to educate audiences about gang culture, knife crime, social media, underage pregnancy AUT 2 | Theatre in Education- students devise performances based on issues that are currently faced by teenagers, in order to educate audiences about gang culture, knife crime, social media, underage pregnancy AUT 2 |
| Y9 | Art | British Identity project- our relationship with identity, heritage, family, connections to the past, what it means to be British in the 21 st century. | Distorted Portrait Project- Students study the work of Francis Bacon and Wes Naman. Both artists explore ideas and issues around identity and mental health and how emotions can be expressed through distortions in the face. | |
| Y9 | Technology | Respecting views and opinions of peers Respect for the work and belongings of others, including school equipment and resources. Paired practical tasks | Regard for the safety and wellbeing of self and others Health and safety rules in the classroom/workshop | |

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| | | Collaborative design tasks Peer assessment and feedback Communicating Mutual respect between teachers and pupils | | |
| Y9 | EXCEL | | Self-esteem and Motivation Dreams and Aspirations (Options prep.) Further Education / Careers Study Skills | LGBT Sex Education (Teen Pregnancy) |

Year 10

| Yr | Subject | Relationships | Health | Sex Education |
|------------|----------------|--|--|---|
| Y10 | English | <u>Novel Study (AUT 1, AUT 2)</u> Attitudes to women Attitudes toward prostitution <u>Romeo and Juliet (SUM 1, SUM 2)</u> Age of consent Male attitudes towards sex Arranged marriages | <u>A Christmas Carol (AUT 1, AUT 2)</u> Poverty in society <u>Dr Jekyll and Mr Hyde (AUT 1, AUT 2)</u> Repression of sexuality Outsider to society <u>Poetry Anthology (SPR 1, SPR 2)</u> Concepts of individual identity PTSD Effects of conflict Identity Internal conflict Coping with loss of a loved one Outsider to society <u>English Language Paper 2 (SUM 1)</u> Healthy eating/lifestyle – Non-fiction writing | <u>An Inspector Calls (AUT 1, SUM 1)</u> Sexual assault <u>Dr Jekyll and Mr Hyde (AUT 1, AUT 2)</u> Repression of sexuality <u>Romeo and Juliet (SPR 1)</u> Age of consent Male attitudes towards sex |
| Y10 | Science | | Autumn B – Chapter 5 Communicable diseases | Summer B – Chapter 11 and 12 Hormonal Control and Human Reproduction |

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| | | | Pupils cover content including – Preventing the spread of infectious diseases (HIV, Gonorrhoea) | Pupils cover content including – The artificial control of fertility and Infertility treatments |
| Y10 | RE | <p>HT1 – Creation how humans were made including evolution</p> <p>HT3 -4 – Relationships and Families module including Contraception, Homosexuality, Sex before Marriage, Divorce and reasons for divorce and re-marriage, The purpose of families, same-sex parents and relationships.</p> <p>HT3-4 – Gender Inequality between the sexes. Reasons for it and the effects on society and women.</p> | <p>HT3-4 – Contraception why it is used including STI's and Pregnancy.</p> <p>HT4/5 Abortion and the reasons for it including the misuse of contraception.</p> <p>The concept of The Sanctity of life exploring how all Human life is Sacred, special, holy and should be preserved.</p> <p>HT5 - Reasons for crime, including:</p> <ul style="list-style-type: none"> •• poverty and upbringing •• mental illness and addiction •• greed and hate •• opposition to an unjust law. <p>We also explore 'Forgiveness' and a case study examining how it can positively affect our mental health.</p> | <p>HT3-4 – Relationships and Families module including Contraception, Homosexuality, Sex before Marriage, same-sex parents and relationships, the purpose of families including reproduction.</p> <p>HT4/5 Abortion and the reasons for it including the misuse of contraception.</p> <p>HT3-4 – Gender Inequality between the sexes. Reasons for it and the effects on society and women.</p> |
| Y10 | History | <p><u>AQA GCSE</u> Conflict and tension in Asia, 1950–1975 The study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international Relations.</p> | | <p><u>AQA GCSE</u> Conflict and tension in Asia, 1950–1975 Issues of Rape as a weapon of War.</p> |
| Y10 | Social Sciences | <p>Families – Students investigate the importance of primary socialisation and gaining respect and morals utilising the notion of social cohesion.</p> | | |

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| | | Families: Students analyse how society shapes us and understand the difference between right and wrong when studying primary socialisation. | | |
| Y10 | Geography | Ongoing: Development of skills for life – teamwork and collaboration, presentations, decision making, issues analysis etc SPR 1: Relationships between people and the environment - Indigineous tribes in the Amazon | | |
| Y10 | MFL | HT1 – Types of families and relationships | HT4- Food and healthy lifestyle inc. drugs and alcohol, lifestyle advice | |
| Y10 | PE | Curriculum delivery (Single Sex KS3, Mixed KS4/5) promotes equality, recognises gender inequality and reflects different experiences & needs of boys / girls in all topics GCSE PE includes study of Participation rates / barriers to participation and gender inequality within society and varying religions and cultures. | Use of active learning methods throughout whole KS3/4/5 PE curriculum. Health, Fitness and Well-being promoted and part of curriculum / assessment criteria across KS3/4/5 courses KS4 Core ‘off-site’ use of Fitness Suites in local Leisure Centres to promote healthy, active lifestyles Health, Fitness and Well-being promoted via extensive extra-curricular opportunities at both competitive and recreational levels GCSE PE specific Healthy, Active Lifestyles Unit | No formal topics cover Sex Education. Changing room (Gender specific) etiquette promotes awareness of sexual orientation and gender differences. However, via single sex delivery in KS3 and mixed delivery in KS4/5 students are constantly aware of different needs of boys and girls. |
| Y10 | Performing Arts | Comp 2- students are given a selection of different stimuli in order to create a practical performance which is moderated. These pieces often focus on social based issues such as, grief, mental health, substance abuse, equality, family/school life SPR 1 – SUM 1 | | |
| Y10 | Art | Fine Art- Students will complete a Self Directed Project which might cover themes | Fine Art- Students will complete a Self Directed Project which might cover themes | Fine Art- Students will complete a Self Directed Project which might cover themes |

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| | | and issues linked to this e.g. identity, mental health, social well being, Photography- Students complete an 'Identity' project where they study the work of Cindy Sherman, a female photographer who explores gender stereotypes. Students explore the idea of playing the role of another person, character, stereotype in the photography studio where they learn lighting and backdrop skills. | and issues linked to this e.g. identity, mental health, social well being, | and issues linked to this e.g. identity, mental health, social well being, |
| Y10 | Technology | Respecting views and opinions of peers Respect for the work and belongings of others, including school equipment and resources. Paired practical tasks Collaborative design tasks Peer assessment and feedback Communicating Mutual respect between teachers and pupils | Regard for the safety and wellbeing of self and others Health and safety rules in the classroom/workshop | |

Year 11

| Yr | Subject | Relationships | Health | Sex Education |
|------------|----------------|---|--|--|
| Y11 | English | <u>An Inspector Calls (AUT 1, SUM 1)</u> Sexual assault <u>Dr Jekyll and Mr Hyde (AUT 1, AUT 2)</u> Repression of sexuality <u>Romeo and Juliet (SPR 1)</u> Age of consent Male attitudes towards sex | <u>English Language Paper 2 (SPR 1, SPR 2)</u> Healthy eating/lifestyle – Non-fiction writing Online safety – Non-fiction writing <u>A Christmas Carol (SPR 1, SPR 2)</u> Poverty in society <u>Dr Jekyll and Mr Hyde (SPR 1, SPR 2)</u> Repression of sexuality | <u>Romeo and Juliet (AUT 1, AUT 2)</u> Age of consent Male attitudes towards sex <u>An Inspector Calls (SPR 1, SPR 2)</u> Sexual assault <u>Dr Jekyll and Mr Hyde (SPR 1, SPR 2)</u> Repression of sexuality |

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| | | | <u>Poetry Anthology (SPR 1, SPR 2)</u> Concepts of individual identity | |
| Y11 | RE | HT1 - Judaism Rituals and their significance: • ceremonies associated with birth including Brit Milah. – Circumcise • Bar and Bat Mitzvah – reaching adulthood in the Synagogue • the marriage ceremony – we explore what symbolism is in marriage and what it means within the Jewish relationship. • mourning rituals – to explore how people religious respond to the death of a family member and the symbolism behind these events. | HT1 – Judaism: • Key moral principles including justice, healing the world, charity and kindness to others. • The importance of the sanctity of human life, including the concept of ‘saving a life’ (Pikuach Nefesh). | |
| Y11 | History | AQA HCSE HISTORY BC Elizabethan England, c1568–1603 This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical Controversies. | Aqa GCSE History Britain: Health and the people: c1000 to the present day This thematic study teaches an understanding of how medicine and public Health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they Were related to the key features and characteristics of the periods during which they took place. AQA HCSE HISTORY BC Elizabethan England, c1568–1603 This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's | Aqa GCSE History Britain: Health and the people: c1000 to the present day Exploration of STI and investigations into disease |

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| | | | reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical Controversies. | |
| Y11 | Social Sciences | <p>Social Inequality: Students analyse how the divisions and barriers in society affect life chances.</p> <p>Social Inequality: Students investigate ethical issues and decisions on the difference between individuals based on social class, ethnicity, etc. and the impact this has on life chances.</p> | | |
| Y11 | Geography | <p>Ongoing: Development of skills for life – teamwork and collaboration, presentations, decision making, issues analysis etc</p> <p>SPR 1: Relationships between people and the environment - Indigineous tribes in the Amazon</p> | SPR 2: Fieldwork – Risk assessments – students need to be aware of how to identify risk when conducting fieldwork and the strategies they can adopt to mitigate the risk | |
| Y11 | MFL | HT1 – Marriage and partnership | | |
| Y11 | PE | <p>Curriculum delivery (Single Sex KS3, Mixed KS4/5) promotes equality, recognises gender inequality and reflects different experiences & needs of boys / girls in all topics</p> <p>GCSE PE includes study of Participation rates / barriers to participation and gender inequality within society and varying religions and cultures.</p> | <p>Use of active learning methods throughout whole KS3/4/5 PE curriculum.</p> <p>Health, Fitness and Well-being promoted and part of curriculum / assessment criteria across KS3/4/5 courses</p> <p>Health, Fitness and Well-being promoted via extensive extra-curricular opportunities at both competitive and recreational levels</p> <p>GCSE PE specific Healthy, Active Lifestyles Unit</p> | <p>No formal topics cover Sex Education.</p> <p>Changing room (Gender specific) etiquette promotes awareness of sexual orientation and gender differences.</p> <p>However, via single sex delivery in KS3 and mixed delivery in KS4/5 students are constantly aware of different needs of boys and girls.</p> |

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| | | Student sports council help formulate curriculum and sporting events | KS4 Core 'off-site' use of Fitness Suites in local Leisure Centres to promote healthy, active lifestyles | |
| Y11 | Performing Arts | Comp 3- students explore different scripts which is then assessed by an external examiner. These scripts vary in what they cover however they are all social based issues which can include, social media, autism, grief, the NHS service AUT 1 – SPR 1 | | |
| Y11 | Art | Fine Art/ Photography- Students will complete a Self Directed Project which might cover themes and issues linked to this e.g. identity, mental health, social well being, | Fine Art/ Photography- Students will complete a Self Directed Project which might cover themes and issues linked to this e.g. food, identity, mental health, social well being. | Fine Art/ Photography- Students will complete a Self Directed Project which might cover themes and issues linked to this e.g. food, identity, mental health, social well being. |
| Y11 | Technology | Respecting views and opinions of peers Respect for the work and belongings of others, including school equipment and resources. Paired practical tasks Collaborative design tasks Peer assessment and feedback Communicating Mutual respect between teachers and pupils | Regard for the safety and wellbeing of self and others Health and safety rules in the classroom/workshop | |

6th Form College

| Yr | Subject | Relationships | Health | Sex Education |
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| 6th | English | <u>English Language</u> Roles of parents in child language acquisition (Y12 AUT 1, AUT 2, SPR 1 / Y13 AUT 1, AUT 2) Coursework individual topics (Y12 SUM 1, SUM 2) *all topics revisited in Y13 | <u>English Language</u> Outsiders in society (Y12 AUT 1, AUT 2 / Y13 SPR 1) Coursework individual topics (Y12 SUM 1, SUM 2) *all topics revisited in Y13 | <u>English Language</u> LGBT identity (Y12 AUT 1, AUT 2 / Y13 Changing roles of men and women (Y12 SPR 1, SPR 2 / Y13 AUT 1, AUT 2, SPR 1) Coursework individual topics (Y12 SUM 1, SUM 2) *all topics revisited in Y13 |

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| | | <u>English Literature</u> Attitudes to racism (Y13 SPR 1, SPR 2) Arranged marriage (Y12 AUT 1, AUT 2) Homosexuality and repression (Y12 AUT 1, AUT 2) Domestic abuse (Y12 AUT 1, AUT 2) Homosocial relationships (Y12, AUT 1, AUT 2) Family relationships (Y13 SPR 1, SPR 2) The wider community (All texts) Coursework individual topics (Y12 SUM 1, SUM 2) *all topics revisited in Y13 | <u>Literature</u> Coursework individual topics (Y12 SUM1, SUM 2) Psychotic personalities (Y12 SPR 1, SPR 2) Epilepsy (Y12 AUT 1, AUT 2) Mental health/manipulation (Y12 SPR 1, SPR 2 / Y13 SUT 1, AUT 2) Controlling relationships (Y12 AUT 1, AUT 2, SPR 1, SPR 2 / Y13 SPR 1, SPR 2) Muslim/Islam (Y12 SUM 1, SUM 2 / Y13 SPR 1, SPR 2) Prejudice (All texts) Terrorism (Y12 SUM 1, SUM 2) *all topics revisited in Y13 | <u>English Literature</u> Coursework individual topics (Y12 SUM 1, SUM 2) Promiscuity (Y12 AUT 1, AUT 2, SPR 1, SPR 2) Sexual consent (Y12 SUM 1, SUM 2) LGBT characters (Y12 AUT 1, AUT 2 / Y13 SPR 1, SPR 2) Sexually transmitted diseases and consequence/stigmas (Y12 AUT 1, AUT 2, SUM 1 SUM 2) *all topics revisited in Y13 |
| | Science | | Lung disease & Cardiovascular disease, problems associated with smoking – Spr 1 (yr 12) Diabetes, causes & treatment – Aut 2 (yr 13) Cancer & stem cells – Spr 1 (yr 13) | HIV, causes, symptoms & treatment – Aut 1 (yr 12) |
| 6th | RE | Year 12 Ethics – Sexual Ethics including Why we have ethics for Sex, Contraception, Homosexuality, Pornography, Sex before Marriage, same-sex parents and relationships. Yr12 Ethics Theory – Natural law, Kant, Situation ethics and Utilitarianism -ways in which we should behave well in our society and move away from Evil. Yr 13 – Gender and society and Gender and Theology : The effects of changing views of | Yr12 Euthanasia – The exploration of the quality of life thought health and sickness and when we should decide how to end life. | Year 12 Ethics – Sexual Ethics including Why we have ethics for Sex, Contraception, Homosexuality, Pornography, Sex before Marriage, same-sex parents and relationships. |

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| | | <p>gender and gender roles on Christian thought and practice.</p> <p>Yr 12 - The problem of Evil – How the existence of evil in the world affects Christians relationships with God.</p> <p>Yr 12 Business Ethics – The relationships between Businesses and the Consumer, the relationship between business and the producers.</p> <p>Yr12 – The Conscience – An exploration of the Human Conscience and its relationship with science and God.</p> | | |
| 6th | History | <p>AQA A level:</p> <ul style="list-style-type: none"> The Mining industry concerning trade unions etc <p>Britain:</p> <ul style="list-style-type: none"> The Affluent society, changes to society due to Thatcher including relationships with other and well-being. | <ul style="list-style-type: none"> Part one: Peter the Great and Russia, 1682–1725• Early reforms: economic and financial; political; military; changes in society <p>Britain:</p> <ul style="list-style-type: none"> The Affluent society, changes to society due to Thatcher including relationships with other and well-being. | |
| 6th | Social Sciences | <p>Sociology</p> <p>Students examine the importance of relationships in the classroom in the topic of Education. Students analyse positivism and interpretivism and apply social sciences to the natural sciences in this way. Students understand the sense of belonging when</p> | <p>Health and Social Care:</p> <p>PIES (Physical , Intellectual, Emotional and Social Development) looking at the impact of these in life events.</p> <p>Media Studies:</p> <p>Mental health, representations of gender and ethnicity</p> | <p>Health and Social Care:</p> <p>Conception Birth, Contraception, reproductive organs.</p> |

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| | | looking at how the education system builds upon social cohesion. | | |
| 6th | Geography | <p>Ongoing: Relationship-building skills are embedded into the A-Level specification. There will be opportunities for the following through the delivery of content - teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p>YEAR 13 AUT 2 Cover the relationship between people and the environment – First Nation in Canada and exploitation of their lands.</p> <p>YEAR 13 SPR 2: Bolivia under Morales rule and prioritising the relationship with the forests.</p> | YEAR 13 SPR 2: Students study health and human rights as an optional module in Year 13. Looks at the role of human rights and the impact on health and the importance of both on development within a country. Includes gender equality and importance for development | |
| 6th | MFL | HT3 – LGBTQ, domestic violence, gender equality | | |
| 6th | PE | <p>Y12/13 a level PE Socio-Cultural topic includes study of the role of women / men in pre, post Industrial Britain and the inequalities within sport and wider society then and today.</p> <p>Student sports council help formulate curriculum and sporting events</p> | <p>Use of active learning methods throughout whole KS3/4/5 PE curriculum.</p> <p>Health, Fitness and Well-being promoted and part of curriculum / assessment criteria across KS3/4/5 courses</p> <p>Health, Fitness and Well-being promoted via extensive extra-curricular opportunities at both competitive and recreational levels</p> <p>A level PE / NCFE units on Exercise, Diet & Nutrition</p> | <p>No formal topics cover Sex Education.</p> <p>Changing room (Gender specific) etiquette promotes awareness of sexual orientation and gender differences.</p> <p>However, via single sex delivery in KS3 and mixed delivery in KS4/5 students are constantly aware of different needs of boys and girls.</p> |
| 6th | Art | <p>Students will interpret project themes in many different ways which can cover many different RHSE elements.</p> <p>For example, recently students have explored gender roles, sexual orientation, mental</p> | <p>Students will interpret project themes in many different ways which can cover many different RHSE elements.</p> <p>For example, recently students have explored gender roles, sexual orientation,</p> | <p>Students will interpret project themes in many different ways which can cover many different RHSE elements.</p> <p>For example, recently students have explored gender roles, sexual orientation,</p> |

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| | | health, the effect of social media, identity and appearance. | mental health, the effect of social media, identity and appearance. | mental health, the effect of social media, identity and appearance. |
| 6th | Technology | Respecting views and opinions of peers Respect for the work and belongings of others, including school equipment and resources. Paired practical tasks Collaborative design tasks Peer assessment and feedback Communicating Mutual respect between teachers and pupils | Regard for the safety and wellbeing of self and others Health and safety rules in the classroom/workshop | |
| 6th | 6th Form General | Tutorials on: - Bridging cultural barriers Assembly and Form time on: - Consent - Effects of porn on relationships -Community responses to terrorism | Tutorials on: - Drug and Alcohol Awareness (delivered by YPDAAT) - Healthy eating - Stress management - Mental Health Awareness - Sexual health Assemblies and form time on: -Mental health -Exam stress and stress management -Resilience | Tutorial on: - Sexual health Form time: - Contraception and Condom scheme -Abortion law in the USA debate In-house services: - Condom scheme - Free STI testing |

Interventions from SEN

| | <u>Length</u> | <u>Impact Measure</u> | <u>Outcome</u> | <u>Staff</u> |
|-------------------------------------|-----------------|--|---------------------------------|-------------------------------------|
| Mentoring | Pupil dependent | Audits, teacher voice, pupil voice, parent voice, attendance | Behaviour improvement | ATK, SMJ, NYL, MTH, GRH, , MRE, MEA |
| 5 point scale to deal with emotions | 2 sessions | Teacher voice, pupil voice, parent voice, observations | Decrease in emotional meltdowns | ATK |

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| Being me – when diagnosed with ASD | 10 Sessions | Pre and post questionnaire | Better understanding of diagnosis | ATK |
| Managing anxiety/stress sessions | 6 sessions | SDQ pre and post | Implemented strategies to manage anxiety | ATK, MTH |
| De-escalation strategies | 6 sessions | SDQ pre and post | Implemented strategies to manage behaviour | ATK, MTH |
| Bereavement sessions | 6 sessions | SDQ pre and post | Strategies to deal with loss | MTH |
| Self esteem | 6 sessions | SDQ pre and post | Increased self-esteem. | ATK, MTH |
| Confidence Building | 6 sessions | SDQ pre and post | Increased confidence. | ATK, MTH |
| Social Skills | 6 sessions | SDQ pre and post Teacher voice, pupil voice, parent voice, observations | Strategies to better manage social situations | ATK, SMJ, NYL, MTH, GRH, LHP, |
| Lego Therapy | Project dependent | Assessment chart | Team building/communication skills | NYL |
| Student support plan | 2 sessions | Audits, teacher voice, pupil voice, parent voice, attendance | Giving staff more information about pupil's difficulties. | ALL TA's |

Appendix 3 – Online Safety Curriculum Audit

| Area | Current Provision | Gaps |
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| Underpinning knowledge and behaviours These can help pupils navigate the online world safely and confidently regardless of the device, platform or app. | | |
| How to evaluate what they see online Covering this content will enable pupils to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable. You can help pupils to consider: <ul style="list-style-type: none"> • whether a website, URL or email is fake • what cookies do and what information they are sharing • if a person or organisation is who they say they are • why a person wants them to see, send or believe something • why a person wants their personal information • the reason why something has been posted • whether something they see online is fact or opinion | PSHE Y7 HT6: Managing myself online, risks and challenges Y8 HT2: Safer social media and managing my footprint online Y9 HT6: Fake news Y11 HT2: Fake news, what is reliable information Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science Computing Curriculum - Y7-9 (Half-term 1) CC Curriculum HT1 | |
| How to recognise techniques used for persuasion Covering this content will enable pupils to recognise the techniques that are often used to persuade or manipulate others. | PSHE Y9 | <ul style="list-style-type: none"> • ways in which games and social media companies try to keep users online longer (persuasive or sticky design) |

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| <p>You can help pupils to recognise:</p> <ul style="list-style-type: none"> • online content which tries to make people believe something false is true or mislead (misinformation and disinformation) • techniques that companies use to persuade people to buy something • ways in which criminals may try to defraud people online • ways in which games and social media companies try to keep users online longer (persuasive or sticky design) • grooming and manipulation techniques used by criminals • ways to protect themselves from a range of cyber crimes | <p>HT5: relationships online- grooming and fake profiles HT6: Fake news</p> <p>Y11 HT2: Fake news, what is reliable information</p> <p>Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | <p>Gap in PSHE: will include in learning objectives for Y7- Managing myself online (risks and challenges) and Y8- Online gaming/gambling</p> |
| <p>Online behaviour</p> <p>Covering this content will enable pupils to understand what acceptable and unacceptable online behaviour look like. You should teach pupils:</p> <ul style="list-style-type: none"> • that the same standard of behaviour and honesty apply on and offline, including the importance of respect for others • to recognise unacceptable behaviour in others <p>You can help pupils to recognise acceptable and unacceptable behaviour by:</p> <ul style="list-style-type: none"> • looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do • looking at how online emotions can be intensified resulting in mob mentality | <p>PSHE</p> <p>Year 7 HT2: Cyber bullying managing healthy relationships online and social media HT5: online gaming and gambling HT6: Managing myself online, risks and challenges</p> <p>Year 8 HT2: Discrimination, racism and religious intolerance. Voicing opinions, beliefs and freedom of speech on and offline (including trolling)</p> | |

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| <ul style="list-style-type: none"> • looking at the key principles behind a constructive discussion, including a willingness to listen to other opinions and a readiness to be educated on a topic • considering how to demonstrate empathy towards others (on and offline) • teaching techniques (relevant on and offline) to defuse or calm arguments, for example, a disagreement with friends, and disengage from unwanted contact or content online • considering unacceptable online behaviours often passed off as so-called social norms or just banter, for example, negative language being used as part of online gaming but would never be tolerated offline | <p>Year 10</p> <p>HT4: Gambling risks and awareness including online gaming</p> <p>Y12 HT5: Protected characteristics and discrimination, including online discrimination</p> <p>CC Curriculum HT1</p> | |
| <p>How to identify online risks</p> <p>Covering this content will enable pupils to identify possible online risks and make informed decisions about how to act. This should not be about providing a list of what not to do online. The focus should be to help pupils assess a situation, think through the consequences of acting in different ways and decide on the best course of action.</p> <p>You can help pupils to identify and manage risk by discussing:</p> <ul style="list-style-type: none"> • the ways in which someone may put themselves at risk online • risks posed by another person's online behaviour • when risk taking can be positive and negative • online reputation and the positive and negative aspects of an online digital footprint • sharing information online and how to make a judgement about when and how to share and who to share with • the risks of cyber crime, online fraud and identity theft | <p>PSHE</p> <p>Year 7 HT6: Managing myself online, risks and challenges</p> <p>Y8 HT2: Safer social media and managing my footprint online</p> <p>Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |

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| <p>How and when to seek support</p> <p>Covering this content will enable pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online.</p> <p>You can help pupils by explaining how to:</p> <ul style="list-style-type: none"> • identify who trusted adults are • access support from the school, police, the National Crime Agency's Click CEOP reporting service for children and 3rd sector organisations such as Childline and Internet Watch Foundation • report cyber crime, fraud and suspicious online activity, through organisations such as Action Fraud and the Advertising Standards Authority • report inappropriate contact or content for various platforms and apps <p>You should link this to wider school policies and processes around reporting of safeguarding and child protection incidents and concerns to school staff. Refer to keeping children safe in education for more information.</p> | <p>PSHE</p> <p>Year 7 HT2: Cyber bullying managing healthy relationships online and social media HT5: online gaming and gambling HT6: Managing myself online, risks and challenges</p> <p>Y8 HT2: Safer social media and managing my footprint online</p> <p>Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science</p> <p>All PSHE's- reference safeguarding and SHARP system</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9</p> <p>CC Curriculum HT1</p> | |
| <p align="center">How to navigate the internet and manage information</p> <p align="center">This section covers the various technical aspects of the internet that could leave pupils vulnerable if not understood.</p> | | |
| <p>Age restrictions</p> | <p>PSHE</p> | |

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| <p>Some online activities have age restrictions because they include content which is not appropriate for children under a specific age.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • explaining that age verification exists and why some sites require a user to verify their age, for example, online gambling and purchasing of certain age restricted materials such as alcohol • explaining why age restrictions exist, for example, they provide a warning that the site may contain disturbing material that is unsuitable for younger viewers • helping pupils understand how this content can be damaging to under-age consumers • explaining what the age of digital consent means - the minimum age (13) at which young people can agree to share information and sign up to social media without parental consent under General Data Protection Regulations | <p>Year 7</p> <p>HT5: online gaming and gambling</p> <p>Year 8</p> <p>HT3: understanding addiction- gaming and gambling</p> <p>Year 10</p> <p>HT4: Gambling risks and awareness including online gaming</p> <p>Y10-12</p> <p>HT1: Online safety PSHE created by computer science</p> <p>HT4: Online safety PSHE created by computer science</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9</p> <p>CC Curriculum HT1</p> | |
| <p>How content can be used and shared</p> <p>Knowing what happens to information, comments or images that are put online.</p> <p>Teaching could include:</p> | <p>PSHE</p> <p>Year 7</p> <p>HT6: Managing myself online, risks and challenge</p> | |

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| <ul style="list-style-type: none"> • what a digital footprint is, how it develops and how it can affect future prospects such as university and job applications • how cookies work • how content can be shared, tagged and traced • how difficult it is to remove something a user wishes they had not shared • the risk of identity theft or targeted approach from fraudsters using information shared online • ensuring pupils understand what is illegal online, for example: <ul style="list-style-type: none"> • youth-produced sexual imagery (sexting) • sharing illegal content such as extreme pornography or terrorist content • the illegality of possession, creating or sharing any explicit images of a child even if created by a child | <p>Y8 HT2: Safer social media and managing my footprint online</p> <p>Y9 HT5: sexting and consent</p> <p>Y10</p> <p>HT2: Sex and the law, upskirting, nudes and revenge porn Myths around sex and the pressures of pornography</p> <p>Y12 HT3: sex and the law- including nudges and revenge porn</p> <p>Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |
| <p>Disinformation, misinformation, malinformation and hoaxes</p> | <p>PSHE</p> <p>Year 7 HT6: Managing myself online, risks and challenges</p> | |

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| <p>Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • disinformation and why individuals or groups choose to share false information in order to deliberately deceive • misinformation and being aware that false and misleading information can be shared inadvertently • malinformation and understanding that some genuine information can be published with the deliberate intent to harm, for example releasing private information or photographs (including revenge porn) • online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons • explaining that the viral nature of this sort of content can often appear to be a stamp of authenticity and therefore why it is important to evaluate what is seen online • how to measure and check authenticity online • the potential consequences of sharing information that may not be true | <p>Y8 HT2: Safer social media and managing my footprint online</p> <p>Y9 HT6: Fake news</p> <p>Y11 HT2: Fake news, what is reliable information</p> <p>Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |
| <p>Fake websites and scam emails</p> <p>Fake websites and scam emails are used to extort data, money, images and other things that can either be used by the scammer to harm the person targeted or sold on for financial, or another gain.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • how to look out for fake URLs and websites • Ensuring pupils understand what secure markings on websites are and how to assess the sources of emails | <p>PSHE</p> <p>Y10-12 HT1: Online safety PSHE created by computer HT4: Online safety PSHE created by computer</p> <p>Y12 HT2: Debt and fraud</p> | |

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| <ul style="list-style-type: none"> explaining the risks of entering information to a website which isn't secure what to do if harmed, targeted or groomed as a result of interacting with a fake website or scam email who to go to and the range of support that is available explaining the risk of 'too good to be true' online offers, advertising and fake product sales designed to persuade people to part with money for products and services that do not exist | <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |
| <p>Fraud (online)</p> <p>Fraud can take place online and can have serious consequences for individuals and organisations.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> what identity fraud, scams and phishing are explaining that online fraud can be highly sophisticated and that anyone can be a victim how to protect yourself and others against different types of online fraud how to identify 'money mule' schemes and recruiters the risk of online social engineering to facilitate authorised push payment fraud, where a victim is tricked into sending a payment to the criminal the risk of sharing personal information that could be used by fraudsters explaining that children are sometimes targeted to access adults' data, for example, passing on their parent or carer's bank details, date of birth or national insurance number what good companies will and won't do when it comes to personal details, for example, a bank will never ask you to share a password or move money into a new account how to report fraud, phishing attempts, suspicious websites and adverts | <p>PSHE</p> <p>Y10-12</p> <p>HT1: Online safety PSHE created by computer science</p> <p>HT4: Online safety PSHE created by computer science</p> <p>Y12</p> <p>HT2: Debt and fraud</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |
| <p>Password phishing</p> | <p>PSHE</p> | |

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| <p>Password phishing is the process by which people try to find out your passwords so they can access protected content.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • why passwords are important, how to keep them safe and that others may try to trick you to reveal them • explaining how to recognise phishing scams, for example, those that try to get login credentials and passwords • the importance of online security to protect against viruses (such as keylogging) that are designed to access, steal or copy passwords • what to do when a password is compromised or thought to be compromised | <p>Y10-12 Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science</p> <p>Y12 HT2: Debt and fraud</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |
| <p>Personal data</p> <p>Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • how cookies work • how data is farmed from sources which look neutral, for example, websites that look like games or surveys that can gather lots of data about individuals • how, and why, personal data is shared by online companies, for example, data being resold for targeted marketing by email and text (spam) • how pupils can protect themselves, including what to do if something goes wrong (for example data being hacked) and that acting quickly is essential • the rights children have with regard to their data, including particular protections for children under the General Data Protection Regulations (GDPR) | <p>PSHE</p> <p>Y10-12 Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |

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| <ul style="list-style-type: none"> how to limit the data companies can gather, including paying particular attention to boxes they tick when playing a game or accessing an app for the first time | | |
| <p>Persuasive design</p> <p>Many devices, apps and games are designed to keep users online for longer than they might have planned or desired.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> explaining that the majority of games and platforms are businesses designed to make money - their primary driver is to encourage users to be online for as long as possible to encourage them to spend money (sometimes by offering incentives and offers) or generate advertising revenue how designers use notifications to pull users back online | <p>PSHE</p> <p>Y10-12 Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |
| <p>Personal data</p> <p>Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> how cookies work how data is farmed from sources which look neutral, for example, websites that look like games or surveys that can gather lots of data about individuals how, and why, personal data is shared by online companies, for example, data being resold for targeted marketing by email and text (spam) how pupils can protect themselves, including what to do if something goes wrong (for example data being hacked) and that acting quickly is essential | <p>PSHE</p> <p>Y10-12 Y10-12 HT1: Online safety PSHE created by computer science HT4: Online safety PSHE created by computer science</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |

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| <ul style="list-style-type: none"> the rights children have with regard to their data, including particular protections for children under the General Data Protection Regulations (GDPR) how to limit the data companies can gather, including paying particular attention to boxes they tick when playing a game or accessing an app for the first time | | |
| <p>Targeting of online content (including on social media and search engines)</p> <p>Much of the information seen online is a result of some form of targeting.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> how adverts seen at the top of online searches and social media feeds have often come from companies paying to be on there and different people will see different adverts how the targeting is done, for example, software which monitors online behaviour (sites they have visited in the past, people who they are friends with) to target adverts thought to be relevant to the individual user the concept of clickbait and how companies can use it to draw people onto their sites and services | <p>PSHE</p> <p>Y10-12</p> <p>Y10-12</p> <p>HT1: Online safety PSHE created by computer science</p> <p>HT4: Online safety PSHE created by computer science</p> <p>Assembly- online safety HT6</p> <p>Computing Curriculum - Y7-9 (HT1)</p> <p>CC Curriculum HT1</p> | |
| <p>How to stay safe online</p> <p>This section covers elements of online safety that could adversely affect a pupil's personal safety or the personal safety of others online.</p> | | |
| <p>Abuse (online)</p> <p>Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> explaining about the types of online abuse including sexual, harassment, bullying, trolling and intimidation explaining when online abuse can cross a line and become illegal, such as forms of hate crime and blackmail how to respond to online abuse including how to access help and support | <p>Y7</p> <p>HT2: Cyber bullying managing healthy relationships online and social media</p> <p>HT6: Managing myself online, risks and challenges</p> <p>Y8</p> <p>HT1: Discrimination, racism and religious intolerance. Voicing opinions, beliefs and freedom of speech on and offline (including trolling)</p> | |

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| <ul style="list-style-type: none"> • how to respond when the abuse is anonymous • discussing the potential implications of online abuse, including the implications for victims • being clear about what good online behaviours do and don't look like | <p>HT2: Safer social media and managing my footprint online</p> <p>Y9: HT2: staying safe online, managing relationships online and grooming HT5: relationships online- grooming and fake profiles</p> <p>Whole school HT2: anti-bullying week</p> <p>CC Curriculum HT1</p> | |
| <p>Online radicalisation</p> <p>Children, young people and adult learners are at risk of accessing inappropriate and harmful extremist content online. This could include downloading or sharing terrorist material, which could be a criminal act.</p> <p>The internet and social media make spreading divisive and hateful narratives easier. Extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target vulnerable individuals.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • how to recognise extremist behaviour and content online • understanding actions which could be identified as criminal activity • exploring techniques used for persuasion • knowing how to access support from trusted individuals and organisations | <p>PSHE</p> <p>Y9 HT2: Trolling, social media trends and crazes and content which incites (violence, drugs, weapons and crime) HT6: Extremism and extreme views</p> <p>Y12: HT5: Extremism</p> <p>CC Curriculum HT1</p> | |
| <p>Challenges</p> <p>Online challenges acquire mass followings and encourage others to take part in what they suggest.</p> | <p>Y7 HT2: Cyber bullying managing healthy relationships online and social media</p> | |

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| <p>Teaching could include:</p> <ul style="list-style-type: none"> explaining what an online challenge is and that while some will be fun and harmless, others may be dangerous and or even illegal how to assess if the challenge is safe or potentially harmful, including considering who has generated the challenge and why explaining to pupils that it is ok to say no and not take part how and where to go for help if worried about a challenge understanding the importance of telling an adult about challenges which include threat or secrecy ('chain letter' style challenges) | <p>Y8 HT2: Safer social media and managing my footprint online</p> <p>Y9 HT2: Trolling, social media trends and crazes and content which incites (violence, drugs, weapons and crime)</p> <p>CC Curriculum HT1</p> | |
| <p>Content which incites</p> <p>Knowing that violence can be incited online and escalate very quickly into offline violence.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> ensuring pupils know that online content (sometimes gang related) can glamorise the possession of weapons and drugs explaining that to intentionally encourage or assist an offence is also a criminal offence ensuring pupils know how and where to get help if worried about involvement in violence | <p>Y8 HT1: voicing opinions, beliefs and freedom of speech on and offline and challenge behaviours</p> <p>Y9: HT2: Trolling, social media trends and crazes and content which incites (violence, drugs, weapons and crime) HT3: Social norms in relation to drug use and peer pressure, including online CC Curriculum HT1</p> | <ul style="list-style-type: none"> ensuring pupils know that online content (sometimes gang related) can glamorise the possession of weapons and drugs <p>PSHE gap- included in Y9 HT3, social norms in relation to drug use. Added into learning objective to include online peer pressure</p> |
| <p>Fake profiles</p> <p>Not everyone online is who they say they are.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> explaining that in some cases profiles may be people posing as someone they are not (such as an adult posing as a child) or may be bots (which are automated software programs designed to create and control fake social media accounts) how to look out for fake profiles, for example: | <p>Y8 HT5: Relationships online, grooming and fake profiles</p> <p>Y9 HT2: Staying safe and managing relationships online, grooming and the warning signs HT5: relationships online- grooming and fake profiles</p> | |

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| <ul style="list-style-type: none"> • profile pictures that don't like right, for example, of a celebrity or object • accounts with no followers or thousands of followers • a public figure who doesn't have a verified account | CC Curriculum HT1 | |
| <p>Grooming Knowing about the different types of grooming and motivations for it, for example:</p> <ul style="list-style-type: none"> • radicalisation • child sexual abuse and exploitation • gangs (county lines) • financial exploitation (money mules) <p>Teaching could include:</p> <ul style="list-style-type: none"> • boundaries in friendships with peers, families and with others • the key indicators of grooming behaviour • explaining the importance of disengaging from contact with suspected grooming and telling a trusted adult • how and where to report it both in school, for safeguarding and personal support, and to the police | <p>Y8 H3: Gangs and county lines HT5: Relationships online, grooming and fake profiles</p> <p>Y9 HT2: Staying safe and managing relationships online, grooming and the warning signs Trolling, social media trends and crazes and content which incites (violence, drugs, weapons and crime) HT5: relationships online- grooming and fake profiles HT6: Extremism and extreme views</p> <p>Y10 HT3: Gang awareness and county lines</p> <p>Y12: HT5: Extremism</p> <p>CC Curriculum HT1</p> | |
| Live streaming | Y8 | |

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| <p>Live streaming (showing a video of yourself in real-time online either privately or to a public audience) can be popular with children but it carries risk when carrying it out and watching it.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • explaining the risks of carrying out live streaming such as the potential for people to record live streams without the user knowing and content being shared without the user's knowledge or consent • that online behaviours should mirror offline behaviours and considering any live stream in that context - pupils shouldn't feel pressured to do something online that they wouldn't do offline • explaining the risk of watching videos that are being live streamed, for example, there is no way of knowing what will come next and so this poses a risk that a user could see something that has not been deemed age appropriate in advance • explaining the risk of grooming | <p>HT5: Relationships online, grooming and fake profiles</p> <p>Y9 HT2: Staying safe and managing relationships online, grooming and the warning signs HT5: relationships online- grooming and fake profiles</p> <p>CC Curriculum HT1</p> | |
| <p>Pornography</p> <p>Knowing that sexually explicit material presents a distorted picture of sexual behaviours.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • that pornography is not an accurate portrayal of adult sexual relationships • viewing pornography can lead to skewed beliefs about sex and in some circumstances can normalise violent sexual behaviour • that not all people featured in pornographic material are doing so willingly, such as revenge porn or people trafficked into sex work | <p>PSHE Y10 HT2: myths around sex and the pressures of pornography</p> <p>Y12: HT3: myths around sex and the pressures of pornography</p> <p>CC Curriculum HT1</p> | |
| <p>Unsafe communication</p> <p>Knowing different strategies for staying safe when communicating with others, especially people they do not know or have never met.</p> | <p>PSHE Year 7</p> | |

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| <p>Teaching could include:</p> <ul style="list-style-type: none"> • explaining that communicating safely online and protecting your privacy and data is important regardless of who you are communicating with • identifying indicators or risk and unsafe communications • identifying risks associated with giving out addresses, phone numbers or email addresses to people you do not know or arranging to meet someone you have not met before • explaining about consent online and supporting pupils to develop strategies to confidently say “no” to both friends and strangers online | <p>HT2: Cyber bullying managing healthy relationships online and social media HT6: Managing myself online, risks and challenges</p> <p>Y8 HT5: Relationships online, grooming and fake profiles</p> <p>Y9 HT2: Staying safe and managing relationships online, grooming and the warning signs</p> <p>CC Curriculum HT1</p> | |
| <p style="text-align: center;">Wellbeing</p> | | |
| <p>Impact on confidence (including body confidence) Knowing about the impact of comparisons to ‘unrealistic’ online images.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • exploring the use of image filters and digital enhancement • exploring the role of social media influencers, including that they are paid to influence the behaviour (particularly shopping habits) of their followers • understanding that ‘easy money’ lifestyles and offers may be too good to be true • looking at photo manipulation including discussions about why people do it and how to look out for it | <p>PSHE Y7 HT5: body image and the affect of the online world</p> <p>Y8 HT2: Understanding issues around body image, including what we see online</p> <p>CC Curriculum HT1</p> | |
| <p>Impact on quality of life, physical and mental health and relationships Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent on and offline.</p> <p>Teaching could include:</p> | <p>PSHE Y7 HT2: Cyber bullying managing healthy relationships online and social media HT6: Managing myself online, risks and challenges</p> | |

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| <ul style="list-style-type: none"> • helping pupils to evaluate critically what they are doing online, why they are doing it, and for how long (screen time) • helping pupils to consider quality versus quantity of online activity • explaining that pupils need to consider if they are actually enjoying being online or just doing it out of habit, due to peer pressure or the fear of missing out • helping pupils to understand that time spent online gives users less time to do other activities - this can lead to some users becoming physically inactive • exploring the impact that excessive social media usage can have on levels of anxiety, depression and other mental health issues • explaining that isolation and loneliness can affect pupils and that it is very important for pupils to discuss their feeling with an adult and seek support • where to get help | <p>Y8 HT3: understanding addiction- gaming and gambling</p> <p>CC Curriculum HT1</p> | |
| <p>Online versus offline behaviours</p> <p>People can often behave differently online to how they would act face to face.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • how and why people can often portray an exaggerated picture of their lives (especially online) and how that can lead to pressure • discussing how and why people are unkind or hurtful online, when they would not necessarily be unkind to someone face to face | <p>Y7 HT2: Cyber bullying managing healthy relationships online and social media HT6: Managing myself online, risks and challenges</p> <p>Y8 HT1: voicing opinions, beliefs and freedom of speech on and offline and challenge behaviours</p> <p>Whole school HT2: anti-bullying week</p> <p>CC Curriculum HT1</p> | |

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| <p>Reputational damage</p> <p>What users post can affect future career opportunities and relationships – both positively and negatively.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • looking at strategies for positive use • how to build a professional online profile | <p>Y7 HT6: Managing myself online, risks and challenges</p> <p>Y8 HT2: Safer social media and managing my footprint online</p> <p>Y9 HT4: employment, careers and future choices (including managing your reputation online)</p> <p>CC Curriculum HT1</p> | |
| <p>Suicide, self-harm and eating disorders</p> <p>Pupils may raise topics including eating disorders, self-harm and suicide. Teachers must be aware of the risks of encouraging or making these seem a more viable option for pupils and should take care to avoid giving instructions or methods and avoid using emotive language, videos or images.</p> | <p>Y9 HT6: unhealthy coping strategies, eating disorders and self-harm, how this is portrayed online and how to access support</p> <p>CC Curriculum HT1</p> | |