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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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 (including the new changes implemented from September 2026/2027)
- 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 will be taught through a 1-hour lesson every 2 weeks, 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 2026-27, 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 1-hour lessons every 2 weeks. 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’. These will be delivered through tutor times as part of our ‘behaviour curriculum’ and will link to our ethos of ensuring students make sensible choices and are kind, polite and respectful to all members of the community.

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 4** 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 monitored through tutor observations, student, staff and parent voice and student questionnaires/quizzes in order to assess for learning and retention. In the new 1-hour lessons, students will have workbooks to demonstrate key points of learning which will be quality assured by the Personal Development Lead. 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 new lesson structures
- Students will complete termly workbooks during lessons

- 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.
- Parents can access all resources with links to access the resources sent out each half-term through the Personal Development Parental Briefing.

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:

- school nurse support;
- mental Health and well-being support;
- pastoral leader support;
- mentoring;
- referrals to outside agencies;
- CBT therapist referrals;
- early help interventions;
- peer-support through the House Captains;
- interventions.

Appendix 1

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

Theme	Objectives
Relationships and Sex Education	
Families	Pupils should know: 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.8 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	Pupils should know: 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.

	4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online and awareness	Pupils should know: 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

	11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	Pupils should know: 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.

	6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health	Pupils should know: 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Theme	Objectives
Health and wellbeing	
Mental wellbeing	Pupils should know: 1.How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	Pupils should know: 1. About the benefits of limiting 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.

	2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	Pupils should know: 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should know: 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping	Pupils should know: 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention and understanding the healthcare system	Pupils should know: 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.

	7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal safety	Pupils should know: 1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	Pupils should know: 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR.11 3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies	Pupils should know: 1.The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Theme	Objectives
Teaching about the law	
The law	Pupils should know: • marriage, including forced marriage and civil partnerships • consent, including the age of consent • domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty • sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour • the Online Safety Act • online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion • pornography • abortion • protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) • alcohol, smoking, vaping and nicotine products and illicit drug use • gambling • carrying knives and weapons

	• extremism/radicalisation • grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running • hate crime • the age of criminal responsibility • medical consent, Gillick competence and parental responsibility

Appendix 2

- **PD long-term plan. Lessons will take place every 2 weeks on a floating timetable.**

Term	Lesson number	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1	1	Introduction to PSHE, what is it? Start of the Ethos Journey- what is my moral purpose? What behaviour is expected of me? Why do I wear a uniform?	What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online?	What is the UK's involvement in International Organisations? What does it mean to be a global citizen?	Careers: What different career paths are open to me?	How does the UK political system work?	How do I approach independent study and learning in Sixth Form? Includes AI.
	2	Ethos journey- what are manners and gratitude? What is bullying and how do we treat each other on social media?	What's going on in the news locally and globally? How can I keep up to date?	How has Britain changed?	Careers: How can I maintain wellbeing in the workplace? What are the different types of working?	How does the UK criminal Justice system work?	What is bias in the media?
	3	Ethos Journey- How do I manage conflict? How do I take responsibility for my own learning?	What are your rights and responsibilities as a UK citizen? How can improve my own community?	What is misogyny? What is the problem of violence against women?	How can I be a healthier me? Thinking about sleep, hobbies and work/life balance.	What is happening around the world?	How do I take part in elections in the UK?
	4	Black History Month and Hate Crime Awareness Week	What is body image?	How do gangs get members? Why do people fall victim to county lines?	Revisiting: what is contraception? What are STIs and how do I prevent them?	How can I be a critical thinker?	How do I manage relationships as a young adult?
	5	How do I stay safe in the community and recognise risks?	How can I keep myself safe on social media? What is my online footprint?	What dangers can social media trends pose?	What are the laws relating to sex?	How can I make healthy choices and avoid unhealthy substances?	How does the law impact sex and relationships?

	6	Anti-Bullying Week	Puberty refresher- How can I handle personal hygiene, periods, mood changes?	How can I stay safe online? What is grooming?	How can I portray my point of view on key issues?	How can I manage my own health?	How does substance misuse affect me?
	7	What is puberty and how does it affect people?	What are the issues of gender inequality and how can we help?	How do I manage difficult situations at home?	what are extreme views and how are people radicalised?	How can I look after my body? Body modifications and procedures.	How does gambling affect me and my future?
2	8	What is a good friendship and how do I recognise a healthy relationship?	What are the issues of racism in sport?	What are my curriculum choices at Rainford High?	What is hate crime? How does it affect people in the UK?	What are my employability skills? What choices do I have Post-16?	How should I manage my money as a young adult? – financial qualification
	9	How does using my phone impact me and my life? How do I manage my online world?	What are gangs?	Careers: what are my skills? What comes after school?	How can I bring about political change?	What is my digital footprint and how will it affect my future?	What are the dangers of young driving?
	10	What are protected characteristics? What is gender stereotyping and how do I tackle it?	How can we solve the issue of knife crime in our community?	Careers: How can I take control of my career? How do I earn and manage my own money?	What are the different types of families in the UK?	How can I find volunteering opportunities and paid work?	How should I manage my money as a young adult? – financial qualification
	11	What are my right as a child? What is neglect?	How can we tackle unhealthy habits?	What are the dangers of vaping and drugs? How do I manage peer pressure?	What options are there for a pregnant teenager? What challenges do young parents face?	How can I manage my money in the future?	What are my post-18 options?
	12	What is Neurodiversity?	What is gambling? How is gambling gamified for young people?	What are the unhealthy ways people cope with stress? How can I access support?	How do we deal with family breakdown and bereavement?	What laws around sex are there in the UK?	How do I stay safe in different situations? Pubs, festivals, nights out etc..
	13	Careers: what is entrepreneurship? What is work life balance?	Careers: What are my interests?	How do I develop healthy relationships? How does	What are the basics of first aid? How do I deal	EXAMS	How do I support my mental health during mock exams?

				the media influence our view of relationships?	with an emergency situation?		
	14	What is pride?	What is sexuality? When is someone ready for sex?	What is fake news?	What are the risks and advantages of AI?	EXAMS	MOCKS
	15	What is a healthy lifestyles?	What is a healthy relationship?	What are humans rights? How do they affect us?	What are the risks of gambling? How do I manage money?	EXAM	MOCKS

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
- Risking 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 2026/2027

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

CC	Aut 1 – New class, new peers 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. Spr 2 – 'TAZ' (SEND friendly) Students look at communication, forming friendships and being a good friend on to relationships developing as they mature.	Aut 1 – Healthy Eating and Nutrition Students design a healthy plate and look at the digestive system in Science. Spr 1 – Looking after yourself Students consider how to look after themselves both physically and mentally. Sum 1 – Fit4All 'Nutrition and Exercise' Students look at fats and sugar and created an in-class display. Sum 2 – Personal Hygiene and Oral Health Students look at cleanliness and importance of cleaning teeth including diet.	Sum 2 – Personal Hygiene and Puberty Students look at cleanliness and changes to the body.

Coverage in Curriculum by year group

Year 7

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

				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**	**HT5** Elizabeth I – issue of marriage, threats at home and abroad, society in Elizabethan England (Golden Age?), the Spanish Armada, Impact on England **HT4** – Henrys Wives	**HT3** 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.	**HT5** 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.

		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**	Victorian Literature (AUT 1) Attitudes to women	Victorian Literature (AUT 1) Representations of childhood	Shakespeare (AUT 2) Sexual assault

		<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	

			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 **HT3 .** **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 **HT5** Trench warfare – features, diseases, weaponry Battle of the Somme and Battle of Gallipoli – comparison of different fronts of the war **HT6** How did WW1 impact on Britain – social, political and economic	
Y8	**Computing**	**Computing:** E-safety how to stay safe online and communicate effectively online.		

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

		Bereavement		

Year 9

Yr	Subject	Relationships	Health	Sex Education
Y9	**English**	Novel Study (AUT 1, AUT 2) Family relationships Attitudes to women Racism Attitudes towards learning difficulties Poetry (SPR 1, SPR 2) Family relationships An Inspector calls (SUM 1, SUM 2) Family relationships (patriarchy) The wider community Romeo and Juliet (SUM 1, SUM 2) Family relationships (patriarchy) Arranged marriages	Novel Study (AUT 1, AUT 2) Isolation and alienation from society Representation of learning difficulties Poetry (SPR 1, SPR 2) Isolation and alienation from society Identity	Novel Study (AUT 1, AUT 2) Attitudes to women Attitudes toward prostitution Romeo and Juliet (SUM 1, SUM 2) 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.

			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. **HT4** – The Holocaust Survivor stories – the effects of being a Holocaust survivors to health and well-being. **HT5** – Doping in Sport. The effects of drug use in sport on the mind and body.	
Y9	**History**		**<u>HT1</u>** 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. **<u>HT2</u>** **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	
Y9	**Computing**	**Computing:** E-safety how to stay safe online and communicate effectively online.		

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 21st 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	

		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**	Novel Study (AUT 1, AUT 2) Attitudes to women Attitudes toward prostitution Romeo and Juliet (SUM 1, SUM 2) Age of consent Male attitudes towards sex Arranged marriages	A Christmas Carol (AUT 1, AUT 2) Poverty in society Dr Jekyll and Mr Hyde (AUT 1, AUT 2) Repression of sexuality Outsider to society Poetry Anthology (SPR 1, SPR 2) Concepts of individual identity PTSD Effects of conflict Identity Internal conflict Coping with loss of a loved one Outsider to society English Language Paper 2 (SUM 1) Healthy eating/lifestyle – Non-fiction writing	An Inspector Calls (AUT 1, SUM 1) Sexual assault Dr Jekyll and Mr Hyde (AUT 1, AUT 2) Repression of sexuality Romeo and Juliet (SPR 1) 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**

			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**	**HT1** – Creation how humans were made including evolution **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. HT3-4 – Gender Inequality between the sexes. Reasons for it and the effects on society and women.	**HT3-4 –** Contraception why it is used including STI's and Pregnancy. **HT4/5** 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. **HT5** - Reasons for crime, including: •• poverty and upbringing •• mental illness and addiction •• greed and hate •• opposition to an unjust law. We also explore 'Forgiveness' and a case study examining how it can positively affect our mental health.	**HT3-4** – Relationships and Families module including Contraception, Homosexuality, Sex before Marriage, same-sex parents and relationships, the purpose of families including reproduction. **HT4/5** Abortion and the reasons for it including the misuse of contraception. HT3-4 – Gender Inequality between the sexes. Reasons for it and the effects on society and women.
Y10	**History**	**AQA GCSE** 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.		**AQA GCSE** Conflict and tension in Asia, 1950–1975 Issues of Rape as a weapon of War.
Y10	**Social Sciences**	**Families** – Students investigate the importance of primary socialisation and gaining respect and morals utilising the notion of social cohesion.		

		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

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

			Poetry Anthology (SPR 1, SPR 2) 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

			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**	**Social Inequality**: Students analyse how the divisions and barriers in society affect life chances. **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.		
Y11	**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	**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**	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 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.

		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
6th	**English**	English Language 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	English Language Outsiders in society (Y12 AUT 1, AUT 2 / Y13 SPR 1) Coursework individual topics (Y12 SUM 1, SUM 2) *all topics revisited in Y13	English Language 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

		<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 Utilitarism -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.

		gender and gender roles on Christian thought and practice. **Yr 12** - The problem of Evil – How the existence of evil in the world affects Christians relationships with God. **Yr 12 Business Ethics** – The relationships between Businesses and the Consumer, the relationship between business and the producers. **Yr12 – The Conscience** – An exploration of the Human Conscience and its relationship with science and God.		
6th	**History**	**AQA A level:** • The Mining industry concerning trade unions etc **Britain:** • The Affluent society, changes to society due to Thatcher including relationships with other and well-being.	• Part one: Peter the Great and Russia, 1682–1725• Early reforms: economic and financial; political; military; changes in society **Britain:** • The Affluent society, changes to society due to Thatcher including relationships with other and well-being.	
6th	**Social Sciences**	**Sociology** 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	**Health and Social Care:** PIES (Physical , Intellectual, Emotional and Social Development) looking at the impact of these in life events. **Media Studies:** Mental health, representations of gender and ethnicity	**Health and Social Care:** Conception Birth, Contraception, reproductive organs.

		looking at how the education system builds upon social cohesion.		
6th	**Geography**	**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. YEAR 13 AUT 2 Cover the relationship between people and the environment – First Nation in Canada and exploitation of their lands. YEAR 13 SPR 2: Bolivia under Morales rule and prioritising the relationship with the forests.	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**	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. 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 A level PE / NCFE units on Exercise, Diet & Nutrition	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.
6th	**Art**	Students will interpret project themes in many different ways which can cover many different RHSE elements. For example, recently students have explored gender roles, sexual orientation, mental	Students will interpret project themes in many different ways which can cover many different RHSE elements. For example, recently students have explored gender roles, sexual orientation,	Students will interpret project themes in many different ways which can cover many different RHSE elements. For example, recently students have explored gender roles, sexual orientation,

		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: - Contraption and Condom scheme -Abortion law in the USA debate In-house services: - Condom scheme - Free STI testing

Interventions from SEN

	Length	Impact Measure	Outcome	Staff
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

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 4 – Online Safety Curriculum Audit

Area	Current Provision	Gaps
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: • 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** **Lesson 9:** How does using my phone impact me and my life? How do I manage my online world? **Y8** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Y9** **Lesson 6:** how can I stay safe online? What is grooming? **Lesson 14**: what is fake news? **Year 10** **Lesson 8:** What are extreme views and how are people radicalised? **Lesson 14:** what are the risks and advantages of AI? **Y11** **Lesson 3:** What is happening in the world?	

	Lesson 4: how can I be a critical thinker? **Year 12:** **Lesson 1:** using AI technology ethically in studies. **Lesson 2:** what is bias in the media? **Lesson 7:** how does gambling affect my future? **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. You can help pupils to recognise: • 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	**PSHE** **Y7** **Lesson 9:** How does using my phone impact me and my life? How do I manage my online world? **Y8** **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Lesson 12:** what is gambling? How is it gamified for young people? **Y9** **Lesson 6:** how can I stay safe online? What is grooming? **Lesson 14**: what is fake news?	• ways in which games and social media companies try to keep users online longer (persuasive or sticky design) **Gap in PSHE: will include in learning objectives for Y7- L9- how does my phone impact me and my life? Y8—L5- how can I keep myself safe online.**

	Year 10 **Lesson 7:** What are extreme views and how are people radicalised? **Lesson 15:** what are the risks of gambling? **Y11** **Lesson 3:** What is happening in the world? **Lesson 4:** how can I be a critical thinker? **Year 12:** **Lesson 1:** using AI technology ethically in studies. **Lesson 2:** what is bias in the media? **Lesson 7:** how does gambling affect my future? **Computing Curriculum - Y7-9 (HT1)** **CC Curriculum HT1**	
Online behaviour Covering this content will enable pupils to understand what acceptable and unacceptable online behaviour look like. You should teach pupils: • 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 You can help pupils to recognise acceptable and unacceptable behaviour by:	**PSHE** **Y7** **Lesson 2:** What is bullying and how do we treat each other on social media? **Lesson 6:** Anti-bullying Week	

• 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 • 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	**Lesson 9:** How does using my phone impact me and my life? How do I manage my online world? **Y8** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Y9** **Lesson 5:** what dangers can social media trends pose? **Lesson 6:** how can I stay safe online? What is grooming? **Year 10** **Lesson 6:** how can I portray my point of view on key issues? **Lesson 7:** What are extreme views and how are people radicalised? **Lesson 8:** what is hate crime? **Lesson 15:** what are the risks of gambling? **Y11**	

	Lesson 4: how can I be a critical thinker? **Year 12** **Lesson 1:** using AI technology ethically in studies. **Lesson 2:** what is bias in the media? **Lesson 4:** how does the law impact sex and relationships? **Lesson 7:** how does gambling affect my future? **CC Curriculum HT1**	
How to identify online risks 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. You can help pupils to identify and manage risk by discussing: • 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	**PSHE** **Y7** **Lesson 9:** How does using my phone impact me and my life? How do I manage my online world? **Y8** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Y9** **Lesson 5:** what dangers can social media trends pose?	

	Lesson 6: how can I stay safe online? What is grooming? **Lesson 18:** what are extreme views? How do people become radicalised? **Year 10** **Lesson 7:** What are extreme views and how are people radicalised? **Lesson 8:** what is hate crime? **Lesson 15:** what are the risks of gambling? **Y11** **Lesson 4:** how can I be a critical thinker? **Lesson 9:** what is my digital footprint and how will it affect my future? **Year 12:** **Lesson 1:** using AI technology ethically in studies. **Lesson 2:** what is bias in the media? **Lesson 4:** how does the law impact sex and relationships? **Lesson 7:** how does gambling affect my future? **CC Curriculum HT1**	

How and when to seek support 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. You can help pupils by explaining how to: • 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 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.	**PSHE** **Y7** **Lesson 9:** How does using my phone impact me and my life? How do I manage my online world? **Y8** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Y9** **Lesson 5:** what dangers can social media trends pose? **Lesson 6:** how can I stay safe online? What is grooming? **Lesson 18:** what are extreme views? How do people become radicalised? **Year 10** **Lesson 8:** What are extreme views and how are people radicalised? **Lesson 15:** what are the risks of gambling?	

	Y11 **Lesson 4:** how can I be a critical thinker? **Lesson 9:** what is my digital footprint and how will it affect my future? **Year 12:** **Lesson 1:** using AI technology ethically in studies. **Lesson 2:** what is bias in the media? **Lesson 4:** how does the law impact sex and relationships? **Lesson 7:** how does gambling affect my future? **All PSHE's- reference safeguarding and SHARP system** **Assembly-** online safety HT6 **Computing Curriculum -** Y7-9 **CC Curriculum HT1**	
How to navigate the internet and manage information This section covers the various technical aspects of the internet that could leave pupils vulnerable if not understood.		
Age restrictions Some online activities have age restrictions because they include content which is not appropriate for children under a specific age.	**PSHE** **Y7**	

Teaching could include: • 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	**Lesson 9:** How does using my phone impact me and my life? How do I manage my online world? **Y8** **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Y9** **Lesson 6:** how can I stay safe online? What is grooming? **Y10:** **Lesson 5**: laws of sex and consent **Lesson 15:** gambling **Y11** **Lesson 18**: myths and pressures of pornography **Lesson 19:** gambling **Year 12** **Lesson 1:** using AI technology ethically in studies. **Lesson 2:** what is bias in the media? **Lesson 4:** how does the law impact sex and relationships? **Lesson 7:** how does gambling affect my future?	

	Assembly- online safety HT6 **Computing Curriculum - Y7-9** **CC Curriculum HT1**	

How content can be used and shared
Knowing what happens to information, comments or images that are put online.
Teaching could include:
• 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:
  • 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
	PSHE
	
	Y7
	Lesson 9: How does using my phone impact me and my life? How do I manage my online world?
	
	Y8
	
	Lesson 5: How can I keep myself safe on social media? What is my online footprint?
	
	Lesson 18: what is sexuality? When is someone ready for sex?
	
	Y9
	
	Lesson 5: What dangers can social media trends pose?
	
	Lesson 6: how can I stay safe online? What is grooming?	

	Year 10 **Lesson 6:** what are the laws relating to sex? **Y11** **Lesson 9:** what is my digital footprint and how will it affect my future? **Lesson 6:** what are the laws relating to sex? **Year 12:** **Lesson 1:** using AI technology ethically in studies. **Lesson 2:** what is bias in the media? **Lesson 4:** how does the law impact sex and relationships? **Lesson 7:** how does gambling affect my future? **Assembly-** online safety HT6 **Computing Curriculum - Y7-9 (HT1)** **CC Curriculum HT1**	
Disinformation, misinformation, malinformation and hoaxes	**PSHE** **Y7** **Lesson 9:** How does using my phone impact me and my life? How do I manage my online world?	

Some information shared online is accidentally or intentionally wrong, misleading, or exaggerated. Teaching could include: • 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	**Y8** **Lesson 16:** what is AI and how is it affecting our world? **Y9** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Lesson 18:** what are extreme views? How do people become radicalised? **Year 10** **Lesson 8:** What are extreme views and how are people radicalised? **Y11** **Lesson 4:** how can I be a critical thinker? **Year 12:** **Lesson 1:** using AI technology ethically in studies. **Lesson 2:** what is bias in the media? **Lesson 4:** how does the law impact sex and relationships? **Lesson 7:** how does gambling affect my future?	

	Assembly- online safety HT6 **Computing Curriculum -** Y7-9 **CC Curriculum HT1**	
Fake websites and scam emails 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. Teaching could include: • 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 • 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	**PSHE** **Y12** **Financial literacy course** **Assembly-** online safety HT6 **Computing Curriculum - Y7-9 (HT1)** **CC Curriculum HT1**	
Fraud (online) Fraud can take place online and can have serious consequences for individuals and organisations. Teaching could include: • 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	**PSHE** **Y12** **Financial literacy course** **Assembly-** online safety HT6 **Computing Curriculum - Y7-9 (HT1)**	

• 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	**CC Curriculum HT1**	
Password phishing Password phishing is the process by which people try to find out your passwords so they can access protected content. Teaching could include: • 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	**PSHE** **Y12** **Financial literacy course** **Assembly-** online safety HT6 **Computing Curriculum - Y7-9 (HT1)** **CC Curriculum HT1**	
Personal data Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'. Teaching could include: • how cookies work	**PSHE** **Y12** **Financial literacy course**	

• 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) • 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	**Assembly-** online safety HT6 **Computing Curriculum - Y7-9 (HT1)** **CC Curriculum HT1**	
Persuasive design Many devices, apps and games are designed to keep users online for longer than they might have planned or desired. Teaching could include: • 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	**PSHE** **Year 8** **Lesson 12:** what is gambling? How is gambling gamified for young people? **Year 12** **Lesson 7:** how does gambling affect me and my future? **Assembly-** online safety HT6 **Computing Curriculum - Y7-9 (HT1)** **CC Curriculum HT1**	Don't include lots on persuasive design- this is covered in technology in KS3

Personal data Online platforms and search engines gather personal data. This is often referred to as 'harvesting' or 'farming'. Teaching could include: • 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) • 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	**Assembly-** online safety HT6 **Computing Curriculum - Y7-9 (HT1)** **CC Curriculum HT1**	
Targeting of online content (including on social media and search engines) Much of the information seen online is a result of some form of targeting. Teaching could include: • 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	**Assembly-** online safety HT6 **Computing Curriculum - Y7-9 (HT1)** **CC Curriculum HT1**	

How to stay safe online This section covers elements of online safety that could adversely affect a pupil's personal safety or the personal safety of others online.		
Abuse (online) Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal. Teaching could include: • 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 • 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	**PSHE** **Y7** **Lesson 2:** What is bullying and how do we treat each other on social media? **Lesson 4:** Black History Month and hate crime awareness we **Lesson 6:** anti-bullying week **Y8** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Lesson 7:** What are the issues of racism in sport? **Lesson 8:** what are the issues of gender inequality and how can we help? **Y9** **Lesson 3:** What is misogyny? What is the problem of violence against women? **Year 10** **Lesson 8:** What is hate crime? How does it affect people in the UK?	

	Assembly- online safety HT6 **Computing Curriculum -** Y7-9 **CC Curriculum HT1**	
Online radicalisation 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. 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. Teaching could include: • 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	**PSHE** **Y8** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Year 9** **Lesson 3:** What is misogyny? What is the problem of violence against women? **Year 10** **Lesson 7:** what are extreme views and how are people radicalised? **Lesson 8:** What is hate crime? How does it affect people in the UK? **Year 12** **Lesson 2:** what is bias in the media? **CC Curriculum HT1**	
Challenges Online challenges acquire mass followings and encourage others to take part in what they suggest. Teaching could include:	**Y7** **Lesson 15:** How can online gaming and gambling affect me? **Y9**	

• 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)	**Lesson 5:** What dangers can social media trends pose? **CC Curriculum HT1**	
Content which incites Knowing that violence can be incited online and escalate very quickly into offline violence. Teaching could include: • 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	**PSHE** **Y8** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Lesson 9:** what are gangs? **Lesson 10:** How can we solve the issue of knife crime in our community? **Y9** **Lesson 4:** How do gangs get members? Why do people fall victim to county lines? **Lesson 5:** What dangers can social media trends pose? **CC Curriculum HT1**	
Fake profiles	**PSHE**	

Not everyone online is who they say they are.
Teaching could include:
• 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:
  • 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
	Y9
	Lesson 6: How can I stay safe online? What is grooming?
	
	CC Curriculum HT1	

Grooming Knowing about the different types of grooming and motivations for it, for example: • radicalisation • child sexual abuse and exploitation • gangs (county lines) • financial exploitation (money mules) Teaching could include: • 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	PSHE **Y8** **Lesson 2:** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Year 9** **Lesson 3:** What are misogyny and toxic masculinity? What is the problem of violence against women? **Lesson 6:** How can I stay safe online? What is grooming? **Year 10** **Lesson 8:** what are extreme views and how are people radicalised?	

	CC Curriculum HT1	
Live streaming 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. Teaching could include: • 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	**PSHE** **Y7** **Lesson 9:** How does using my phone impact me and my life? How do I manage my online world? **Y8** **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Y9** **Lesson 6:** how can I stay safe online? What is grooming? **Y11** **Lesson 9:** what is my digital footprint and how will it affect my future? **CC Curriculum HT1**	
Pornography Knowing that sexually explicit material presents a distorted picture of sexual behaviours. Teaching could include: • 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	**PSHE** **Y11** **Lesson12:** What laws around sex are there in the UK? **Year 12** **Lesson 5:** what impact does the law have on sex and relationships?	

• that not all people featured in pornographic material are doing so willingly, such as revenge porn or people trafficked into sex work	**CC Curriculum HT1**	
Unsafe communication Knowing different strategies for staying safe when communicating with others, especially people they do not know or have never met. Teaching could include: • 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	**PSHE** **Y7** **Lesson 9:** How does using my phone impact me and my life? How do I manage my online world? **Y8** **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Y9** **Lesson 6:** how can I stay safe online? What is grooming? my social media and digital footprint? **CC Curriculum HT1**	
Wellbeing		
Impact on confidence (including body confidence) Knowing about the impact of comparisons to 'unrealistic' online images. Teaching could include: • 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	**PSHE** **Y8** **Lesson 4:** what is body image? **Y9** **Lesson 13:** How do I develop healthy relationships? How does the media influence our view of relationships?	

• looking at photo manipulation including discussions about why people do it and how to look out for it	**Year 11:** **Lesson 7:** How can I look after my body? Body modifications and procedures. **CC Curriculum HT1**	
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. Teaching could include: • 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	**PSHE** **Y7:** **Lesson 9:** How does using my phone impact me and my life? How do I manage my online world? **Year 9** **Lesson 13:** how do I develop a healthy relationship? How does the media influence our view of relationships? **Y10** **Lesson 3:** How can I be a healthier me? Thinking about sleep, hobbies and work/life balance **CC Curriculum HT1**	
Online versus offline behaviours People can often behave differently online to how they would act face to face.	**Y7**	

Teaching could include: • 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	**Lesson 2:** What is bullying and how do we treat each other on social media? **Lesson 4:** Black History Month and hate crime awareness we **Lesson 6:** anti-bullying week **Y8** **Lesson 1:** What are discrimination, racism and religious intolerance? How can we identify the issues of free speech in hate online? **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Lesson 7:** What are the issues of racism in sport? **Y9** **Lesson 3:** What are misogyny and toxic masculinity? What is the problem of violence against women? **Year 10** **Lesson 9:** What is hate crime? How does it affect people in the UK? **CC Curriculum HT1**	
Reputational damage What users post can affect future career opportunities and relationships – both positively and negatively.	**Y7** **HT6:** Managing myself online, risks and challenges	

Teaching could include: • looking at strategies for positive use • how to build a professional online profile	**Y8** **Lesson 5:** How can I keep myself safe on social media? What is my online footprint? **Y11** **Lesson 9:** What is my digital footprint and how will it affect my future? **CC Curriculum HT1**	
Suicide, self-harm and eating disorders 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.	**PSHE** **Y7** **Lesson 11:** How can we tackle unhealthy habits? **Year 8** **Lesson 3:** what is body image? **Year 12** **Lesson 13:** mental health **CC Curriculum HT1**	