



THE CAMDEN
SCHOOL FOR GIRLS

Relationships and Sex Education (RSE) Policy



Lead Staff Member:
Lead Governor:
Approved by Governing Body:
Review Date:
Review Committee:

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Spring 2022
Curriculum and Staffing

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1). Purpose of the RSE Policy

All secondary schools are required to teach RSE and to produce an RSE policy.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in RSE, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships and Sex Education
- Give a clear statement on what the school aims to achieve from Relationships and Sex Education, the values underpinning it and why it is compulsory for all secondary schools to teach it
- Set out how Relationships and Sex Education meets schools' legal requirements to:
 - promote well being (Children Act 2004)
 - prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - meet the school's safeguarding obligations
 - comply with the Equality Act 2010 to prevent discrimination
 - advance equality of opportunity
 - foster good relations between different groups
 - make the policy available to all pupils and parents (Education Act 2006)

2). Development of the Policy

This policy was developed by the PSHE Coordinator in consultation with school governors, staff, parents, pupils and outside agencies, including Camden Local Authority.

We have taken account of the

- Statutory guidance on Relationships Education, RSE and Health Education (DfE June 2019)
- Camden's example policy 2020
- Equality Act 2010 and the Public Sector Duty

3). Links to other policies

This policy links to the PSHE and citizenship policy, the Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy and e-safety/online safety policy.

Our provision of RSE is part of our approach to supporting the health and wellbeing of young people in our school and our commitment to being recognised as a healthy school, which was achieved in September 2019.

4). Definition of RSE

Relationships and Sex Education (RSE) is enabling young people to learn about making and maintaining healthy, happy and respectful relationships, knowing how to recognise unhealthy relationships and being able to seek support, and having the information and skills to be safe online and to take responsibility for their sexual health.

Relationships education is learning about:

- Different relationships (including friendship, family, intimate, marriage/civil partnerships) and how to make and maintain healthy, caring and respectful relationships

- Healthy and unhealthy relationships, including online
- How to recognise when a family, friend, intimate or other relationship is unhealthy or unsafe and how to seek help and report concerns or abuse
- How to recognise when a relationship is coercive or controlling and know this behaviour is unacceptable and criminal and how to seek help
- Stereotypes and how they can lead to prejudice and discrimination, eg based on gender, race, religion, Special Educational Need (SEN), disability or sexual orientation
- Different types of bullying, the impact it has and how to prevent it, how to get help and how to report it
- The concepts and laws relating to sexual consent, sexual exploitation and sexual violence, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- Equality and protected characteristics¹ and the importance of respecting difference
- Gender identity and building a positive sense of gender identity
- How to recognise risk and the negative impact of some online material (including on relationships) and understand what is legal and appropriate to share and the importance of respect for others online and where to get support
- The features of healthy one-to-one intimate relationships
- Managing sexual pressure
- What makes successful parenting and the roles and responsibilities of parents

Sex Education is learning about:

- The choice to delay sex or be intimate without sex
- Pregnancy options, including abortion
- The impact of alcohol and drugs on sexual behaviour
- Where to get confidential sexual and reproductive health advice and treatment

Some of RSE overlaps with the Science curriculum. These include, but are not limited to:

- Reproductive health including fertility and infertility and menopause
- Contraceptive choices
- Pregnancy
- STIs including HIV/AIDS, how they are transmitted, treated and prevented

5). Why teach RSE at secondary schools?

The government has made Relationships and Sex Education a statutory part of the curriculum and we agree that this is a crucial aspect of the secondary curriculum.

Through Relationships Education young people develop the positive values and skills to make and maintain healthy, safe and respectful relationships and to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is and is not appropriate and about what is legal and illegal behaviour online and how to be safe online.

For these reasons parents do not have the right to withdraw their child from Relationships Education.

Through sex education young people learn information that will enable them to take responsibility for their sexual health and reduce the risk of sexually transmitted infections and unplanned pregnancy. Parents do have the right to withdraw their child from Sex Education, but not from any aspects of the Science Curriculum - see Section 8 in the policy for further details on this.

¹ Protected characteristics as defined in the Equality Act 2010 including religion or belief, disability, sexual orientation, gender and gender reassignment

6). Values promoted through RSE

Our ambition is for every pupil to feel included and supported and to develop healthy, respectful and caring relationships and to have the knowledge and skills to live healthy and safe lives. We are an inclusive school that promotes diversity and equality.

We want all pupils to feel that the content of RSE is relevant to them and their developing sexuality and that they understand the society in which they are living and growing up in, as well as be respectful of others and difference.

We believe that RSE promotes the aims and values of our school which include:

- Respect for self and others
- Kindness and consideration for others
- Commitment, trust and love within relationships
- Promoting equality and respecting rights and responsibilities in relationships
- Respecting difference and diversity, including religion, race, gender identity and sexual orientation
- Preventing prejudice and discrimination based on sexual orientation, disability, ethnicity, religion or belief, gender and gender reassignment (protected characteristics in the Equality Act (2010))
- Promoting gender equality, challenging gender stereotypes and inequality
- Valuing family life and stable, loving and committed relationships, including marriage and civil partnerships, for bringing up children
- Everyone has the right to a healthy and safe relationship

7). Aims for RSE

Our RSE programme aims to help young people:

- Develop the confidence to talk, listen and think about relationships in a positive and supportive environment
- Develop the skills to make and maintain healthy, caring and respectful relationships- friendships, family and intimate relationships
- Recognise unhealthy or unsafe relationships, including in friendships and within the family, with adults they may encounter (including online) and within intimate relationships, and how to seek help
- Manage sexual pressure, including resisting pressure and understand the choice to delay sex or be intimate without sex
- Respect different relationships including heterosexual, gay, lesbian and bisexual
- Challenge and prevent discrimination based on difference e.g. sexual orientation, gender identity, race, SEN and disability
- Recognise and prevent all types of bullying and prejudice-based language including sexist, sexual, homophobic, biphobic and transphobic language and bullying and develop the confidence to report it
- Understand the spectrum of gender identity including transgender and challenge gender stereotypes and inequality and promote equality and respect in relationships
- Recognise risk and how to be safe online and behave appropriately and respectfully
- Know where and how to seek information and advice when they need help
- Understand what affects reproductive health
- Understand what makes successful parenting and the roles and responsibilities of parents
- Understand about pregnancy and the choices available
- Prevent the spread of sexually transmitted infections and prevent unplanned pregnancy

Pupils will also be taught about the emotional, social and physical changes at puberty which is a statutory part of Science and Health Education.

8). Content and Organisation of the RSE Programme

Where is RSE taught and what is taught?

RSE will be taught as part of the planned PSHE curriculum in every Year covering knowledge and skills appropriate to the age and maturity of pupils. Each Year builds on what has been learnt in the previous Years.

Puberty will be taught through Science and PSHE lessons.

The science of immunisations and vaccinations, blood, organ and stem cell donation will be taught in Science lessons.

See Appendix 1 Biological aspects of statutory Science

See Appendix 2 for the requirements for teaching statutory RSE and puberty (in Health Education)

See Appendix 3 PSHE curriculum in each Year

Who teaches RSE?

RSE will be taught by form tutors, supported by the PSHE Coordinator. Aspects of RSE are also covered in other curriculum areas, including (but not limited to) P.E., Science and I.T.

We sometimes involve external agencies to support the teacher-led RSE e.g. sexual health advisers from local sexual health clinics and Theatre in Education plays and workshops.

When visitors are involved in RSE we will:

- plan and evaluate their contribution as part of the school's RSE teaching programme
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- provide follow up lessons

TAs and Learning Mentors support individual pupils to ensure the RSE meets their individual needs.

How RSE is taught

- All pupils are taught in their form groups, usually by their form tutors.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality and do not discuss personal experiences or issues or ask information of each other or the teacher. Staff do not discuss details of their personal experiences or relationships with pupils.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate. We also use question boxes so that pupils can ask questions anonymously.

- Resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, including role play, quizzes, pair and small group work and mixing groups so that pupils work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is inclusive, appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender identity, sexual orientation, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups.
- Teachers do not offer individual pupils advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.
- Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships we include an understanding of different types of relationships, including lesbian, gay and bisexual relationships. When teaching about families we include a broad range of family structures that reflect the diversity amongst pupils to ensure all pupils feel their family is valued. These include: families with a single parent; parents who are married, parents who are not married, parents who are divorced, lesbian, gay, bisexual or transgender parents; children living between two homes with step parents and step siblings; in foster homes; in residential homes and living with relations other than biological parents. When teaching about gender we include an understanding about gender identity and diversity. Through our teaching young people understand the society in which they are living and growing up in, as well as developing respect for others and difference.
- Homophobic, biphobic and transphobic references, language and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- We will emphasise the importance of strong and supportive relationships for family life, including marriage and civil partnership (both opposite and same-sex couples)

Right to withdraw children from Sex Education

Parents do not have the right to withdraw their child from Relationships Education, but they have the right to withdraw their child from some or all of the sex education parts of statutory RSE.

In this school the Sex Education parts of statutory RSE are defined as the teaching about:

- The choice to delay sex or to be intimate without sex
- Pregnancy choices including abortion
- The impact of alcohol and drugs on sexual behaviour

- How and where to get confidential sexual and reproductive health advice and treatment

We hope that parents and carers will support this important part of young people's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children in these aspects of statutory sex education themselves and so parents have the right to request that their child is withdrawn from these aspects.

This right is available to parents up to and until three terms before the child turns 16. After that, if the child wishes to have sex education it will be provided.

If a parent wishes to withdraw their child from these sex education lessons they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning about these aspects. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use these with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

Even when a child has been withdrawn from sex education lessons, if the child should ask questions at other times, these questions would be answered honestly by staff in the context of the question being asked. Staff may talk to parents about the questions children are asking.

There may be exceptional circumstances when the school may not agree to the request, based on the needs of the child and this will be discussed with the parent.

Science National Curriculum

All secondary schools are required to teach the Science National Curriculum which covers biological aspects of; human reproduction, menstrual cycle, fertilisation, pregnancy and birth, hormonal and non-hormonal methods of contraception, sexually transmitted infections (including HIV/AIDS) See *Appendix 1 for more details*.

Parents do not have the right to withdraw from Science.

Health Education and Puberty

All secondary schools are required to teach statutory Health Education that includes teaching about puberty. This is covered in Year 7.

Parents do not have the right to withdraw from Health Education.

How sex education, biological aspects of science and puberty is taught

These are taught through PSHE and Science in form groups.

We provide a question box so that pupils can anonymously ask questions and these are then answered by the teacher.

9). Involving Pupils

To ensure the RSE programme meets the needs of all pupils, the PSHE Coordinator involves the school council in reviewing and evaluating the programme each year, and all students are asked to fill in a survey towards the end of the academic year. Responding to this feedback helps shape the curriculum for the following academic year.

Students are involved in raising awareness about relevant RSE issues such as sexual exploitation, domestic abuse, keeping safe online and anti-bullying. Information about where to go to get health and wellbeing advice is displayed in the school and included in pupil diaries.

10). Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too through the ground rules agreed at the start of the lesson. Pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first, if possible, and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures.

This school upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSE in the classroom they are bound by the school's RSE policy.

11). Assessing RSE

Pupils' progress in learning in RSE is assessed as part of the assessment of science and PSHE. This may include, but is not limited to, short knowledge quizzes at the ends of topics.

12). Monitoring and evaluating RSE

The PSHE Coordinator monitors teachers' planning and works with the Deputy Head, Heads of Year and form tutors to monitor delivery of lessons to ensure RSE is being taught. Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE, which also involves the school council.

13). Training staff to deliver RSE

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach RSE and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by Camden Learning and other external organisations.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions

- Managing sensitive and controversial issues

14). Engaging and Involving Parents/Carers

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships and Sex Education and compliance with the statutory guidance and Equality Act.

We will take every opportunity to inform and involve parents and carers by:

- Consulting with parents when developing the RSE policy and when it is reviewed
- Publishing the RSE policy on the school's website
- Including a summary of the content and organisation of the RSE curriculum in school information, including in year group handbooks
- Discussing individual concerns and helping parents and carers support the needs of their children

15). Disseminating the policy

A copy of this policy is on the school website. It is included in the

- Staff Handbook
- Governor Handbook

A summary is included in the school prospectus. Copies are supplied to visitors who are involved in providing RSE in school.

When the policy is being reviewed, parents are informed through the newsletter and school's website.

Key contacts:

PSHE Education Coordinator:	Rebecca Maggs
SRE Lead:	Rebecca Maggs
Lead Governor:	Angela Mason
Designated Safeguarding Lead:	Kathia Derrar
Healthy School Lead:	Kathia Derrar

Appendix 1 - Biological aspects of statutory Science

Key Stage 3

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4

Health, disease and the development of medicines

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDS)

Coordination and Control

- hormones in human reproduction, hormonal and non-hormonal methods of contraception

Appendix 2 - Requirements for teaching statutory RSE and puberty (in Health Education)

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Topics	Pupils should know
Families	<ul style="list-style-type: none">• There are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children• what marriage* is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• why marriage is an important relationship choice for many couples and why it must be freely entered into• the characteristics and legal status of other types of long-term relationships• the roles and responsibilities of parents with respect to the raising children, including the characteristics of successful parenting• how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed <p>*marriage including both opposite sex and same sex couples</p>
Respectful relationships, including friendships	<ul style="list-style-type: none">• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship• practical steps they can take in a range of different contexts to improve or support respectful relationships

	<ul style="list-style-type: none"> • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material eg pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).

Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ● the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. ● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ● that they have a choice to delay sex or to enjoy intimacy without sex. ● the facts about the full range of contraceptive choices, efficacy and options available. ● the facts around pregnancy including miscarriage. ● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● about the prevalence of some STIs , the impact they can have on those who contract them and key facts about treatment. ● how the use of alcohol and drugs can lead to risky sexual behaviour. ● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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What pupils should know in Health Education by the end of Secondary School:

Changing adolescent body	<ul style="list-style-type: none"> ● key facts about puberty, the changing adolescent body and menstrual wellbeing ● the main changes which take place in males and females, and the implications for emotional and physical health
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Appendix 3 - RSE Curriculum in each Year

Year 7 PSHE Overview

Start of term session	Icebreaker games to meet the form
Autumn Term 1	Transition to School + Building Relationships
Autumn Term 2	Health, Puberty + Emotional Wellbeing
Spring Term 1	Health, Puberty + Emotional Wellbeing
Spring Term 2	Online Safety
Summer Term 1	Exploring Identity
Summer Term 2	Careers
Drop Down Day	Session 1: Fighting Discrimination Session 2: Understanding some common disabilities + stigmas

Topic 1: Transition to School and Building Relationships - 7 weeks (Health + Wellbeing + Relationships)

The aim of this module is to introduce students to PSHE, and set some ground rules for acceptable behaviour within lessons and towards each other as individuals. It is also to help students settle into secondary school by identifying healthy routines, understanding emotions and thinking about the type of person they would like to be through exploring positive role models. Students will also build on knowledge from primary school about how to recognise healthy and unhealthy behaviours between friends, including bullying and cyberbullying, how to be respectful and where to access support.

1st half-term 1	Week 1	How can we establish good routines and feel positive?
1st half-term 2	Week 2	How can we identify and deal with emotions?
1st half-term 3	Week 3	What is the importance of positive role models?
1st half-term 4	Week 4	What is a respectful friendship and how can we be a good friend? 1
1st half-term 5	Week 5	What is a respectful friendship and how can we be a good friend? 2
1st half-term 6	Week 6	What are the signs and effects of bullying?
1st half-term 7	Week 7	How can we effectively respond to bullying and support others?

Topic 2: Health, Puberty + Emotional Wellbeing - 12 weeks (Health + Wellbeing)

The aim of this module is to educate students on a range of different topics on how to be physically and mentally healthy as they enter adolescence and into adult life, and the consequences of an unhealthy lifestyle. Students will also be educated on reliable sources of information for further research and help understanding these topics. The topics on CPR, puberty and periods also correspond with the Science curriculum at the same time.

Form Time Supporting Activities:

- The importance of exercise + how to keep fit
- Physical First Aid (in First Aid Week)
- Mental Health (in Mental Health Week)

2nd half-term 1	Week 1	How can we look after our personal hygiene?
2nd half-term 2	Week 2	How can we look after our skin and dental health?
2nd half-term 3	Week 3	What happens in puberty?
2nd half-term 4	Week 4	How can we deal with the emotional and physical effects of puberty?
2nd half-term 5	Week 5	What are periods and what happens?
2nd half-term 6	Week 6	What products can we use to manage periods?
3rd half-term 1	Week 7	What is a healthy diet and why is it important?
3rd half-term 2	Week 8	What are healthy sleep habits?
3rd half-term 3	Week 9	How can we recognise and respond to inappropriate and unwanted contact? (incl. an introduction to FGM)
3rd half-term 4	Week 10	What are common illnesses and injuries and how can we deal with them?
3rd half-term 5	Week 11	What are emergency medical situations and how can we deal with them? (In conjunction with CPR in Science)
3rd half-term 6	Week 12	How can we deal with stress and anxiety?

Topic 3: Online Safety - 5 weeks (Living in the wider world)

The aim of this module is to build on students' learning in I.T. lessons and primary school to equip students with the knowledge and skills to be safe online. This will cover protecting your identity and personal information, age restrictions, talking to people online and recognising the signs of grooming, how to spot fake news and the risks of oversharing, appropriate communication online and the signs and impact of cyberbullying. Students will be given information on how to access support on all of these topics if they have further concerns.

4th half-term 1	Week 1	What are the key principles of online safety?
4th half-term 2	Week 2	How can we use the internet and social media responsibly?
4th half-term 3	Week 3	Who can we trust online?

4th half-term 4	Week 4	What content can we trust online?
4th half-term 5	Week 5	How can we recognise and challenge cyberbullying?

Topic 4: Exploring Identity - 5 weeks (Health + Wellbeing)

The aim of this module is to encourage students to reflect on themselves, including their values and unique characteristics. They are also encouraged to reflect on differences between themselves and other people, how people construct their identity in different ways, and how stereotypes can cause damage.

Form time supporting activities:

- What are British values?

5th half term 1	Week 1	What different identities do we have?
5th half term 2	Week 2	What is my cultural identity?
5th half term 4	Week 3	What is gender identity?
5th half term 5	Week 4	How can we learn to identify personal strengths and areas of development? Building resilience and confidence
5th half term 6	Week 5	Who am I? The value of self-concept and self-love

Topic 5: Careers - 4 weeks (Living in the Wider World)

The aim of this module is to explore Unifrog with the students, a website with a huge range of resources and information on university and careers choices. This will be accessible to students online for the duration of their time at CSG. Students will explore different careers to give them an understanding of the range of options available to them, the different types of work and the pros and cons of each, and explore the value of work.

Form time activities:

- Why do people work?

6th half term 1	Week 1	What is UniFrog and how can we use it effectively?
6th half term 2	Week 2	What different careers are there?
6th half term 3	Week 3	What different careers are there?
6th half term 4	Week 4	What different types of work are there? (employment, self-employment + voluntary work)

Year 8 PSHE Overview

Start of Term Session	Coding Workshop
Autumn Term 1	Healthy and Unhealthy Relationships
Autumn Term 2	Healthy and Unhealthy Relationships
Spring Term 1	Mental Health and Body Image
Spring Term 2	The Equality Act and Challenging Discrimination
Summer Term 1	Drugs and Drug Misuse
Summer Term 2	Careers and Workplace Skills
Drop Down Day	Sessions 1 + 2 - Introduction to Managing Finances

Topic 1: Healthy and Unhealthy Relationships - 14 weeks (Relationships)

The aim of this module is to educate students on the characteristics of healthy and unhealthy relationships, to equip them with the skills for ensuring their happiness and safety, managing conflict and getting support if necessary. They will also learn how there are many different types of loving and committed families, and how relationships contribute to human happiness.

Form time recap activities:

- Different types of bullying + the impact of bullying
- The importance of being kind

1st half-term 1	Week 1	What are characteristics of healthy relationships?
1st half-term 2	Week 2	What different types of families are there?
1st half-term 3	Week 3	What are the legal rights of couples + children?
1st half-term 4	Week 4	What are the roles + responsibilities of parents?
1st half-term 5	Week 5	What are the causes of conflict in relationships and how can we manage conflict?
1st half-term 6	Week 6	How can we communicate respectfully and productively in relationships?
1st half term 7	Week 7	How can we manage changes in relationships?
2nd half term 1	Week 8	How can we manage grief in relationships?
2nd half term 2	Week 9	What is consent in relationships?
2nd half term 3	Week 10	What is peer pressure and how can we manage it?
2nd half term 4	Week 11	What is 'group think' mentality, and how can we recognise passive, aggressive and assertive behaviour?
2nd half term 5	Week 12	What is the law and the consequences of sexting + sharing nude images?

2nd half term 6	Week 13	How can we recognise and challenge exploitation + grooming?
2nd half term 7	Week 14	What is domestic abuse and how can we access support?

Topic 2: Mental Health + Body Image - 6 weeks (Health and Wellbeing)

The first aim of this module is to give students the knowledge and skills to recognise common mental health issues, ways to promote positive wellbeing and healthy and unhealthy coping strategies, including self-harm and eating disorders. The second aim is to promote body confidence by exploring how the media influences our view of ourselves, giving students tools to challenge this and celebrating different types of bodies. Students will also examine stigmas surrounding mental health and how to challenge them. Students will be told how to access support.

Form time supporting activities:

- Causes, types and effects of eating disorders

3rd half-term 1	Week 1	What are common mental health issues?
3rd half-term 2	Week 2	What are healthy coping strategies?
3rd half-term 3	Week 3	What are unhealthy coping strategies?
3rd half-term 4	Week 4	What is the impact of the media/social media on body image?
3rd half-term 5	Week 5	How can we celebrate differences in our bodies?
3rd half-term 6	Week 6	What are stigmas about mental health and how can we challenge them?

Topic 3: The Equality Act and Challenging Discrimination - 5 weeks (Living in the Wider World)

The aim of this module is to educate students on their human rights and the protected characteristics under the Equality Act, and how the law would be applied in different scenarios. It is also to promote tolerance of people's differences, to educate students on the harmful effects of prejudice and stereotyping and to give them tools to critically challenge prejudices, stereotypes and hate crime. They will also be given guidance on how to access support.

Form Time Activities:

- Brief history of human rights
- Responding to hate speech

4th half-term 1	Week 1	What are human rights laws?
4th half-term 2	Week 2	Us. vs. Them - what are prejudices and stereotypes?
4th half-term 3	Week 3	What forms of discrimination are there and what is hate crime?
4th half-term 4	Week 4	What is the Equality Act and how can we apply it?
4th half-term 5	Week 5	How can we challenge stereotypes and discrimination?

Topic 4: Drugs + Drug Misuse - 5 weeks (Health and Wellbeing)

The aim of this module is to educate students on the law on drugs, the effects of different drugs and the consequences of drug misuse and addiction. We will also explore how students can manage influences in relation to peer pressure. Students will also be shown how to access support.

Form Time supporting activities:

- Healthy use of over the counter medicines and prescription drugs

5th half term 1	Week 1	Nicotine, E-Cigarettes + Caffeine: the law, facts + effects + positive social norms
5th half term 2	Week 2	Alcohol: the law, facts + effects + positive social norms
5th half term 3	Week 3	Illegal drugs: the law, facts + effects
5th half term 4	Week 4	Different outcomes: the law, personal consequences and the difference between habit + dependence
5th half term 5	Week 5	How can we manage influences relating to substance abuse?

Topic 5: Careers + Workplace Skills - 4 weeks (Living in the Wider World)

The aim of this module is to expand students' aspirations by challenging stereotypes in work and pay, and by encouraging them to explore skills valued in the workplace and to understand how they are already building and can further build on these skills.

Form Time supporting activities:

- The value of voluntary work and charitable giving

6th half-term 1	Week 1	What are stereotypes in work and pay and how can we challenge them?
5th half-term 2	Week 2	Dragon's Den Skills in the Workplace
5th half-term 3	Week 3	Dragon's Den Skills in the Workplace
5th half-term 4	Week 4	How can we set aspirational goals for our career development?

Year 9 PSHE Overview

Start of Term Session	Careers - Exploring the value of work and exploring UniFrog
Autumn Term 1	Digital Literacy
Autumn Term 2	Personal Safety + Serious Organised Crime Setting Goals + Choosing Options
Spring Term 1	Physical and Mental Health
Spring Term 2	Physical and Mental Health Sex and Relationships Education
Summer Term 1	Sex and Relationships Education
Summer Term 2	Protecting Human Rights
Drop Down Day	Sessions 1 + 2 - Politics - Democracy, Parliament + Political Parties

Topic 1: Digital Literacy - 7 weeks (Living in the Wider World)

The aim of this module is to encourage students to think critically about messages we are exposed to within society, for example through the media and advertising. Students will gain the tools to recognise these messages and robustly challenge them to equip them in searching for truth.

Form Time supporting activities:

- How has the media changed over time?
- How do different media outlets fact check?

1st half-term 1	Week 1	Fact vs. Fiction - why do people share false information, how can we identify it and how can we stop it?
1st half-term 2	Week 2	Three Sides to Every Story - how we can identify biased writing in the media, what are sensationalist headlines and echo chambers?
1st half-term 3	Week 3	What is targeted advertising and how is our data used?
1st half term 4	Week 4	How can we protect ourselves online? (Protecting passwords, ignoring scams, being kind and sharing safely)
1st half term 5	Week 5	How can we protect ourselves online and what impact does the internet and social media have on our lives?
1st half term 6	Week 6	How can we use social media responsibly?
1st half term 7	Week 7	How can we recognise and challenge online grooming?

Topic 2: Personal Safety and Serious Organised Crime - 4 weeks (Relationships)

The aim of this module is to explore with students, and give them some knowledge on how to stay safer on the streets in their communities. We will examine how we can ensure safety on the streets and whose responsibility it is, the reasons why people join gangs, and how carrying a knife increases the risk of knife crime. Students will also be given some tips to avoid and de-escalate knife-related risk, and how to access support in this area.

2nd half-term 1	Week 1	How can we ensure safety for everyone on the streets?
2nd half-term 2	Week 2	What is serious organised crime + why do people get involved?
2nd half-term 3	Week 3	What are the legal + physical risks of carrying a knife? What is the impact of serious organised crime?
2nd half-term 4	Week 4	How can we avoid + de-escalate gang and knife-related risk?

Topic 3: Careers + Options - 3 weeks (Living in the Wider World)

The aim of this module is to give students more knowledge to empower their GCSE options choices, and support their successful studying as their workload begins to increase in preparation for GCSE. We will also explore using SWOT analysis to help students be self-reflective by identifying their own strengths and matching those to potential options choices.

Form Time Activities:

- How to build resilience and confidence in your studies

2nd half-term 5	Week 1	What are successful studying strategies?
3rd half-term 2	Week 2	What are GCSEs and other post-16 options?
3rd half-term 3	Week 3	How can we use SWOT analysis to identify strengths + match transferable skills, abilities + interests to options and careers?

Topic 4: Physical + Mental health - 8 weeks (Health + Wellbeing)

The aim of this module is to equip students with knowledge and practical tools to successfully look after various aspects of their physical and mental health, the consequences of not doing so, and where to access support. We will also examine key health choices and responsibilities, including vaccinations, blood donation, stem cell donation, organ donation and the importance of self-examination. Some of these sessions also tie into the school's celebration of First Aid Fortnight.

Form Time supporting activities:

- The importance of self-examination
- Registering at the doctors

3rd half-term 1	Week 1	How can we manage puberty?
3rd half-term 2	Week 2	What are healthy food + drink choices and why is sugar so bad for us?
3rd half-term 3	Week 3	How can we live a healthy lifestyle? What are the consequences of not?

3rd half-term 4	Week 4	What are some key first aid skills?
3rd half-term 5	Week 5	How do we do CPR and use a defibrillator?
3rd half-term 6	Week 6	How can we reframe negative thinking patterns?
4th half term 1	Week 7	Making health choices - an introduction to vaccines, blood donation, organ donation + stem cell donation
4th half term 2	Week 8	What are the pros and cons of vaccination?

Topic 5: Relationships and Sex Education - 8 weeks

This module has two aims. Firstly, to educate students on the importance and characteristics of healthy romantic and intimate relationships, how these can contribute to human happiness, how factors in the media and pornography can impact relationship expectations and where to access support if these relationships are unhealthy. Secondly, to educate students on sexual health matters, especially safe sex, contraception and STIs. This module aims to equip students with the knowledge to make informed choices that are right for them, and how to access sexual health support services.

Form Time supporting activities:

- Briefly exploring unplanned pregnancy options

4th half term 3	Week 1	How can we choose a good partner?
4th half term 4	Week 2	What are some common myths about sex and sexualities, and how can we challenge them?
4th half term 5	Week 3	What does a healthy intimate relationship look like?
5th half term 1	Week 4	What is sexual consent and sexual pressure?
5th half-term 2	Week 5	What options are there for contraception?
5th half-term 3	Week 6	What are the consequences of unprotected sex? STIs
5th half-term 4	Week 7	How does the portrayal of relationships in the media and in pornography impact our relationship expectations?
5th half-term 5	Week 8	How can we communicate our desires and negotiate safe sex effectively?

Topic 6: Protecting Human Rights - 4 weeks (Living in the Wider World)

The aim of this module is to educate students on abuses of various human rights, including how to recognise them, their consequences on people's physical health, mental health, relationships and lives in general, and how to access support if they need it.

6th half term 1	Week 1	What is rape, forced marriage + honour killings and how can we access support?
6th half term 2	Week 2	What is FGM?
6th half term 3	Week 3	What issues do refugees + migrants face and how can we help them?
6th half term 4	Week 4	What is human trafficking and how can we recognise the signs of slavery?

Year 10 PSHE Overview

Start of Term Session	Supporting the Environment
Autumn Term 1	Transitioning to GCSE Mental Health + Body Image
Autumn Term 2	Exploring Influence
Spring Term 1	Healthy + Unhealthy Relationships
Spring Term 2	Managing Finances
Summer Term 1	Promoting Tolerance + Diversity
Summer Term 2	Careers + Preparing for Work Experience
Drop Down Day	Session 1: Britain's Place in the World Session 2: The British Legal System

Topic 1: Transitioning to GCSE - 1 week (Living in the Wider World)

This module is a brief reminder of some successful studying strategies for students to implement as they start their GCSE studies. They will also focus on targets for their studies, and revisit these in later terms.

Form Time supporting activity:

- Setting targets for each subject

1st half-term 1	Week 1	What are successful studying strategies for GCSE?
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Topic 2: Mental Health and Body Image - 6 weeks

The aim of this module is to build on the knowledge and skills taught in Year 8 and to expand on them in more depth. Students will focus on recognising different mental illnesses and healthy and unhealthy coping strategies, including the benefits of therapy. Students will also focus on understanding how images they see on social media are not 'real' and to normalise different bodies. Students will be told how to access support if they need it.

Form Time supporting activities:

- What to expect in therapy and the benefits of therapy

1st half-term 2	Week 1	How can we manage the challenges of adolescence + what are strategies to promote mental health + wellbeing?
1st half-term 3	Week 2	How can we recognise mental illness and access support?
1st half-term 4	Week 3	What are unhealthy coping strategies?
1st half-term 5	Week 4	How can social media distort our perception of 'normal' bodies?
1st half-term 6	Week 5	How can we celebrate + normalise different types of bodies?
1st half-term 7	Week 6	How can we understand our feelings and communicate about

		mental health?
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Topic 3: Exploring Influence - 7 weeks (Health and Wellbeing)

The aim of this module is to build on topics taught in Year 8 and Year 9 on drugs, drug misuse and gangs, and to explore this from a more mature lense. There is also a focus on keeping yourself and others safe, and how to safely manage peer influence and leave dangerous situations. Positive influences are also examined by exploring role models and positive social norms related to alcohol and drugs. Students will also be told how to access support.

2nd half-term 1	Week 1	What traits do positive role models have and how can we become one?
2nd half-term 2	Week 2	What are positive social norms in relation to alcohol and drug use?
2nd half-term 3	Week 3	What is the impact of substance abuse on individuals, personal safety, families + wider communities?
2nd half-term 4	Week 4	How can we keep ourselves and others safe in situations involving substance abuse?
2nd half-term 5	Week 5	What is gang culture and what impact does it have?
2nd half-term 6	Week 6	How can we manage peer influence in relation to substances + gangs?
2nd half-term 7	Week 7	What are good exit strategies for pressurised + dangerous situations?

Topic 4: Managing Finances - 6 weeks

The aim of this module is to educate students on different strategies for managing their money responsibly as teenagers and adults by increasing their financial literacy and educating them on their different options and the potential dangers of scams, gambling and debt. They will also learn how to access support if they need it.

Form Time supporting activities:

- Recap on how to stay safe from scams

3rd half-term 1	Week 1	What are effective budgeting habits?
3rd half-term 2	Week 2	How do savings accounts work, and why is it important to save?
3rd half-term 3	Week 3	What different taxes and benefits are there and how does this impact wages?
3rd half-term 4	Week 4	How does debt work, and what are the differences between good and bad debt?
3rd half-term 5	Week 5	What are the risks in relation to gambling?
3rd half-term 6	Week 6	What is cybercrime and financial fraud, and what is its impact?

Topic 5: Unhealthy Relationships - 5 weeks

The aim of this module is to build on the topic of healthy relationships taught lower down the school, and look at it through a more mature lense. This topic focuses on unhealthy relationships, and equips students with the knowledge of how to recognise these and how to access support. The law and the consequences of sending nude images are also explored. Students will be told how to access further support if they need it.

Form Time supporting activities:

- Recap on sexual consent
- Recap on healthy relationships

4th half-term 1	Week 1	What is relationship abuse?
4th half-term 2	Week 2	How can we recognise and challenge sexual harassment and violence?
4th half-term 3	Week 3	How can we recognise and challenge sexual exploitation? 1
4th half-term 4	Week 4	How can we recognise and challenge sexual exploitation? 2
4th half-term 5	Week 5	Nude images: what is the law and what are the consequences, and how can you protect yourself?

Topic 6: Promoting Tolerance + Diversity - 5 weeks (Living in the Wider World)

This module builds on work done in lower down in the school to re-emphasise the importance of respect for everyone's differences. It aims to further explore issues that some communities face, and so to raise awareness and increase empathy and challenge both subtle and blatant discrimination. The topic also explores how people can become radicalised online, and how to recognise and challenge this. Students will also be told how to access support if they need it.

Form Time supporting activities:

- Examining racism in Britain today
- Assembly - Just Like Us LGBT+ speakers

5th half-term 1	Week 1	Why is it important to fight discrimination and uphold the Equality Act?
5th half-term 2	Week 2	What is racist behaviour and how can we challenge it?
5th half-term 3	Week 3	What issues are faced by the LGBT+ community and how can we challenge it?
5th half-term 4	Week 4	How can social media distort, misrepresent or target information to influence beliefs?
5th half-term 5	Week 5	How can we recognise + respond to extremism + radicalisation?

Topic 7: Preparing for work experience - 3 weeks (Living in the Wider World)

The aim of this module is to educate students on what to expect and how to behave in the workplace, as they prepare to do two weeks of work experience. Students will also be encouraged to reflect more on how it's important to find a career that matches your values.

Form Time supporting activities:

- Young people's employment rights

6th half-term 1	Week 1	How can we match careers to personal values?
6th half-term 2	Week 2	How can we be professional and responsible in the workplace?
6th half-term 3	Week 3	What are strategies for overcoming challenges + responding to constructive criticism effectively?

Year 11 PSHE Overview

Start of Term Session	Year 11 Target Review Day + evaluating their work experience placements
Autumn Term 1	Building for the Future Next Steps: Post-16 Options
Autumn Term 2	Next Steps: Post-16 Options Responsible Health Choices
Spring Term 1	Healthy Relationships, Families and Sex Education
Spring Term 2	Healthy Relationships, Families and Sex Education
Summer Term 1	Preparing for Exams
Summer Term 2	
Drop Down Day	Year 11 Conference: exploring post-16 options and subjects

Topic 1: Building for the Future - 4 weeks (Health + Wellbeing)

The aim of this module is to give students some knowledge and skills to help them become happy and successful adults by helping them to find good balance between work and play, offline and online, ambition and unrealistic expectations, and to develop resilience.

Form Time supporting activities:

- 16 Personalities Test
- Effects + management of stress

1st half-term 1	Week 1	How can we develop self-efficacy?
1st half term 2	Week 2	What are the basic tools for happiness? Exploring your values and maintaining a work/life balance
1st half term 3	Week 3	What are positive + safe ways to create content online + how can we balance time online?
1st half term 4	Week 4	How can we set smart targets to balance ambition and unrealistic expectations?

Topic 2: Next Steps - 4 weeks (Living in the Wider World)

This module has three aims. Firstly, to remind students of successful studying strategies to help them best prepare for their mock exams in December and GCSEs. Secondly, to explore their different options for education after their GCSEs by helping them prepare for the Year 11 Conference (a day where students attend talks about A Levels, apprenticeships and colleges) and by giving guidance on writing applications to other education institutions. Thirdly, to give students tips on how to maximise their employability, including how a person's online presence can impact this.

Form Time supporting activities:

- Drawing up revision timetables

1st half-term 5	Week 1	What are successful studying strategies?
1st half-term 6	Week 2	How do you write good applications?
1st half-term 7	Week 3	What are the options after Year 11? Preparing for the Year 11 Conference
2nd half-term 1	Week 4	How can we maximise our employability?

Topic 3: Responsible Health Choices - 4 weeks (Health + Wellbeing)

The aim of this module is to expand further on what students have already learnt about their physical health, to enable them to live healthy and happy lives. They will also be shown how to access support if they need it.

Form Time Supporting Activities:

- Healthy sleep + exercise habits
- Do energy drinks help with studying and exams?

2nd half-term 2	Week 1	What are the links between lifestyle + some diseases?
2nd half-term 3	Week 2	How can we look after our gynecological health?
2nd half-term 4	Week 3	How can we regularly examine our bodies, and why it is important to attend NHS screenings?
2nd half-term 5	Week 4	What is an emergency medical situation and what can we do? (CPR recap)

Topic 4: Healthy Relationships, Families and Sex Education - 11 weeks (Relationships)

The aim of this module is to give students the knowledge and tools to have healthy relationships (platonic, romantic and sexual) that contribute to their happiness as individuals. This module involves building on and recapping knowledge on characteristics of healthy and unhealthy platonic, familial and romantic relationships, including bullying, communicating effectively in relationships, how to look after sexual health, fertility and pregnancy options. Students will also be shown how to access support if they need it.

Form Time supporting activities:

- Love Languages Test
- Opportunities and risks of online relationships

3rd half-term 1	Week 1	Mythbusting on the key features of healthy + unhealthy relationships
3rd half-term 2	Week 2	How can we communicate assertively and empathetically in relationships?
3rd half-term 3	Week 3	How does pornography / films affect relationship expectations?
3rd half-term 4	Week 4	Recap of contraception options and STIs
3rd half-term 5	Week 5	How can you handle unwanted attention + stay safe, including online?

3rd half-term 6	Week 6	What are the causes and impacts of cyberbullying?
4th half term 1	Week 7	What different types of families are there? (incl. including adoption + fostering options)
4th half term 2	Week 8	How can you evaluate readiness for parenthood + what are positive parenting qualities?
4th half term 3	Week 9	Exploring fertility, infertility + miscarriage (incl. how fertility changes over time)
4th half term 4	Week 10	What are the options for unplanned pregnancies?
4th half term 5	Week 11	How can we manage change, loss + grief?

Topic 5: Preparing for Exams - 2 weeks

The aim of this module is to recap revision strategies and managing exam stress as students prepare for their GCSE exams.

5th half term 1	Week 1	What are good revision strategies?
5th half term 2	Week 2	How can you manage exam stress?