



# Relationship and Sex Education Policy

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**St. Francis' College**

September 2024

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## **Introduction**

The 'College' refers to all the staff and pupils of the Prep Department and Senior School which includes Early Years Foundation Stage (EYFS), Prep (Key Stages 1 & 2), and Senior School (Key Stages 3-5).

## **Definitions**

Relationships Education (RE) is a primary educational curriculum designed to equip children with the knowledge, skills, and values necessary to form and maintain healthy, respectful, and fulfilling relationships.

Relationships and Sex Education (RSE) is a secondary educational curriculum designed to teach children and young people about relationships, sexual health and personal well-being.

## **Aims of our Relationship and Sex Education policy**

This policy outlines the provision of Relationships and Sex Education (RSE) at the College, in compliance with the Department of Education's statutory guidance. RSE is integral to our students' development, helping them to build healthy, respectful relationships and understand their own physical, emotional, and social development.

We aim to:

- Provide a comprehensive, age-appropriate RSE curriculum, delivered in a safe and supportive learning environment
- Promote respect and understanding of equality, diversity and inclusion
- Equip students with the knowledge and skills necessary to make informed decisions about their relationships and sexual health
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **Legislation (Statutory Regulations and Guidelines)**

Department for Education statutory guidance states that from September 2020 all schools must deliver Relationships Education (Primary), Relationships, and Sex Education (Secondary).

Keeping Children Safe in Education (KCSiE) Statutory guidance states that:

- Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.
- In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance.

Our RSE policy is developed and implemented in accordance with the principles outlined in the Equality Act 2010. This ensures that all aspects of RSE provision, including curriculum content, delivery methods, and support mechanisms, are designed to promote equality of opportunity, foster respect for diversity, and prevent discrimination based on protected characteristics such as age, disability, gender reassignment,

race, religion or belief, sex, sexual orientation, marriage and civil partnership status, and pregnancy and maternity. By adhering to the requirements of the Equality Act 2010, we are committed to creating an inclusive and supportive learning environment where every student can fully engage with RSE content and participate in discussions without fear of prejudice or discrimination.

## **Curriculum**

The Department for Education's 'Statutory Relationships Education, RSE and Health Education' guidance sets out what schools must cover. The statutory guidance is comprehensively covered by learning opportunities for each Key Stage in the Personal Development curriculum.

Our curriculum overview for RSE is set out below. Further information can be found in Appendix 1 (Prep) and Appendix 2 (Senior).

To ensure that the delivery of the curriculum is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND), strategies such as scaffolding, inclusive materials and collaborative planning with the Director of Inclusion will be implemented.

## **Prep School**

The Prep School follows the guidelines of the Department for Education with respect to the teaching of Relationships Education. The objective to Relationships Education is to help to inform and support the pupils during their physical, emotional and moral development.

Relationship Education aims to put in place the building blocks needed for positive and safe relationships, including within family, friends and online. This is taught throughout the Prep Department, from Reception upwards as part of the Personal Development Curriculum and in Science as part of the curriculum. The Prep School uses Kapow Primary schemes of work. Kapow fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.) All schemes of work are available at reception.

In accordance with the principles of inclusion and respect for diversity, our RE curriculum acknowledges that different families may be made up of diverse compositions, including those with LGBT+ individuals. Discussions surrounding family dynamics and relationships will be inclusive of LGBT+ individuals and families, fostering understanding and acceptance among all students. LGBT+ terminology will not be introduced until KS2.

Topics covered include:

- Families and different family structures
- Friendships including online relationships
- Respect
- Kindness
- Trust
- Emotions
- Conflict Resolution
- Bullying including cyberbullying

In the Prep School, some aspects of Sex Education are covered. Further information can be found in Appendix

1.

Topics covered include:

- Growing up including physical and emotional changes
- The changing body including puberty and pregnancy
- Privacy and secrecy
- Safety including appropriate and inappropriate physical contact

We annually inform the parents of the Sex Education topics that are covered. This is currently during the Spring Term.

### **Parents Right to Withdraw**

Parents cannot withdraw their child from Relationships Education. It is a vital part of the curriculum that ensures all students receive essential knowledge and skills for their personal development and well-being. Relationships Education covers fundamental topics such as respect, empathy, communication, and safety, which are crucial for fostering healthy relationships and social interactions. Parents have the right to withdraw their children from parts of the Sex Education curriculum in line with the statutory guidance. Requests for withdrawal should be put in writing to the Head of Prep, stating reasons for the request. Parents will be invited into the College to discuss their relevant concerns and to clarify the nature and purpose of the curriculum. The Science curriculum in the Prep School includes content on human development, including reproduction. Parents do not have the right to withdraw their child from this.

### **Delivery of Relationships Education**

The Deputy Head of Prep is the Personal Development (PD) lead and is responsible for monitoring and evaluating the effectiveness of the Relationships Curriculum within Personal Development in the Prep department. Class scrap books are used for recording what is being taught and form tutors are responsible for the teaching and delivery of PD sessions. The Deputy Head of Prep, alongside Key Stage Leads will periodically monitor these scrap books as well as conduct learning walks to ensure that the PD curriculum is delivered effectively.

### **Senior School**

At secondary level, RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies curriculum and Computer Science (i.e. online safety). Beyond weekly PD lessons, RSE is also integrated into form time, assemblies, and special talks, providing students with additional opportunities to engage with and reflect on the topics covered. This holistic approach helps to reinforce key messages and supports the development of a well-rounded understanding of relationships and sexual health.

The Assistant Head Pastoral is the PD lead, overseeing the planning and implementation of RSE within the PD curriculum. Additionally, other teachers who have received specialised training are also responsible for delivering RSE lessons. At KS3 and KS4, Jigsaw PSHE teaching materials are used. All materials meet the current statutory expectations for RSHE (DfE, 2019). This ensures a comprehensive and consistent approach across all classes. The delivery of the RSE Curriculum is monitored and evaluated through

learning walks, lesson observations and pupil voice. As with other academic subjects, pupil understanding of topics covered is assessed to inform further teaching.

### The Curriculum Overview

Term	Year 7-10	Year 11 and 13	Year 12
Autumn 1	Being Me in My World	Being Me in My World	Being Me in My World
Autumn 2	Dreams and Goals	Dreams and Goals	Healthy Me
Spring 1	Relationships	Relationships	Dreams and Goals
Spring 2	Healthy Me	Healthy Me	Relationships
Summer 1	Celebrating Differences	(Exam leave)	Celebrating Differences
Summer 2	Changing Me	(Exam leave)	Celebrating Differences

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

RSE continues into the Sixth Form where it is taught as part of the Personal Development curriculum and themes are further developed in tutor times. Pupils are taught information that will prepare them for their adult life including revisiting STIs, contraception, sexual health, risky behaviour and relationships. This knowledge is deepened through discussion and debate.

### Parental right to Withdraw

Parents have the right to withdraw their child from sex education within Personal Development lessons (any aspects of Sex Education, other than those which are part of the Science curriculum) up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the Head, stating reasons for the request. Parents will be invited into the College to discuss their relevant concerns with the Head, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. There is no right to withdraw from relationships education.

Alternative work will be given to pupils who are withdrawn from sex education.

### Partnership with parents/guardians

The College recognises that, in most cases parents are key in teaching their children about sex and relationships, maintaining the culture and ethos of their family, helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings. It is hoped that the School's RE and RSE programme will complement and support the role of parents and if any family would like further detail about any aspect of the RE and RSE curriculum, they should write to the Deputy Head of Prep or Assistant Head Pastoral, as appropriate.

### Related Policies:

Anti-Bullying Policy  
Pastoral Care Policy  
Safeguarding Policy

Online Safety Policy  
Mental Health Policy  
Personal Development Policy

**Version Control**

Policy Owner:	Assistant Head (Pastoral)
Reviewed by:	Head
Effective From:	September 2024
Next Review Due:	September 2025

## Appendix 1 – Personal Development Overview – Prep

The units shown in each term are a guide based on the Kapow scheme of work. Through assemblies and other sessions, some of these topics may be touched on at other times during the school year. The exception to this is anything under the bracket of ‘Sex education’ where, as stated, parents will be informed it is going to happen.

Prep Personal Development Overview 2022 onwards						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Self-Regulation: My Feelings</b> Identifying my feelings  Feelings Jars  Coping strategies  Describing feelings  Facial Expressions  Creating a calm corner	<b>Building Relationships: Special relationships</b> My family  Special people  Sharing  I am unique  My interests  Similarities and differences	<b>Managing self: Taking on challenges</b> Why do we have rules?  Building towers  Team den building  Grounding  Team races  Circus skills	<b>Self-regulation:</b> Listening and following instructions  Simon Says  Listening to a story  Pass the whisper  Obstacle races  Blindfold race  Treasure hunt	<b>Building Relationships: My family &amp; friends</b> Festivals  Sharing  What makes a good friend?  Being a good friend  Teamwork  Celebrating friendships	<b>Managing self: My wellbeing</b> What is exercise?  Yoga and relaxation  Looking after ourselves  Being a safe pedestrian  Eating healthily  A rainbow of food
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



<b>Year 1</b>	<b>Families and relationships</b>	<b>Health and Wellbeing</b>	<b>Safety and the changing body</b>	<b>Citizenship</b>	<b>Economic wellbeing</b>	<b>Transition</b>
	What is family?	Understanding my emotions	Adults in school	Rules	What is money?	Strengths and transition
	What are friendships?	What am I like?	Adults outside school	Caring for others: Animals	Keeping money safe	<i>This term can be used to finish sessions if some in previous terms had taken longer than expected</i>
	Recognising other people's emotions	Ready for bed	Getting lost	The needs of others	What is a bank?	
	Working with others	Relaxation	Making an emergency phonecall	Similar yet different	Saving and spending	
	Friendship problems	Handwashing and personal hygiene	Appropriate contact	Belonging	Jobs in schools	
	Healthy friendships	Sun safety	Safety with substances	Democratic decisions	Jobs out of school	
Gender stereotypes	Allergies	Safety at home				
	People who keep us healthy	People who help to keep us safe				
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

<b>Year 2</b>	<b>Families and Relationships</b> Families offer stability and love  Families are all different  Other people's feelings  Unhappy friendships  Introduction to manners and courtesy  Change and loss  Gender stereotypes: Careers and jobs	<b>Health and wellbeing</b> Experiencing different emotions  Being active  Relaxation: Breathing exercises  Steps to success  Developing a growth mindset  Healthy diet  Looking after our teeth	<b>Safety and the changing body</b> Introduction to the internet  Communicating online  Secrets and surprises  Appropriate contact: My private parts  Appropriate contact: My private parts are private  Respecting personal boundaries  Road safety  Crossing roads safely  Staying safe with medicine	<b>Citizenship</b> Rules beyond school  Our school environment  Our local environment  Job roles in our local community  Similar yet different: My local community  School council  Giving my opinion	<b>Economic Wellbeing</b> Where does money come from?  Exploring needs  Exploring wants  Bank cards and accounts  My skills and talents  Everyone is welcome	<b>Transition</b> Transition  <i>This term can be used to finish sessions if some in previous terms had taken longer than expected</i>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

<b>Year 3</b>	<b>Family and Relationships</b> Healthy families  Friendship conflict  Friendship: Conflict vs bullying  Effective communication  Learning who to trust  Respecting difference in others  Stereotyping: Gender  Stereotyping: Age	<b>Health and wellbeing</b> My healthy diary  Relaxation: Stretches  Wonderful me  My superpowers  Resilience: Breaking down barriers  Communicating my feelings  Diet and dental health	<b>Safety and the changing body</b> First Aid: Emergencies and calling for help  First Aid: Bites and stings  Be kind online  Cyberbullying  Fake emails  Making choices  Influences  Keeping out and about	<b>Citizenship</b> Rights of the child  Rights and responsibilities  Recycling  Local community groups  Charity  Local democracy  Rules	<b>Economic Wellbeing</b> How can we pay for something?  Budgeting  Understanding our feelings about money  Impact of spending  Career quest  Can anyone be anything?	<b>Transition</b> Coping strategies  <i>This term can be used to finish sessions if some in previous terms had taken longer than expected</i>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

<b>Year 4</b>	<b>Families and Relationships</b> Respect and manners	<b>Health and Wellbeing</b> Looking after our teeth	<b>Safety and the Changing Body</b> Internet safety: Age restrictions	<b>Citizenship</b> What are human rights?	<b>Economic Wellbeing</b> Value for money	<b>Transition</b> Setting Goals
	Healthy friendships	Relaxation: Visualisation	Share aware	Caring for the environment	Keeping track of money	<i>This term can be used to finish sessions if some in previous terms had taken longer than expected</i>
	How my behaviour affects others	Celebrating mistakes	First Aid: Asthma	Community	Looking after money	
	Bullying	Meaning and purpose: My role	Privacy and secrecy	Contributing	Influences on career choices	
	Stereotypes: Gender	My happiness	Consuming information online	Diverse communities	Changing career	
	Stereotypes: Disability	Emotions	Growing up	Local councillors	Workplace equality	
	Families in the wider world	Mental health	Introducing puberty			
	Change and loss		Tobacco			
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 5</b>	<b>Families and Relationships</b> Build a friend  Friendship skills	<b>Health and Wellbeing</b> Relaxation: Yoga  The importance of rest	<b>Safety and the Changing Body</b> Online friendships	<b>Citizenship</b> Breaking the law	<b>Economic Wellbeing</b> How can we make our money stretch further?	<b>Transition</b> Roles and responsibilities

	<p>Marriage</p> <p>Respecting myself</p> <p>Family life</p> <p>Bullying</p> <p>Stereotypes: Gender</p> <p>Stereotypes: Race and religion</p>	<p>Embracing failure</p> <p>Going for goals</p> <p>Taking responsibility for my feelings</p> <p>Healthy meals</p> <p>Sun safety</p>	<p>Staying safe online</p> <p>Puberty</p> <p>Menstruation</p> <p>Emotional changes in puberty</p> <p>First Aid: Bleeding and head injuries</p> <p>Alcohol, drugs and tobacco: Making decisions</p>	<p>Rights and responsibilities</p> <p>Protecting the planet</p> <p>Contributing to the community</p> <p>Pressure groups</p> <p>Parliament</p>	<p>How should I budget for the week?</p> <p>Borrowing and loaning</p> <p>Risks handling money online</p> <p>Why challenge workplace stereotypes?</p> <p>Finding a suitable career</p>	<p><i>This term can be used to finish sessions if some in previous terms had taken longer than expected</i></p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 6</b>	<p><b>Family and Relationships</b></p> <p>Respect</p> <p>Respectful relationships</p> <p>Stereotypes: Attitudes</p>	<p><b>Health and Wellbeing</b></p> <p>What can I be?</p> <p>Relaxation: Mindfulness</p> <p>Taking responsibility for my health</p>	<p><b>Safety and the Changing Body</b></p> <p>Alcohol</p> <p>Critical digital consumers</p> <p>Social media</p>	<p><b>Citizenship</b></p> <p>Human rights</p> <p>Food choices and the environment</p> <p>Caring for others</p>	<p><b>Economic Wellbeing</b></p> <p>Navigating feelings about money</p> <p>Keeping money safe</p>	<p><b>Identity</b></p> <p>What is identity?</p> <p>Identity and body image</p> <p><b>Transition</b></p> <p>Dealing with change</p>

	Challenging stereotypes	The impact of technology on health	Physical and emotional changes in puberty	Prejudice and discrimination	Imagining our financial future	<i>This term can be used to finish sessions if some in previous terms had taken longer than expected</i>
	Resolving conflict	Resilience toolbox	Conception	Valuing diversity	The risks of gambling	
	Change and loss	Immunisation	First Aid: Choking	National democracy	Workplace environments	
		Good and bad habits	First Aid: Basic life support		Career routes	
		Physical health concerns				

## Appendix 2 – Personal Development Overview – KS3

### Year 7

Term	Topic	Lesson Outline	Topics Covered
Autumn Term 1	Being Me in My World	<b>Big Question: How do I fit into the world I live in?</b> 1. Who am I? 2. My influences 3. Peer pressure and belonging 4. My online identity 5. Consequences of behaviour online 6. Survey and Questions	Unique me; differences & conflict; my influences; emotions; belonging to a group; peer pressure; child-on-child abuse; online safety; personal and legal consequences of risky online behaviour; online legislation
Autumn Term 2	Dreams and Goals	<b>Big Question: Can my choices affect my dreams and goals?</b> 1. Success and failure 2. What is work? 3. What are my passions? 4. Learning to fail forward 5. Interviewing someone about their career choices 6. Survey and Questions	Identifying key skills for success; understanding the importance of failure; reflecting on failure; understanding the different types of employment; skills and passions; understanding different career paths
Spring Term 1	Relationships	<b>Big Question: What can make a relationship healthy or unhealthy?</b> 1. Positive qualities of healthy relationships 2. My changing supportive relationships 3. Getting on and falling out 4. Discerning external factors in relationships 5. Assertiveness in relationships 6. Survey and Questions	Characteristics of healthy, supportive and positive relationships; consent; types of committed relationships i.e. marriage, civil partnerships; relationships and change; emotions within friendships; falling out with friends; rights and responsibilities; being discerning in relationships; assertiveness; personal and legal consequences of sexting
Spring Term 2	Healthy Me	<b>Big Question: To what extent am I responsible for my mental and physical health?</b> 1. Nutrition and exercise 2. Sleep 3. Stress 4. Choices 5. Survey and Questions	Taking responsibility for your health; healthy lifestyle choices; the importance of sleep; managing stress and anxiety; managing mental health; physical activity and mental health; effects of substances; legal consequences; nutrition; sleep; vaccination and immunisation; importance of information on making healthy choices
Summer Term 1	Celebrating Difference	<b>Big Question: Do we need to feel 'the same as' to belong?</b> 1. Prejudice and discrimination 2. Bubbles of influence 3. Challenging Stereotypes 4. Human rights and protected characteristics 5. Bullying (Including body shaming) 6. Survey and Questions	Bullying; prejudice & discrimination (positive and negative); Equality Act; bystanders; stereotyping; challenging influences; negative behaviour and attitudes; assertiveness
Summer Term 2	Changing Me	<b>How do I feel about becoming an adult?</b> 1. Puberty 2. Having a baby 3. Family relationships and choices 4. Image and self-esteem 5. My changing feelings 6. Survey and Questions	Body changes during puberty; emotional changes during puberty; conception; how a baby develops in the uterus; family relationships and choices around parenting; roles and responsibilities of being a parent; self-esteem; body image

Year 8

Term	Topic	Lesson Outline	Topics Covered
Autumn Term 1	Being Me in My World	<b>Big Question: Can I choose how to fit into the world?</b> 1. Who am I? 2. My 'family' 3. 'Family factors' 4. The power of first impressions 5. Faith and beliefs 6. Survey and Questions	Personal identity; influences; family and identity; stereotypes; personal beliefs and judgements; cultural diversity; managing expectations; first impressions; respect for the beliefs of others; successful parenting; different types of committed relationships; protected characteristics; respect in friendships; legal rights and responsibilities regarding the Equality Act 2010
Autumn Term 2	Dreams and Goals	<b>Big Question: Can the choices I make now influence my future?</b> 1. Grit 2. Employability skills 3. The future world of work 4. Hidden jobs 5. Gender and careers 6. Survey and Questions	Understanding the importance of determination and resilience; skills for employment; changes to the world of work; adapting to change and finding opportunities; gender bias and its impact
Spring Term 1	Relationships	<b>Big Question: I'm worth it... or am I?</b> 1. Being in control of... myself 2. Being in control of... my relationships 3. Being in control of... personal space 4. Managing control and coercion in relationships 5. Being in control of...social media 6. Survey and Questions	Positive relationship with self; social media and relationship with self; negative self-talk; managing a range of relationships; child-on-child abuse; personal space; online etiquette; online privacy; bullying and personal safety; social media issues and the law; coercion; unhealthy balance of power in relationships; sources of support
Spring Term 2	Healthy Me	<b>Big Question: Can I become more responsible for my health and happiness?</b> 1. Potential risks to health 2. Risks and substances 3. Peer pressure 4. Vaccinations 5. Survey and Questions	The cardiovascular system; the importance of food choices and exercise; perceived risks vs. actual risks; the impact of caffeine, alcohol, nicotine and cannabis on the body; peer pressure; vaccinations in the UK
Summer Term 1	Celebrating Difference	<b>How different are we really?</b> 1. Prejudice and discrimination 2. Inequality 3. What does religion mean to me? 4. Bullying 5. How I can make a difference 6. Survey and Questions	Positive change made by others; how positive behaviour affects feelings of wellbeing; social injustice; inequality; community cohesion and support; multi-culturalism; diversity; race and religion; stereotypes; prejudice; LGBT+ bullying; child-on-child abuse; hate crime; fear & emotions; standing up to bullying
Summer 2	Changing Me	<b>What factors can make an intimate relationship happy and healthy?</b> 1. Different types of relationship 2. Looks and smiles 3. Pornography and understanding relationships 5. Alcohol 6. Survey and Questions	Familial relationships; friendships; romantic relationships; physical attraction; feelings associated with attraction; impact of pornography on expectations and self-image; impact of alcohol and laws around alcohol



Year 9

Term	Topic	Lesson Outline	Topics Covered
Autumn Term 1	Being Me in My World	<b>Big Question: To what extent does the world I live in affect my identity?</b> 1.Expectations and perceptions of relationships 2.Peer approval 3. 'Risks' 4. Being 'me' in a group 5.Consent 6. Survey and Questions	Different expectations of intimate relationships; accessing support; peer approval; grooming; managing peer group relationships; risky behaviour; rejecting or accepting influences; managing differences in opinion; positive self-identity; consent; reporting abusive behaviour
Autumn Term 2	Dreams and Goals	<b>Big Question: Who do I dream of becoming?</b> 1.Happiness 2.Careers - Decision making 3.Investigating careers/Morrisby 4.Choosing your options 5. Styles of learning and next steps 6. Survey and Questions	The role of happiness; improving happiness levels; decision-making based on information; Morrisby; the career market; career exploration; picking GCSE options; GCSEs and beyond; styles of learning and their impact
Spring Term 1	Relationships	<b>Big Question: Can relationships be equal?</b> 1.Power in relationships 2.Assertiveness and saying no 3. Porn – is it real? 4. Contraception 5. Consequences of unprotected sex 6. Survey and Questions	Power and control in relationships; coercion; positive and stable relationships; assertiveness skills; consent; pornography; contraception; sexual health; reproductive health; consequences of unprotected sex; sexual health clinics
Spring Term 2	Healthy Me	<b>Big Choices: How can substances impact on wellbeing?</b> 1.Making healthier choices 2.Alcohol 3.Using substances (including smoking) 4.Live-saving skills 5.Effects of substances 6. Survey and Questions	Choices to improve health; legalities surrounding alcohol; impact of alcohol consumption; impact of different substances on the body; emergency services; responding to an emergency
Summer Term 1	Celebrating Difference	<b>Big Question: Is being different a good thing?</b> 1.Equality 2.Understanding difference 3.The power of positive language 4.Bullying 5.Discrimination 6. Survey and Questions	Understanding prejudice and discrimination; the Equality Act 2010; distinguishing 'banter' from discrimination; challenging sexism; impact of negative language on self-esteem; long-term effects and consequences of bullying; dealing with bullying
Summer 2	Changing Me	<b>Big Question: What role does resilience play in becoming an adult?</b> 1.Mental health 2.Change and our emotions 3.Better sleep 4.Resilience 5.Changing and Growing 6. Survey and Questions	Common mental health issues (including eating disorders); challenging stigma; accessing support; responding to change; resilience; the importance of sleep; emotional and physical changes

**Appendix 2 – Personal Development Overview – KS4  
Year 10**

<b>Term</b>	<b>Topic</b>	<b>Lesson Outline</b>	<b>Topics Covered</b>
<b>Autumn Term 1</b>	<b>Being Me in My World</b>	<p><b>Big Question: Is managing my online and offline world within my control?</b></p> <ol style="list-style-type: none"> <li>1.Liberty and safety in my world</li> <li>2.How I feel when things end</li> <li>3.How social media affects me; my identity and my culture</li> <li>4.Threats to online safety</li> <li>5.Mitigating risks</li> <li>6. Survey and Questions</li> </ol>	Understanding human rights and personal freedom; protected characteristics; Fundamental British Values; stages of grief; emotions associated with grief and loss; managing grief; the positive and negative role of social media; how data is used online; online safety; online identity; threats to safety; managing risk
<b>Autumn Term 2</b>	<b>Dreams and Goals</b>	<p><b>Big Question: Is success only possible when physical and emotional needs are in balance?</b></p> <ol style="list-style-type: none"> <li>1.Success and happiness</li> <li>2. CVs and covering letters</li> <li>3. Social media and Careers</li> <li>4. In-tray exercises</li> <li>5. Careers – interviews</li> <li>6. Survey and Questions</li> </ol>	Understanding success; identifying areas of improvement; writing a CV; writing a covering letter; social media – the benefits and pitfalls; performing under pressure; interview questions; preparing for an interview
<b>Spring Term 1</b>	<b>Relationships</b>	<p><b>Big Question: is love all you need?</b></p> <ol style="list-style-type: none"> <li>1.Attraction and attachment</li> <li>2.Love and loss</li> <li>3.Healthy connections</li> <li>4.Don't believe everything you see! (Pornography and relationships in the media)</li> <li>5. Better together? (Coercive control)</li> <li>6. Survey and Questions</li> </ol>	Identifying the difference between lust; attraction and attachment; impact of hormones; the relationship life cycle; consequences of ending relationships; healthy relationships; different types of long-term relationships, including legal status; characteristics of successful parenting; potential harm of pornography; patterns in abusive relationships; sexual harassment and violence
<b>Spring Term 2</b>	<b>Healthy Me</b>	<p><b>Big Question: When it comes to health; to what extent am I in control?</b></p> <ol style="list-style-type: none"> <li>1.My health MOT</li> <li>2.Extraordinary bodies and extraordinary minds</li> <li>3. Safe sex</li> <li>4. STIs</li> <li>5. Survey and Questions</li> </ol>	Factors that impact on mental and physical health; lifestyle choices; mental health disorders; potential risks associated with substances; threats to physical health; enhancing and protecting mental and physical health; contraception and sexual health; STIs and their symptoms; getting tested for STIs
<b>Summer Term 1</b>	<b>Celebrating Difference</b>	<p><b>Big Question: does difference result in equality?</b></p> <ol style="list-style-type: none"> <li>1.Equality: what does it mean in the UK?</li> <li>2.Equality in the workplace</li> <li>3.Multicultural society</li> <li>4.Power in relationships</li> <li>5.Challenging inequality</li> <li>6. Survey and Questions</li> </ol>	Equity and equality; hidden disabilities; discrimination (including positive discrimination); Equality Act 2010; multi-cultural societies; impact on unequal treatment; recognising a power imbalance; equal and unequal relationships
<b>Summer 2</b>	<b>Changing Me</b>	<p><b>Big Question: Can all change be positive in some way?</b></p> <ol style="list-style-type: none"> <li>1.Changing society and me</li> <li>2.Managing change and decision making</li> <li>3.Gender identity</li> <li>4.Stereotypes and exploring relationships</li> <li>5. Survey and Questions</li> </ol>	Changes in society and their impact on young people; feelings associated with change; changes to be proud of; decision-making; gender identity and terminology; gender stereotypes; romantic relationships

Year 11

Term	Topic	Topic Outline	Topics Covered
Autumn Term 1	Being Me in My World	<b>Big Question: Are we in the adult world at 16?</b> 1. Becoming an adult 2. Relationships and the law 3. The law and you 4. Me; the internet and the law 5. What to do in an emergency 6. Survey and Questions	Legislation that affects teenagers as they turn 18; things to look forward to in adulthood; legislation regarding sex and relationships; coercive control; sexual violence and harassment; healthy and positive relationships; legislation around drug possession and supply; county lines; impact of pornography; misusing technology; emergency first aid; responding to an emergency
Autumn Term 2	Dreams and Goals	<b>Big Question: Can I rely on myself to achieve my goals?</b> 1. My future relationships 2. Careers audit 3. Work experience and volunteering 4. Degrees vs Apprenticeships 5. Post 16 Choices 6. Survey and Questions	Long-term family goals; legal partnership choices; SMART targets; soft skills; volunteering and work experience opportunities; making a difference; degrees and apprenticeships – pros and cons; considering the future; A level choices
Spring Term 1	Relationships	<b>Big Question: It is possible to stay true to yourself and be in healthy relationships?</b> 1. Intimate romantic relationships 2. Gender diversity and sexuality 3. Coming out as LGBT+ 4. My Body; My Choice 5. Who holds all the cards? 6. Survey and Questions	Intimate relationships; stages in a relationship; sexual relationships; sexuality and gender; transitioning and detransitioning; discrimination; LGBT+ legislation and law; coming out; honour-based violence; forced marriage; FGM; reporting concerns about violence or abuse; unhealthy relationships, seeking help and support; consent
Spring Term 2	Healthy Me	<b>Big Question: Should relationships; sex and sexual health be discussed more openly?</b> 1. Self-worth 2. Staying safe in sexual relationships 3. Hormonal health 4. Contraception and sexual health 5. Survey and Questions	Decision-making in sexual relationships; sleep and the impact on physical and mental health; self-esteem; consent; pressures around sex; hormones and their impact; protecting your health; contraception and pregnancy; fertility; healthy choices
Summer Term 1	EXAM LEAVE		
Summer 2	EXAM LEAVE		

**Appendix 2 – Personal Development Overview – KS5**  
**Year 12**

<b>Term</b>	<b>Topic</b>	<b>Lesson Outline</b>	<b>Topics Covered</b>
<b>Autumn Term 1</b>	<b>Being Me in My World</b>	<b>Big Question: How do I adapt to change?</b> 1. Embracing change 2. Building resilience 3. Thinking errors 4. What is CBT? 5. Dieting and body image 6. Survey and Questions	Understanding and embracing change; developing resilience; thinking errors; the impact of anxiety on physical and mental health; real and perceived threats; reframing negative thoughts; an introduction to CBT; diet culture, social media and body image
<b>Autumn Term 2</b>	<b>My Health and Safety</b>	<b>Big Question: How can I improve my health and keep myself safe?</b> 1. Eating Disorders 2. Addiction 3. Sexual health 4. Conception and pregnancy 5. Drugs and alcohol 6. Survey and Questions	Understanding eating disorders; signs and symptoms of eating disorders; treatment options for eating disorders; addiction; treatment options for addiction; contraception; pregnancy; conception; legislation regarding drugs and alcohol; decision-making regarding drugs and alcohol
<b>Spring Term 1</b>	<b>Dreams and Goals</b>	<b>Big Question: How do I present myself?</b> 1. Personal branding 2. Careers QR 3. Entrepreneurs 4. Personal statement 5. UCAS 6. Survey and Questions	Attributes and skills for employability; building a skillset; broadening perspectives on careers; Morrisby; the future world of work; personal statement practice; how UCAS works; careers advice; finding careers
<b>Spring Term 2</b>	<b>Relationships</b>	<b>Big Question: How do I develop lasting healthy relationships?</b> 1. The portrayal of sex on TV and the internet 2. Navigating long term relationships 3. Date rape, consent and sexual assault 3. Gender roles in romantic relationships 4. Survey and Questions	Impact of pornography including addiction, distorted beliefs and perceptions; portrayal of sex in the media; communication in long-term relationships; qualities in a long-term partner; stressors on relationships; consent and coercion; sexual assault, bystander intervention; gender stereotypes; equity and respect in romantic relationships
<b>Summer Term 1</b>	<b>Celebrating Difference</b>	<b>Big Question: What is meant by EDI?</b> 1. What does equality and equity mean to me? 2. What does diversity mean to me? 3. What does inclusion mean to me? 4. Being a global citizen 5. Survey and Questions	Differences in equity and equality; promoting inclusion and diversity; challenging discrimination; global citizenship
<b>Summer 2</b>	<b>Changing Me</b>	<b>Big Question: What does it mean to be an adult?</b> 1. Becoming an adult: financial literacy 2. Becoming an adult: laws and legislations 3. Becoming an adult: who do I want to be? 4. Survey and Questions	Budgeting; saving and investing; debt management; financial decision-making; income and taxes; saving accounts; loans; constitutional law; current legal issues; human rights; family law; future planning; becoming an adult

Year 13

Term	Topic	Lesson Outline	Topics Covered
Autumn Term 1	Being Me in My World	<b>Big Question: How can I better understand myself and the world around me?</b> 1. Mental Health and Me 2. Understanding anxiety and depression 3. Body image 4. Stress 5. Nudes 6. Survey and Questions	Mental health and adulthood; signs of poor mental health; maintaining positive mental health; accessing advice and support; anxiety and depression; supporting a friend with mental health issues; body image and diet culture; understanding and relieving stress; consensual and non-consensual nude image sharing
Autumn Term 2	Dreams and Goals	<b>Big Question: How can I prepare for my future?</b> 1. My vision and SMART goals 2. High impact learning strategies 3. Coping with exam anxiety 4. Unlocking exam excellence 5. Interview preparation 6. Survey and Questions	Long-term planning; personal priorities and goals; understanding and setting SMART targets; using independent study time effectively; skills needed for future employment; coping with exam anxiety; revision ideas; interview preparation; the STAR method; competency questions
Spring Term 1	Relationships	<b>Big Question: How can I prepare for my future relationships?</b> 1. Making and maintaining new friendships post-school. 2. My relationship with myself: being responsible for yourself away from home. 3. Dealing with unhealthy relationships; including gaslighting; abuse and assault. 4. Short- and long-term relationships; including dealing with a break-up and making long-term commitments 5. Is sex important in romantic relationships? 6. Survey and Questions	Qualities and values in friendships; long-distance friendships; being responsible for yourself; understanding and dealing with unhealthy relationships; strategies for managing break-ups; making long-term commitments; sex and intimacy; future romantic relationships
Spring Term 2	Healthy Me	<b>The Big Question: How can I understand my body better?</b> 1. The female body: what is 'normal'? P1 2. The female body: what is 'normal'? P2 3. Looking after your body; inc. Exercise: can you have too much of a good thing? 4. Parties; clubs and festivals – staying safe; drink spiking and how to keep a situation from escalating 5. Survey and Questions	Understanding the menstrual cycle; vaginal health; fertility; STIs and UTIs; purpose and procedure of smear tests; breast cancer risk factors; exercise – the benefits; overexercising; risk factors at festivals and clubs; keeping safe; responding to an emergency
Summer Term 1	EXAM LEAVE		
Summer 2	EXAM LEAVE		