

Relationships and Sex Education (RSE)

Long Term Plan - Years 7 & 8

PUPILS SHOULD KNOW ...	EXAMPLES FROM SUBJECT AREAS	EXAMPLES FROM TUTOR PROGRAMME / ASSEMBLIES/ SLDS ETC
Families		
<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p>	<ul style="list-style-type: none"> English -Much of the text study enables discussion around different committed stable relationships. For example, Armistice Runner through to poetry of the Romantics. Media - study of celebrity relationships as part of the Representation module. English - Discussion surrounding relationships and bringing up children is part of study within KS3. Text study of Armistice Runner looking at generational family ties through to Victorian Literature and poetry have subject matter that interact with the ideas of human happiness and bringing up children. RE curriculum 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> Different types of family Celebrating Pride month Tutor activities on LGBTQ+ / Diversity / Racism

<p>What marriage is, including its 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)</p>	<ul style="list-style-type: none"> ● Geography- we look at census data in year 7 and 8 when looking at urban/rural differences, as well as the UK rich/poor divide we discuss the usefulness of indicators like marriage and single parent families as indicators. This includes defining what these mean in the context of the law and within the wider context of community and society. ● RE Curriculum 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> ● Types of marriage / relationships / Long term relationships / Legal Status <p>:</p> <ul style="list-style-type: none"> ● Why marriage is an important relationship choice for many couples and why it must be freely entered into
<p>The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting</p>	<ul style="list-style-type: none"> ● English - study of particular texts, such as A Christmas Carol, that look at the ideas of successful parenting. Many fiction and non fiction texts that look at upbringing that creates discussion about parental responsibility and roles. ● RE curriculum 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> ● Age appropriate activities
<p>Determine whether other children, adults or sources of information are trustworthy</p> <p>Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships)</p> <p>How to seek help or advice, including reporting concerns about others if needed</p>	<ul style="list-style-type: none"> ● History - lots of work on how to judge whether a source is reliable, looking at who has written it and why? Motives and why might be biased etc Looking at propaganda (cartoons posters etc) ● SLD: Bully 4 U 	<p>Tutor work/assemblies::</p> <ul style="list-style-type: none"> ● E safety ● Social media awareness / keeping safe online ● Anti-bullying week ● CSE awareness ● How to seek help e.g Barnardos / childline ● Mental Health - Recognition & how to get support
<p>Respectful relationships, including friendships</p>		
<p>The characteristics of positive and healthy</p>	<ul style="list-style-type: none"> ● PE - Teamwork/tactics. Relationship with officials/coaches/teammates. 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> ● School Values

<p>friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p>	<ul style="list-style-type: none"> ● Philosophy and theology - How should I live my life? Ethical and moral dilemmas, Buddhism: metta - universal loving kindness ● English - whole texts study relationships and friendships. Non fiction and fiction articles address a variety of relationships that represent trust, respect, honesty, kindness etc., ● Performing Arts - Topic: Trust. Group work, positive peer feedback ● SLD: " My Mate Fancies You" ● SLD: "Bully4U" ● SLD : "Call me out" ● E safety (OSA Course completed by all students) 	<ul style="list-style-type: none"> ● Standards & expectations ● Peer on peer abuse ● Mental health awareness
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<ul style="list-style-type: none"> ● PE -Teamwork/tactics. Relationship with officials/coaches/teammates. ● Philosophy: How should I live my life? Ethical and moral dilemmas ● Performing Arts - Topic: Trust. Group work, positive peer feedback 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> ● Consent (age appropriate) ● Who to trust - protective behaviours ● Safe teenage relationships
<p>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)</p>	<ul style="list-style-type: none"> ● PE - Sporting stereotypes. ● History - look at racial discrimination (civil rights, slavery, Holocaust), gender discrimination throughout history (Tudor attitudes to female monarch, attitudes to women in Nazi Germany) ● Philosophy and Theology - Identity, Islamophobia ● English - study of whole texts that focus on disability and stereotypical presentation. Non fiction articles that raise and discuss dementia and the impact on family. Stereotypes present in seminal texts. ● Art - students look at gender inequality through Georgia O'Keeffe's difficulties in getting work recognised and appreciated. ● Geography- racial discrimination and ghettoisation within urban areas like Bristol (Lawrence Hill etc) and a study of different perceptions of high BAME % community within an urban zone. 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> ● Accepting differences ● Diversity ● Tolerance ● School vales ● LGBTQ+

	<ul style="list-style-type: none"> ● Performing Arts - Topic: Trust & Comedy. 	
<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs</p>	<ul style="list-style-type: none"> ● PE - Rules/Regulations/Officials/Leadership roles. ● History - Always teach about the importance for respect and tolerance and from a historical angle show the dangers when this does not happen ● MFL - tolerance towards other cultures. Acceptance of opinions differing to our own. The study of different beliefs and ways of life in different cultures. ● SCI - when debating conflicting issues like cloning, and drug testing. ● Philosophy and Theology - Religious and cultural diversity, Islam, Christianity, Judaism, Philosophy of Ethics ● English - debates and speaking competitions that raise subjects that demand tolerance of others' beliefs. Working within groups in lessons. ● Art - Students investigate gender equality in art through the work of Georgia O'Keeffe and her struggles to get work recognised. ● DT- Through peer assessment and research of existing products, students are taught to appreciate the work of others. ● Geography- tolerance is taught and covered when we look at integration vs segregation within urban areas like Bristol. ● Performing Arts - Topic: Trust. Group work, positive peer feedback 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> ● Respect & tolerance ● School Values ● Making the right choices
<p>About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help</p>	<ul style="list-style-type: none"> ● ICT - pupils complete the online safety alliance course during KS3, including topics such as online bullying, grooming, use of smartphones, sexting. ● MFL - we look at the dangers of social networks, cyberbullying, internet fraud ● Performing Arts - Topic: Trust. ● SLD: "Bully4U" ● 	<p>Tutor work:</p> <ul style="list-style-type: none"> ● E safety awareness ● Online bullying / cyberbullying ● Different types of bullying e.g homophobic. transphobic

<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p>	<ul style="list-style-type: none"> • ICT - pupils complete the online safety alliance course during KS3, including topics such as online bullying, grooming, use of smartphones, sexting. • Philosophy and Theology - not covered • English - dystopian fiction raises the coercive and controlling elements that can emerge in society. 	<p>Tutor work:</p> <ul style="list-style-type: none"> • Malicious communications • Sexting • Grooming - Keeping safe online
<p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p>	<ul style="list-style-type: none"> • ICT - pupils complete the online safety alliance course during KS3, including topics such as online bullying, grooming, use of smartphones, sexting. • 	<p>Tutor work:</p> <ul style="list-style-type: none"> • Peer on peer abuse
<p>The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>	<ul style="list-style-type: none"> • History - from a historical perspective look at the fight for equality e.g. civil rights movement, rights of women etc • English - Victorian literature focuses on inequalities in society at the time and creates discussion about contemporary rights, including the role of Suffragettes. • Art - recognition of artists' work from a broad-base of styles and cultures. Students investigate the artists' intentions by studying the context of their work. • DT - recognition of designers' work from a broad-base of styles and cultures. • Geography- briefly discuss this when we look at inequalities in UK society. 	<p>Tutor work:</p> <ul style="list-style-type: none"> • Accepting differences - Equality
<p>• Online and media</p>		
<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p>	<ul style="list-style-type: none"> • ICT - pupils complete the online safety alliance course during KS3, including topics such as online bullying, grooming, use of smartphones, sexting. • Philosophy and Theology - Islamophobia • Performing Arts - consistent use of Google Classroom for class and homework means expectations for use of online tools are explained and often revisited with pupils 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> • E safety • Anti Bullying week • Safer internet Day

<p>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</p>	<ul style="list-style-type: none"> ICT - pupils complete the online safety alliance course during KS3, including topics such as online bullying, grooming, use of smartphones, sexting. 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> E safety Internet safety day Social media - Tutor work & assemblies
<p>Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them</p>	<ul style="list-style-type: none"> ICT - pupils complete the online safety alliance course during KS3, including topics such as online bullying, grooming, use of smartphones, sexting. SCI-in the reproduction unit we talk about and set rules that we do not discuss or names other people. encourage to talk maturely at home but not to gossip outside the classroom Performing Arts - consistent use of Google Classroom for class and homework means expectations for use of online tools are explained and often revisited with pupils 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> E safety Internet safety day Social media - Tutor work & assemblies
<p>What to do and where to get support to report material or manage issues online</p>	<ul style="list-style-type: none"> ICT - pupils complete the online safety alliance course during KS3, including topics such as online bullying, grooming, use of smartphones, sexting. Performing Arts - consistent use of Google Classroom for class and homework means expectations for use of online tools are explained and often revisited with pupils 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> E safety Internet safety day Social media - Tutor work & assemblies
<p>The impact of viewing harmful content / Pornography</p>	<ul style="list-style-type: none"> ICT - pupils complete the online safety alliance course during KS3, including topics such as online bullying, grooming, use of smartphones, sexting. 	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> E safety Internet safety day Social media - Tutor work & assemblies Laws associated with malicious communication /inappropriate images including pornography / racial.
<p>How information and data is generated, collected, shared and used online</p>	<p>PE - PAR-Q/Training programmes ICT - Data protection, GDPR</p>	<p>Tutor work/assemblies:</p> <ul style="list-style-type: none"> E safety Digital footprint

	Performing Arts - consistent use of Google Classroom for class and homework means expectations for use of online tools are explained and often revisited with pupils	<ul style="list-style-type: none"> • Social media - Tutor work & assemblies
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SUPER LEARNING DAY SESSIONS	
<p>“Bully 4U” - Year 7 & 8 Tutor work</p>	<ul style="list-style-type: none"> • Is it bullying? - Exploring different situations to increase knowledge of bullying in all its forms • Bullying & the law - Quiz & discussions • Bully Busters - Exploring scenarios and how to help as a bystander. • Cyberbullying - What is it? Effects of cyberbullying. How to stop cyberbullying & where to seek help from. • Effects of bullying - Impact bullying can have on people. • Effects of racist bullying - To increase understanding of racist bullying & effects it can have on victims. • “I’m no different” - Homophobic bullying. Looking at rights & responsibilities that both an individual & society have in keeping people safe & free from violence or abuse. • Sexual & sexist bullying - Looking at sexist and sexual bullying & gender in schools. • “Let’s fight it together” - Film & workshop / tutor work follow up. • Looking for support (Racist, homophobic & cyberbullying) - Explore the different people and organisations that offer help and support on racist bullying & reasons for talking to someone.
<p>“My Mate Fancies You” - Year 7</p>	<ul style="list-style-type: none"> • Growing up feelings - Exploring different feelings and emotions children & young people may see whilst growing up • Problem page - Exploring different scenarios and answering questions • Puberty - What happens next. • Who can I trust? - Friendships & relationships • Changes from child to adult - Understanding changes that take place during adolescence / separate sessions for girls & boys