

Relationships and Sex Education

Long Term Plans - Years 9,10 & 11

PUPILS SHOULD KNOW...	EXAMPLES FROM SUBJECT AREAS / TUTOR WORK / SUPER LEARNING SESSIONS
Families	
That there are different types of committed, stable relationships	<ul style="list-style-type: none"> • MFL - Topic of relationships studied in Year 9. • Philosophy and Theology - Marriage and the family: Buddhism • Performing Arts - Component 1 - Identity (Things I know to be true) • SLD "Safe & Sound" • SLD "Working for Marcus" • SLD "Trust Me"
How these relationships might contribute to human happiness and their importance for bringing up children	<ul style="list-style-type: none"> • MFL - Year 9 - within topic of relationships we look at whether couples need to be married/together to bring up children • Philosophy and Theology - Marriage and the family: Buddhism • English - within the study of An Inspector Calls, seminal world literature and Romeo and Juliet, parental/child relationships form key discussions within class. • Performing Arts - Component 1 - Identity (Things I know to be true) • SLD "Safe & Sound" • SLD "Working for Marcus" • SLD "Trust Me"

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)	<ul style="list-style-type: none"> • Philosophy and Theology - Marriage and the family: Buddhism • English - the rights of women in marriage is discussed within texts such as An Inspector Calls, Of Mice and Men and Romeo and Juliet. • Rights & responsibilities tutor work - age related activities • Healthy relationships - Tutor work / Safe & Sound
Why marriage is an important relationship choice for many couples and why it must be freely entered into	<ul style="list-style-type: none"> • MFL - own opinions on marriage and future plans - Year 9 • Philosophy and Theology - Marriage and the family: Buddhism • English - study of the social context of key texts allows for discussion surrounding marriage in past society and cultures including arranged marriages.
The characteristics and legal status of other types of long-term relationships	<ul style="list-style-type: none"> • Philosophy and Theology - Marriage and the family • SLD "Safe & Sound" • SLD "Working for Marcus" • SLD "Trust Me"
The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	<ul style="list-style-type: none"> • MFL - Year 9 topic of relationships • English - fiction and non fiction texts, including drama scripts studied, allow for discussion about parental roles and responsibilities in all years. • Performing Arts - Component 1 - Identity (Things I know to be true)
<p>How to:</p> <ul style="list-style-type: none"> • Determine whether other children, adults or sources of information are trustworthy • Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships) • How to seek help or advice, including reporting concerns about others if needed 	<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) • Media - study, discussion and analysis of social media platforms, looking at both personal and celebrity use to include discussion on how trustworthy sources are and how to understand the dangers. • Performing Arts - Component 1 - Identity (Things I know to be true) • Peer on peer abuse - Tutor work • E-safety tutor work
Respectful relationships, including friendships	
The characteristics of positive and healthy friendships (in all contexts, including online),	<ul style="list-style-type: none"> • PE - Teamwork/tactics. Relationship with officials/coaches/teammates. • MFL - Relationships with friends/families and teachers studied in Year 9

<p>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 - Marriage and the family • RE: Peace and Conflict: Christianity • English - study and discussion of relationships in key texts such as Curious Incident script, Of Mice and Men, seminal world literature, poetry of conflict. Opportunity and encouragement to discuss personal opinion regarding characteristics • Media - study and discussion of individual and celebrity online presence. • Performing Arts - Component 1 - "A Beautiful Thing" analysis of the play • SLD "Safe & Sound" • SLD "Calling it out" • Consent tutor work "A cup of Tea" • E-safety tutor work • Tutor work - Different types of relationships
<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. • • English and Media - group discussions that allow for different combinations of pupils to listen to and interact with others' opinions, particularly in relation to scenarios raised through text study. For example: personal discussion regarding disability and divorce in Curious Incident; personal discussion regarding surrogacy and poverty in Blood Brothers. • SLD "Safe & Sound" • SLD "Working for Marcus" • SLD "Trust Me" • Consent assembly • Peer on peer abuse assembly
<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 (Vietnam War/Holocaust), gender discrimination throughout history (Tudor attitudes to female monarch, attitudes to women in Nazi Germany) • Philosophy and Theology - Social Justice: Christianity • English - discussion of stereotypes within texts studies. For example, Shakespearean society and Edwardian era of An Inspector Calls. Non Fiction articles related to poetry of conflict • Media - unit on Representation in the media and how stereotypes are prevalent. Discussion of how the audience plays a role in this. • DT - When looking at the work of others. • Performing Arts - Component 1 - "A Beautiful Thing" & "Everybody's Talking about Jamie" • SLD "Calling it Out" • Diversity work in tutor including racism, LGBT • Black Lives matter • Martin Luther King Day / assembly

	<ul style="list-style-type: none"> • Holocaust Memorial Day • Remembrance work / assembly
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	<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 • Philosophy and Theology - Social Justice: Christianity • English - NF texts looking at the emergence of modern day schooling from the 19th century onwards. Frequent class debate and discussion to allow for a forum for voicing opinions, respecting others' opinions and developing tolerance through oracy. • Media - discussion and study of social media platforms and the role they play in respect and tolerance of others. • Performing Arts - Component 1 - "A Beautiful Thing" & "Everybody's Talking about Jamie" • School values work • Diversity & Tolerance themes in tutor / assemblies • SLD "Calling it out" • Anti-bullying week work
About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help	<ul style="list-style-type: none"> • MFL - Year 10 topic of technology. The dangers of social media/cyber-bullying • Philosophy and Theology - Peace and Conflict • Performing Arts - Component 1 - "A Beautiful Thing" & "Everybody's Talking about Jamie" • Anti-bullying week • E -safety work
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	<ul style="list-style-type: none"> • English - some texts, such as Blood Brothers, Of Mice and Men and An Inspector Calls, allows for this type of behaviour to be raised and discussed. • Performing Arts - Component 1 - "A Beautiful Thing" & "Everybody's Talking about Jamie" • CSE tutor work / assemblies • SLD "Working for Marcus" • SLD "Safe & Sound" • Knife & gangs - Tutor work / assemblies
What constitutes sexual harassment and sexual violence and why these are always unacceptable	<ul style="list-style-type: none"> • Peer on Peer abuse assembly / tutor work • Loudmouth SLD "Working for Marcus" (CSE) • Loudmouth SLD "Safe & Sound" (Safe teenage relationships) • Loudmouth SLD "One too Many" (Alcohol) • Loudmouth "Calling it out" (Sexual harassment) • Tutor work - consent ^ healthy relationship

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	<ul style="list-style-type: none"> • History - from a historical perspective look at the fight for equality e.g. civil rights movement and Vietnam War, rights of women etc • Philosophy and Theology - Social Justice: Christianity • English - reference to historical context that emerges in texts such as An Inspector Calls. Many extracts and texts, both NF and F reference equality that allow for group and individual discussion about equality today. • Diversity tutor work • Values tutor work • British values tutor work
Online and media	
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	<ul style="list-style-type: none"> • E-safety work - tutor time / assemblies • Geography- Not covered • Performing Arts - Self promotion in the music industry, online portfolios, using social media as an artist
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	<ul style="list-style-type: none"> • CS- Ethical, legal, cultural concerns are covered in Unit 1 content. • Media - use of online platforms throughout KS4 for both course content and assessment. • Performing Arts - Self promotion in the music industry, online portfolios, using social media as an artist • E-safety work - tutor time / assemblies
Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them	<ul style="list-style-type: none"> • Performing Arts - Self promotion in the music industry, online portfolios, using social media as an artist • E-safety work / social media - tutor time / assemblies
What to do and where to get support to report material or manage issues online	<ul style="list-style-type: none"> • CS- Ethical, legal, cultural concerns are covered in Unit 1 content. • Performing Arts - Self promotion in the music industry, online portfolios, using social media as an artist • E-safety work - tutor time / assemblies • Safeguarding & keeping yourself safe work / assembly
The impact of viewing harmful content	<ul style="list-style-type: none"> • CS- Ethical, legal, cultural concerns are covered in Unit 1 content. • Philosophy and Theology - Not covered • DT - Students warned about what to type in when researching in order to prevent viewing harmful content.

	<ul style="list-style-type: none"> • E-safety work - tutor time / assemblies
That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners	<ul style="list-style-type: none"> • E-safety tutor work / assemblies • Consent work / assemblies • Digital footprint - tutor work / assemblies • Peer on peer abuse work / assembly • Loudmouth SLD "Calling it out"
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	<ul style="list-style-type: none"> • E safety work / assemblies
How information and data is generated, collected, shared and used online	<ul style="list-style-type: none"> • PE - PAR-Q/Training programmes • CS- Ethical, legal, cultural concerns are covered in Unit 1 content • Media - study of online platforms and final assessment. • Performing Arts - Self promotion in the music industry, online portfolios, using social media as an artist • E safety work
Being safe	
<p>The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships</p> <p>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)</p>	<ul style="list-style-type: none"> • Philosophy and Theology - Human Rights • Peer on Peer abuse assembly • Loudmouth SLD "Working for Marcus" (CSE) • Loudmouth SLD "Safe & Sound" (Safe teenage relationships) • Loudmouth SLD "One too Many" (Alcohol) • Loudmouth SLD "Calling it out" (Sexual Harassment) • Tutor work / assemblies - Consent • E safety work

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)	<ul style="list-style-type: none"> • Consent tutor work & assembly • Peer on Peer abuse assembly • Loudmouth SLD “Working for Marcus” (CSE) • Loudmouth SLD “Safe & Sound” (Safe teenage relationships) • Loudmouth SLD “One too Many” (Alcohol) • E safety work
Intimate and sexual relationships, including sexual health	
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	<ul style="list-style-type: none"> • English - a number of studied texts allow for characteristics to be raised and discussed as to whether they are healthy, mutually respectful relationships and what are the signs that they are/are not. • Performing Arts - Component 1 - “A Beautiful Thing” & “Everybody’s Talking about Jamie” • Peer on Peer abuse assembly • Loudmouth SLD “Working for Marcus” (CSE) • Loudmouth SLD “Safe & Sound” (Safe teenage relationships)
That all aspects of health can be affected by choices the make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)	<ul style="list-style-type: none"> • Geography- in Changing Economic World we discuss AIDs rate as an indicator of development. This often creates a discussion about what AIDs/ HIV is and how it is spread- including eliminating myths about the disease and explaining the issues, dangers and health-related issues i causes. • Peer on Peer abuse assembly • Loudmouth SLD “Working for Marcus” (CSE) • Loudmouth SLD “Safe & Sound” (Safe teenage relationships) • Loudmouth SLD “One too Many” (Alcohol)
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	<ul style="list-style-type: none"> • Science - all aspects covered • Peer on Peer abuse assembly • Loudmouth SLD “Working for Marcus” (CSE) • Loudmouth SLD “Safe & Sound” (Safe teenage relationships) • Loudmouth SLD “One too Many” (Alcohol)
That there are a range of strategies for identifying and managing sexual pressure, including	<ul style="list-style-type: none"> • Peer on Peer abuse assembly • Loudmouth SLD “Working for Marcus” (CSE) • Loudmouth SLD “Safe & Sound” (Safe teenage relationships)

<p>understanding peer pressure, resisting pressure and not pressuring others</p> <p>That they have a choice to delay sex or enjoy intimacy without sex</p>	<ul style="list-style-type: none"> • Loudmouth SLD “One too Many” (Alcohol)
<p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy, including miscarriage</p> <p>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)</p>	<ul style="list-style-type: none"> • Philosophy and Theology - Marriage and the Family • Peer on Peer abuse assembly • Loudmouth SLD “Working for Marcus” (CSE) • Loudmouth SLD “Safe & Sound” (Safe teenage relationships) • Loudmouth SLD “Trust Me”
<p>How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing</p>	<ul style="list-style-type: none"> • Philosophy and Theology - Marriage and the Family • Geography- in Changing Economic World we discuss AIDs rate as an indicator of development. This often creates a discussion about what AIDs/ HIV is and how it is spread- including eliminating myths about the disease and explaining the issues, dangers and health-related issues it causes.
<p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p>	<ul style="list-style-type: none"> • Loudmouth SLD “Trust Me” • Loudmouth SLD “Safe & Sound” (Safe teenage relationships) • KS 4 Science curriculum • KS4 RE Curriculum
<p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment</p>	<ul style="list-style-type: none"> • Performing Arts - Component 1 - “A Beautiful Thing” & “Everybody’s Talking about Jamie” • Loudmouth SLD “One too many” • Tutor work - Alcohol & drugs • Loudmouth - ” Safe & Sound” • Loudmouth - “Working for Marcus”
<p>SUPER LEARNING DAY SESSIONS</p>	

<p>“Calling it Out” - Loudmouth sessions - Year 9</p>	<ul style="list-style-type: none"> • Is that Appropriate? - Inappropriate and harmful sexual behaviour amongst young people • Rape Culture in everyday life - What is rape culture? An exercise to increase the awareness of the term “Rape Cultrue” • Sexual and sexist bullying • The Blame game - Exploring victim blaming and unhelpful responses to those who experience harmful sexual behaviour • What kind of man - Exploring the role of men in society and how masculinity can play a role in rape culture • Sexting - How to say no! - Exploring the attitudes and skills around sexting and how to say no. • Impact of pornography - Awareness and understanding of the impact porn can have • Definitions card game - Understanding different terms associated with harmful sexual behaviours • Positive bystanders - Activity to explore the role of bystanders and the impact of sexual harassment and assault.
<p>“Trust Me” - Loudmouth sessions - Year 9</p>	<ul style="list-style-type: none"> • Sex and the law - Explore the key facts around sex and the law • Are you ready? - Explore the attitudes and decision making skills needed when deciding whether to start a sexual relationship • Forms of contraception - Raising awareness and increasing knowledge of types of contraception Forms of negotiating contraception. • How do STI's spread? - Raising awareness & knowledge - screens and testing for STI's and partner notification. • What have we learned about sex, relationships & STI's?
<p>“Working for Marcus” - Loudmouth sessions - Year 9</p>	<ul style="list-style-type: none"> • Effects of sexual exploitation - Exploring the effects that child sexual exploitation (CSE) can have on a young person. • Staying safe online - An exercise to explore the attitude and skills for staying safe online. • The Grooming Line - An exercise to look at the Grooming Line and how people can get groomed onto CSE. • What is Love? - Exploring the attitudes and decision making skills needed when making a decision whether a relationship is loving and caring. • Who can you trust? - Looking at short term and long term effects of CSE on children and young people. • Consent and the law - Exploring the legal position around CSE and consent and how this affects a young person's decisions. • CSE Different perspectives - Different perspectives on CSE • CSE Emotional impact - An exercise to look at the short term and long term impact of CSE on children and young people.

	<ul style="list-style-type: none"> ● CSE Where can I get help - An exercise to look at the support agencies that support people involved in CSE.
“Safe and Sound” - Loudmouth SLD - Year 10	<p>Intimacy pyramid - Activity exploring different types of relationships</p> <p>Rights and responsibilities - An exercise to raise awareness and develop skills in identifying rights and responsibilities in a relationship</p> <p>Sexual consent and the law - An exercise to look at the legal position around sexual consent and how this affects young people's decisions.</p> <p>Teenage Partner abuse - Does it make a difference? - Exploring attitudes around teenage partner abuse and raising empathy for victims of teenage partner abuse.</p> <p>Abuse in relationships - Activity looking further at rights and responsibilities that both an individual and society have in keeping people safe and free from abuse.</p> <p>Good and bad relationships - Explore the attitudes and decision making skills needed when deciding whether to start an intimate relationship</p> <p>Teenage Partner Abuse - I need to get out! - Explore the support networks for victims of teenage partner abuse.</p> <p>Teenage Partner Abuse - Who can I tell? - An exercise to look at the specialist agencies that can offer support and help around teenage partner abuse.</p> <p>Violence in relationships - Further look at the rights and widen this to responsibilities that both an individual and society have in keeping people safe and free from violence.</p>
“One too Many” (Alcohol & drugs) - Year 10	<ul style="list-style-type: none"> ● Alcohol - How much do you know? - Activity to identify what you know. ● Alcohol and risk - Effect of alcohol and the subsequent risks ● Alcohol - effects on the body ● Alcohol and sexual health - Activity exploring the risks and how alcohols can affect decision making ● Alcohol - Know your limits - Units / Calories / Cost - Exploring the understanding of alcohol units, calorie content, and the financial implications of drinking alcohol. ● Cannabis and the effects on the body ● Alcohol and drugs - An exercise to learn about the national and local support agencies specialising in drugs and alcohol issues