RSE Curriculum Sex Education

This is the basis for our coverage for SRE. However, depending on the needs of the students in any given year, we sometimes need to focus on a particular topic with a class for personal safety reasons. We also target specific issues though our PSHE curriculum and pastoral interventions if required.

Year 7	Year 8	Year 9	KS4
Sex Education	Sex Education	Sex Education	Sex Education
SE7.1 Puberty, changes to adolescent body and the implications for emotional and physical health. Masturbation SE7.2 Loving and respectful relationships including peer on peer abuse and pressure including LGBTQ+ SE7.3 Menstrual well-being and the key facts about the menstrual cycle.	SE8.1 Reproduction in humans, including sexual organs, sexual intercourse, sexual pleasure. SE8.2 Loving and respectful relationships including peer on peer abuse and pressure including LGBTQ+ SE8.3 about endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals	SE9.1 Gestation and birth SE9.2 The facts around pregnancy and childbirth including miscarriage. SE9.3 Loving and respectful relationships including Peer on Peer abuse and pressure including LGBTQ+	SEKS4.1 To learn about contraception and to know how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner. SEKS4.2 To know the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support. Including keeping the baby, adoption, abortion and where to get further help. SEKS4.3 How the different sexually transmitted infections (STI's) including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. SEKS4.4 To learn about the prevalence of some STI's, the impact they can have on those that contract them and key facts about treatment SEKS4.5 Loving and respectful relationships including Peer on Peer abuse and pressure including LGBTQ+ SEKS4.6 That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. SEKS4.7 Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers. SEKS4.8 that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

RSE Curriculum Relationships

Year 7	Year 8	Year 9	KS4
Relationships	Relationships	Relationships	Relationships
R7.1 To learn about online relationships	R8.1 to know how to get further advice on relationships, including how and where to access confidential sexual and reproductive health and advice and treatment R8.2 that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. R8.3 To understand the correct terms for different parts of the body and to be able to confidently use these terms	R9.1 How to recognise 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. R9.2 That there are a range of strategies for identifying and managing sexual pressure including understanding peer pressure, resisting pressure and not pressuring others. R9.3 To understand the terms peer on peer abuse, sexual harassment and sexual violence. R9.4 To know that you have a choice to delay sex or to enjoy intimacy without sex.	RKS4.1 To know all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. RKS4.2 To understand the terms peer on peer abuse, sexual harassment and sexual violence. RKS4.3 How the use of alcohol and drugs can lead to risky sexual behaviour RKS4.4 How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. RKS4.5 Students should learn that children can abuse other children inside and outside school, as well as online and that online abuse can take the form of: • Abusive, harassing and misogynistic messages • Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups • Sharing of abusive images and pornography to those who don't want to receive such content. RKS4.6 How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. RKS4.7 That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. RKS4.8 the difference between biological sex, gender identity and sexual orientation FPM5.4 to recognise that sexual attraction and sexuality are diverse

RSE Curriculum The Law

Year 7	Year 8	Year 9	KS4
The Law	The Law	The Law	The Law
LAW7.1 Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including: • Marriage • Respect towards women and girls • Gender identity • Extremism/radicalisation	LAW8.1 Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including: • Consent and the age of consent • Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc) • Pornography (where appropriate)	LAW9.1 Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including: • Violence and exploitation by gangs • Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • Hate Crime • Female genital mutilation (FGM)	LAWKS4.1 Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including: • Violence against women and girls, including sexual violence, sexual harassment, upskirting etc • Pornography, Consensual and non-consensual sharing of nude and semi-nude images and/or videos • Abortion • Substance misuse • Virginity testing and hymenoplasty • Strangulation and suffocation are criminal offenses • Carrying knives and weapons • Extremism and radicalisation LAWKS4.2 That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. LAWKS4.3 about medical consent, Gillick competence and parental responsibility

Bullying is a form of peer-on-peer abuse; however, peer-on peer abuse is not exclusively bullying. Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment

- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element