

Ribblesdale School

PSHE and Relationships s and Sex Education Policy

Last updated: ~~September 2024~~ Spring 2026

To be reviewed: Spring 2027~~6~~



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Statement of Intent

Ribblesdale School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

Relationships and Sex Education (RSE) is the lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. At Ribblesdale School, RSE is delivered via the RE, PSHE, Citizenship and Science curriculum. Effective RSE is achieved through successful partnerships between health services, up to date information, understanding current trends and liaising with a range of agencies for better outcomes for pupils.

We follow the PSHE Association Programme of Study for personal, social, health and economic education has three strands:

- Health and Wellbeing
- Relationships and Sex Education
- Living in the Wider World

Alongside our CIAG (Careers, Information, Advice and Guidance) opportunities at Ribblesdale we encourage our pupils from an early date to think about how their attitudes, option choices, skills and interests will affect and influence their future pathways during PSHE.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school website/Synergy where it, and the PSHE curriculum, will be available to read and download.
- PSHE and RSE lessons will incorporate the ethos of the Ribblesdale Way.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and what pupils learn at home is an important part of delivering a good education.

1. Policy **A**im and **R**ationale

1.1.

Rationale

This policy will ensure that teachers, parents, carers and pupils know the legal requirement for PSHE and RSE and the pupils' entitlement. It also clarifies the responsibility of the governing body.—This policy supports all staff in their delivery of RSE.

One of our Associate Senior Leaders and the Subject Leader for PSHE, are responsible for the promotion, monitoring and evaluation of this policy. This policy will be reviewed regularly and in line with the needs of the school population and changes in government legislation.

1.2.

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Keeping Children Safe in Education (statutory guidance)
- Equality Act 2010 [and schools](#)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

This policy will be adhered to in conjunction with the following school policies:

Complaints Procedures Policy

SEND Policy

SMAC Policy

Transgender Policy

Behaviour for Learning Policy

Bullying Policy

Drugs Education Policy and Confidentiality

Child Protection and Safeguarding Policy

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education — DfE updated statutory guidance \(published July 2025; latest GOV.UK update Dec 2025\), to be implemented from Sept 2026.](#)

1.3.

This policy has been created following consultation with parents, pupils, teaching staff and school Governors.

Policy Aim

Ribblesdale School respects and supports the wide range of family experiences and the background of its pupils, and it allows pupils to share and discuss attitudes from a range of cultural perspectives. At the same time, pupils are encouraged to respect differences and are made aware that staff have a duty to challenge prejudice such as: racism, sexism, homophobia and any prejudice shown towards members of the LGBT community. RSE is required to be taught in a moral framework and pupils will be taught these values throughout all aspects of school life and through all subjects, not just PSHE and Citizenship.

Among the values promoted are:

Attitudes and values - learning the importance of values and individual conscience and moral considerations; learning the value of family life, marriage, and stable and loving relationships for the nurture of children; learning the value of respect, love and care; exploring, considering and understanding moral dilemmas; developing critical thinking as part of decision-making.

Personal and social skills – learning to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others; learning to make choices based on an understanding of difference and with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding – learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships; learning about contraception and the range of local and national sexual health advice, contraception and support services; learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; the avoidance of unplanned pregnancy.

2. Key Roles and Responsibilities

- 2.1. The Governing body has overall responsibility for the implementation of the school's PSHE and RSE Policy.
- 2.2. The Governing body has overall responsibility for ensuring that the PSHE and RSE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The Head Teacher has overall responsibility for reviewing the PSHE and RSE Policy annually.
- 2.4. The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.5. The Head Teacher will be responsible for the day-to-day implementation and management of the PSHE and RSE Policy.
- 2.6. The PSHE and RSE Co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE and RSE education that achieves the aims laid out in this policy.

- 2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- 2.9. The school ensures that pupils are also involved in the creation of this policy through pupil voice and evaluation.

3. Teaching **M**ethods and **L**earning **S**tyles

- 3.1. A range of teaching and learning styles are used to teach PSHE and RSE.
- 3.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 3.3. Clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
 - 3.3.1. Show respect for another's views, even when disagreeing with them.
 - 3.3.2. Keep comments subject-specific, as opposed to personal.
- 3.4. The school uses visiting speakers to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 3.5. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 3.6. Pupils' questions, unless inappropriate, are answered respectfully by teachers.
- 3.7. Teachers are aware of sensitive issues that may arise out of teaching and learning about RSE.
- 3.8. The following are protocols for discussion based lessons with pupils:
 - 3.8.1. No one (teacher or pupil) will have to answer a personal question.
 - 3.8.2. No one will be forced to take part in a discussion.
 - 3.8.3. Meanings of words will be explained in a sensible and factual way.
 - 3.8.4. Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent or any other trusted adult. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter and refer this to the Ribblesdale Designated Safeguarding Lead or Deputy DSL.

4. Safeguarding, **R**eports of **A**buse, **V**isitors and **C**onfidentiality

- 4.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
 - 4.1.1. Bullying (including cyberbullying).
 - 4.1.2. Physical abuse, e.g. hitting, kicking, hair pulling.

4.1.3. Sexual violence, e.g. rape, assault by penetration and sexual assault.

4.1.4. Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.

4.1.5. Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).

4.1.6. Sexting.

4.1.7. Initiation/hazing type violence and rituals.

4.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

4.2.1. Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.

4.2.2. Signs of self-harm or a significant change in wellbeing.

4.2.3. Signs of assault or unexplained injuries.

4.2.4. New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

4.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime and understand measures in place to manage these.

4.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

4.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

4.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

4.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

4.8. Visitors

It is important that pupils have access to health professionals and other local experts on issues relating to RSE. The school has built successful partnerships with a number of agencies and professional. We work closely together to plan and evaluate modules of work on issues relating to RSE. All health professionals and visitors are asked to conform to the following:

4.8.1. Visitors contributing to RSE do so at the invitation of the school and will be qualified to make an appropriate contribution

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4.8.2. Visitors must agree with the aims of the school in delivering its policy on RSE

4.8.3. When in class visitors are supervised by a teacher, who will be present at all times

4.8.4. Visitors follow the school's child protection procedures if a disclosure occurs

4.8.5. Visitors know and understand where their contribution fits into the school's programme for PSHE

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4.9. Health services for pupils provided by the school

~~The school also employs a Counsellor. Pupils may be referred to the Counsellor, School Nurse or other appropriate professionals. These services are available following consultation with the Pastoral Co-ordinator and parents may also contact the PC to make an appointment with the Counsellor or other agencies.~~

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It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct. Health professionals such as School Nurses can:

4.9.1. Give one-to-one advice or information to a pupil on a health-related matter including contraception

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4.9.2. Exercise their own professional judgement as to whether a pupil has the maturity to consent to medical treatment including contraceptive treatment

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4.10. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

5. Withdrawal from RSE

Parental right to withdrawal from RSE

We believe that all pupils are entitled to a planned RSE programme. However, parents and carers have a right to withdraw their child from some aspects of RSE programme, except for those parts included in the National Curriculum for Science.

Parents/carers wanting to withdraw their child from RSE must write a letter to the Head teacher. When the Head teacher receives such a letter, they or a designated member of SLT, will invite the parents/carers to a meeting. At this meeting the school will explain clearly what our policy is and seek to accommodate the wishes and/or concerns of the parents. At all times we welcome discussion with parents/carers and aim to work together on this matter.

6. Tailoring PSHE and RSE

6.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

6.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

- 6.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 6.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
- 6.5. Sexuality

Pupils, whatever their developing sexuality need to feel that sex and relationships education is relevant to them and sensitive to their needs (DfES 0116/2000). In discussing relationships and sex we make it clear that all types of loving relationships are valid. Homophobic bullying and the emotional harm and distress caused by bullying relating to sexuality is specifically addressed within PSHE curriculum in Year 9.

Any incidences of physical, verbal abuse or bullying should be logged on the school's electronic reporting system. Staff are instructed to challenge inappropriate behaviour at all times.

7. Staff Support

Staff training to teachers /non-teaching staff- PCs /~~School Counsellor~~ regarding the content of the RSE Policy.

Teachers have the right to opt out of teaching Sex Education. The PSHE Co-ordinator will organise alternative staff to deliver such sessions.

8. Delivery of PSHE and RSE

Providers are prompted to meet the requirements of the RSE Statutory Framework.

PSHE and RSE is delivered by form tutors (teaching explicit PSHE lessons), during RE and science ~~Lessons~~lessons. In the Primary Provision, children are taught PSHE lessons by their class teachers on a weekly basis, as part of their foundation subjects.

How~~OW~~ and where?

See table below.

9. Assessment and Monitoring

- 9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged.
- 9.3. Teachers of PSHE will provide half-termly on ATL's and assessment through Microsoft Forms.
- 9.4. The PSHE Co-ordinator is responsible for the effective delivery of PSHE. This will be through the school's Quality Assurance procedure.

It is the co-ordinator's responsibility to:

[9-5-9.4.1.](#) Ensure that RSE occurs in the school's curriculum according to the schemes of work for PSHE

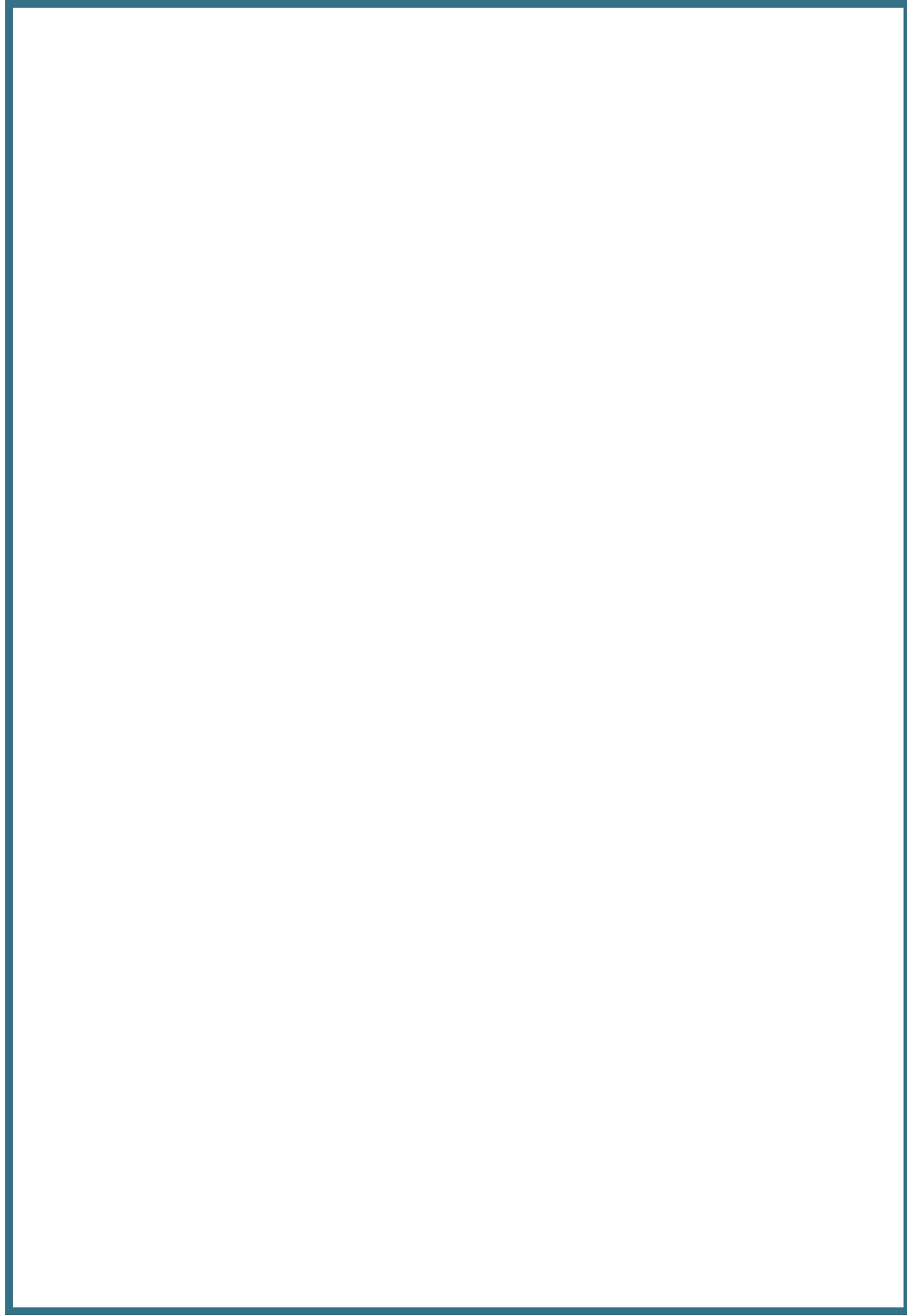
[9-6-9.4.2.](#) Monitor the use of teaching and learning styles

[9-7-9.4.3.](#) Monitor the use of teaching materials

[9-8-9.4.4.](#) Evaluate the effectiveness of the school's programme.

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Primary Provision Whole School Overview

Term:		Autumn		Spring		Summer	
EYFS	Self-Regulation	Pupils will talk about changes and trying something new. They will increasingly follow rules and talk about their feelings and emotions. Pupils will learn about Respect .	Pupils will be able to focus their attention for longer sessions. They will begin to identify a wider range of feelings. Pupils will keep trying when something becomes difficult.	Pupils will begin to respond to more complex instructions. They will discuss positivity and bouncing back.	Pupils will discuss taking pride in their achievements. They will begin to develop perseverance and challenge. They will begin to talk about the emotions of others as well as their own.	Pupils will be able to respond appropriately and have the ability to follow instructions. They will be able to set and work towards individual goals. Pupils discuss being proud of who they are and what they do.	Pupils will be able to regulate their behaviour, wait for what they want and control their immediate impulses. Pupils will think about changes and moving into Year One.
	Managing Self	Pupils will become more confident with the class environments. They will learn about the class rules and routines and why these are important.	Pupils are more confident in their choices and be able to dress and undress for PE. Pupils begin to learn about good hygiene (including dental).	Pupils will begin to learn about the importance of sleep. They persevere with buttons and zips.	Pupils will learn about how to keep healthy (sleep, exercise and basic hygiene). They will follow class rules and know why these are important.	Pupils will become more confident to tackle new challenges. They will become more resilient and persevere when faced with challenges.	Pupils will be able to explain the reasons for rules and behave accordingly. They will be able to manage their own personal needs and understand the importance of healthy food choices.
	Building Relationships	Pupils can take turns and share with an adult to support. They make new friends. Pupils learn about kindness to others and why it is important. They learn how to be a good friend and consequences of actions	Pupils will be able to talk to others about their task. They learn about similarities and differences in themselves, their families and their homes. They will be able to respond appropriately to an upset friend.	Pupils will be able to co-operate and share. They are beginning to solve disagreements. Pupils will learn about friendships and being a good friend.	Pupils will co-operate with others, helping others and accepting the needs of others during co-operative play. Pupils will learn about people who help us in the wider community, their jobs and roles.	Pupils will show a sensitivity to their own and others' needs. They will form positive relationships with adults and other children.	Pupils will be able to work and play co-operatively and take turns without help. Pupils will learn about inspiration , being inspired, inspiring others.
Year 1	Relationships Pupils will learn about family structures and the roles that different people play in their lives and the relationship.	Relationships Pupils will learn about respecting themselves and others, recognising privacy and staying safe.	Living in the Wider World Pupils will learn about the importance of rules and boundaries and why these help to keep us safe. They will look at the role of the internet and how this is used in both positive and negative ways.	Living in the Wider World Pupils will learn about looking after the environment and being responsible. They will look to discover their own strengths and abilities.	Health and Wellbeing Pupils will learn about physical and mental health. How to stay healthy through food choices, hygiene, sun safety and limiting screen time.	Health and Wellbeing Pupils will learn about mental health through looking at feelings, comparing themselves with other and valuing differences. They will learn how rules keep them safe and how and when to speak to a trusted adult if they are worried.	

Year 2	<p>Relationships Pupils will learn about making friends, feeling lonely, recognising hurtful behaviour and getting help.</p>	<p>Relationships Pupils will learn about kind and unkind behaviour in everyday life and online. Children will learn about peer pressure and speaking out if they are concerned.</p>	<p>Living in the Wider World Pupils will learn about that people have different needs, responsibilities and have similarities and differences to others within a community. Children will learn to question online content and the role that the internet plays in everyday life.</p>	<p>Living in the Wider World Pupils will learn about money in its various forms and how to act with responsibility (saving/spending). They will learn about wants and needs.</p>	<p>Health and Wellbeing Pupils will learn about physical and mental wellbeing and keeping safe.</p>	<p>Health and Wellbeing Pupils will learn about growing older, naming body parts and transitions in school. They will learn about how to stay in different environments, risks and safety at home and emergencies.</p>
Year 3	<p>Relationships Pupils will learn about what makes a family and features of family life.</p>	<p>Relationships Pupils will learn about what makes a family and features of family life.</p>	<p>Living in the Wider World Pupils will learn about rules in the wider sense. They will start to understand laws, right and responsibilities. They will learn about sources on the internet.</p>	<p>Living in the Wider World Pupils will learn about what makes a family and features of family life.</p>	<p>Health and Wellbeing Pupils will learn about healthy lifestyle choices, habits, healthy balanced diets and the links between diet and tooth decay/obesity etc.</p>	<p>Health and Wellbeing Pupils will explore their individuality and personal qualities. They will also learn about keeping safe and managing risks in the local environment and unfamiliar places.</p>
Year 4	<p>Relationships Pupils will learn about positive friendships and the attributes for this and recognise bullying both on and offline.</p>	<p>Relationships Pupils will learn about online safety, peer pressure and identify similarities and differences between themselves and others.</p>	<p>Living in the Wider World Pupils will learn about rules in the wider sense. They will start to understand laws, right and responsibilities. They will learn about sources on the internet.</p>	<p>Living in the Wider World Pupils will learn about making decisions about money and using and keeping money safe.</p>	<p>Health and Wellbeing Pupils will learn about the elements of a healthy lifestyle and with a particular focus on dental hygiene.</p>	<p>Health and Wellbeing Pupils will learn about maintaining a balanced lifestyle, oral hygiene and dental care and medicines and household products and their risks.</p>
Year 5	<p>Relationships Pupils will learn about families and friends, managing friendships and peer influence.</p>	<p>Relationships Pupils will learn about physical contact, feeling safe and responding respectfully to a wide range of people. They will also be able to recognise prejudice and discrimination.</p>	<p>Living in the Wider World Pupils will learn about protecting the environment and compassion towards others.</p>	<p>Living in the Wider World Pupils will learn about workplaces and careers in relation to their job interests and strengths.</p>	<p>Health and Wellbeing Pupils will learn about how viruses and bacteria can affect health and how to limit the spread of infection. They will learn about the risks of sun exposure and how to stay safe. Children will learn about managing risks and some basic First Aid.</p>	<p>Health and Wellbeing Pupils will learn about changes physical and emotional changes that will happen to bodies as they go through puberty.</p>
Year 6	<p>Relationships Pupils will learn about a variety of relationships and families which includes LGBT+ and commitment within relationships.</p>	<p>Relationships Pupils will learn about consent, strategies for when they feel concerned and online behaviour.</p>	<p>Living in the Wider World Pupils will learn to value diversity and challenge discrimination and stereotypes. They will also begin to evaluate media sources and evaluate how to share things online.</p>	<p>Living in the Wider World Pupils will learn about influences and attitudes to money and financial risks.</p>	<p>Health and Wellbeing Pupils will learn about how to protect personal information online, regulations and choice, drug use, the law surrounding this and the media.</p>	<p>Health and Wellbeing Pupils will learn about changes physical and emotional changes that will happen to bodies as they go through puberty.</p>

	Winter Term	Winter Term	Winter Term
Year 7	<p>Relationships</p> <p>Pupils will be investigating transition to help promote self-esteem & confidence, sharing & building relationships. Pupils will make choices about healthy eating, risks of alcohol, tobacco & other substances. Pupils will also discuss on & offline friendships including promotion of diversity, reacting to prejudice and bullying.</p>	<p>Living in the Wider World</p> <p>Pupils learn about Citizenship and the importance of topical debate covering British values including animal welfare, pupil's education and the environment. Pupils investigate the problem of conflict and how lives have changed since 9/11 & the Manchester bombings. Taking violent protest since the riots of 2011. Pupils also learning about the Rule of Law including justice, democracy and sentencing young people.</p>	<p>Health and Wellbeing</p> <p>Pupils will be investigating transition to help promote self-esteem and confidence, sharing and building relationships. Pupils will make choices about healthy eating, risks of alcohol, tobacco and other substances. Assembly on Mental Health and Well Being.</p>
Year 8	<p>Relationships</p> <p>In the RSE section pupils explore the start of a healthy relationship and gain the tools to recognise different relationships and how to protect themselves if they get into trouble. Contraception is introduced to ensure pupils have a basic understanding of the meaning.</p>	<p>Living in the Wider World</p> <p>In this half term, pupils build upon their knowledge from Year 7 about Citizenship and rights and responsibilities investigating the ownership of animals and animal rights laws. The use and abuse of animals and how it can be tackled. Pupils create and campaign for their own charity whilst exploring how current UK charities help those underprivileged.</p> <p>In this half term pupils study the Citizenship aspect of Democracy and British values whilst incorporating RSE. Building on terrorism from Year 7 pupils are challenged to think what a terrorist might look like, addressing stereotypical views that all terrorists are Muslim and looking at the IRA and current white supremacist views. Understanding the need for basic human rights. Pupils investigate the diversity of the UK and how to promote tolerance. Finally looking at the governance of the UK from Parliament to the local council.</p>	<p>Health and Wellbeing</p> <p>Pupils build upon their knowledge from Year 7 regarding smoking and illegal substances. Focus on how addictive the substances are and what they do to the body of a young person. M-ental health (grief/loneliness)</p>
Year 9	<p>Relationships</p> <p>In RSE, pupils discuss and learn about the myths surrounding having sex and a healthy sexual relationship. Pupils have a practical lesson with a condom demonstration and are signposted where to get help especially if there is a teenage pregnancy.</p> <p>RSE focuses on the law relating to sexting, up skirting, online grooming and uploading naked selfies.</p>	<p>Living in the Wider World</p> <p>Pupils in this half term are consolidating their British values and Citizenship topics including the radicalisation of young people and how this can be prevented through having a positive relationship with school, family and friend. To investigate the local crime of Sophie Lancaster and stamp out prejudice and hatred. Also, to conclude the work on discrimination through racism and local football matches. Pupils then focus of Islamophobia and how to be non-prejudicial and respect everyone. Online financial harms.</p>	<p>Health and Wellbeing</p> <p>Pupils in this half term cover issues from bullying to disability and how to promote tolerance building on the Year 7 and 8 content. Pupils explore how relationships with those who are disabled are often crowded by prejudice and how this can be overcome.</p> <p>Pupils then discuss the issue of cannabis and whether it should be legalised or not whilst looking at the consequences of any drug use building on their previous two years. Finally, CIAG pupils investigate the possibility of future GCSE's.</p>
Year 10	<p>Relationships</p> <p>Through healthy lifestyle pupils will investigate the illegal/legal substances and the consequences of becoming addicted through peer pressure, county lines and other</p>	<p>Living in the Wider World</p> <p>Pupils will learn the tools of how to question fake posts/news and photo shopped body images. Pupils will also</p>	<p>Health and Wellbeing</p> <p>In this half term, pupils will be focused on becoming more independent and resilient people by investigating the role of</p>

influences. In RSE, pupils are investigating the STI's, other forms of contraception and pornography, is it real?
 Challenging the stereotypes of typical young people's relationship and what is a healthy relationship including LGBT relationships. What happens when young people send nude pictures to partners.
 RSE building on the work done in Year 9, how might a teenage pregnancy workout, what are the pros and cons. Moving into investigating what a good parent should be like and how to develop the tactics needed to raise a family. The final topic is about relationship, especially marriage, same sex marriage and civil partnerships

learn how to be financially secure and healthy by investigating budgeting and finance.
 In this half term, pupils start by exploring the working world and how they can get the best from work experience. Finally, pupils will have the opportunity to do rehearsal mock interviews and demonstrate their understanding of their future career pathway. Preparation for mock interviews and work experience.

the social media in their lives as role models/ sources of information and how best to deal with the negative impact. Finally, looking at the dangers of being in a gang and how to leave a gang safely. What are county lines and how do you people get involved? Initiation and hazing.

Relationships
 In this half term, pupils will learn about relationships with a focus on positive role models. Understanding how social media plays a part in shaping the next generation. Pupils will also focus on RSE and how humans cannot have children through the lens of understanding miscarriage, IVF and fertility. Here RE will focus on the sanctity of life and how religious believers feel life is God given. [Non f-fatal Sstrangulation and misogyny and pornography literacy.](#)

Living in the Wider World
 In this half term pupils will be focus^{ed} on target setting and careers. Engaging in how RE as a subject will make them tolerant and well-informed citizens. They will do this by investigating different career pathways and how tolerance and understanding will enhance their ability to become model citizens.
 Pupils will also investigate the human rights in life in general then more specifically within the workplace and through the lens of refugees and victims of war.
 Pupils will learn about cultural appropriation through understanding about body art, cultural language and lessons learnt through the Windrush generation and how religion helped shaped modern day [BritainBritain](#). Pupils will learn about gambling and the dangers posed by gambling and how Jesus and Muhammad despised gambling.
 Pupils will also learn about the dangers of sharing data and how their data can be used and sold.
 During the two half terms, pupils will have guest speakers, and the focus will be consent/grooming and sexual exploitation. Also, pupils will learn about ethics and philosophy of life. This year, Miss Richards will provide bespoke lessons to Year 11 during their enrichment time. This will comprise of checking all the above is completed, Teams calls from colleges and post 16 providers and interviews.

Health and Wellbeing
 Pupils will then study how to love your own body, the issues of eating disorders, where to get support and how it effects both men and women. Pupils will do case studies on celebrities who have shared their experience such as Freddie Flintoff and Sharon Osbourne. Pupils will also study the ethics around blood transfusions.
 Pupils will then learn about the dangers of illegal/legal substances and the life it can lead to including exclusion, depression, and death. Vaping will be a focus and understanding the dangers of illegal vapes and how to seek help and support.

Year 11

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