



Relationships & Sex Education Policy

This policy is based on the model policy issued by the Catholic Education Service and DfE Statutory Guidance – Relationships and Sex Education & Health Education (2019)

All members of our community are given equal opportunities in line with the Single Equality Duty.

POLICY WRITTEN: September 2020

REVIEWED: Ethos, Curriculum, Achievement Committee on

NEXT REVIEW:

ADOPTED BY BOARD OF GOVERNORS/DIRECTORS:

Relationship and Sex Education (RSE) provides an understanding that positive, caring environments are essential for the development of a good self-image. This education should help students to be physically, mentally and socially healthy and to develop into responsible and informed members of society. Effective RSE is important if young people are to make responsible and well-informed decisions about their lives. At St Thomas More R C Academy we respect the right of individuals to make decisions about their own lives according to their own consciences. Our approach to RSE is student centred and open minded. This does not absolve us from the responsibility of providing guidance and offering advice within a clear moral framework, according to the teachings of the Church. The school aims are fundamental to this most sensitive aspect of a young person's development:

St Thomas More R C Academy Mission Statement

St. Thomas More Roman Catholic Academy is a Catholic school, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.

Our aims are:

- To be a community based on Christian values, notably Love, Justice, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.
- To provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.
- To give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.
- To encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity.
- to help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

Policy Statement

This policy has been prepared following changes in the law in relation to Relationships and Sex Education in schools (The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019), and in particular the requirement to place such education in a moral framework, having due regard for the value of family life. Relationships and Sex Education (RSE) is now compulsory for all students receiving secondary education.

The Bishops of England and Wales have, in conference, expressed the vision that education in sexual matters should have a whole person and whole school approach in line with the mission of schools as Christian communities. This is now the policy of the Catholic Church in England and Wales. This policy was developed in light of the teachings of the Catholic Church and in response to:

- Relationships and Sex Education and Health Education (England) Regulations 2019
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century 2013
- Equalities Act 2010
- Good Practice in Developing a School RSE Policy (CES 2020)
- A model Catholic Secondary RSE curriculum (CES 2019)
- **The Catholic Education Service, in partnership with Ten Ten Resources and the Department for Education, training for teachers in Catholic primary and secondary schools on the new statutory RSHE (Relationship, Sex and Health Education) curriculum.**

In this policy the Governors and teachers, in partnership with students and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

Education in sexuality is a part of education in relationships. Every young person is entitled to experience a school climate in which the quality of relationships between staff and students and between the students themselves, is marked by honesty, personal identification, warmth, trust and security. For such education to be successful it must be fully integrated into the curriculum, for, by its very nature, it is cross curricular: Science, Religious Education, PSHE - all have a key role to play, however the whole curriculum conveys value and helps in the moral growth of students.

Young people have a right to understand their physical and mental transition into adulthood. They should be given the opportunity to learn about how their bodies work and how they can relate to other people. We see the maturing of young people as a great miracle of development and want to encourage them to enjoy and respect that gift.

A positive view of sexuality will lead to a greater confidence and happiness in sexual relationships. Research shows that such confidence, appropriate openness and effective sex education lead to fewer unwanted pregnancies and greater resistance to the pressures placed upon young people to have sexual intercourse.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

(Secretary of State Foreword – DfE RSE Statutory Guidance)

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in November 2020. This policy will be reviewed every 2 years by the Headteacher, Deputy Headteacher, PSHE Co-ordinator, the Governing Body and Staff. The next review date is September 2022.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the use of parentmail and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

Defining Relationships and Sex Education

The DfE guidance states that **“children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”**¹. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

Relationships and Sex Education is a developmental process beginning in primary school. In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”²

Love must be at the centre of RSE. We see Christian love as:

- labour: being willing to give rather than exploit
- responsibility: judging the consequences of one's behaviour and being prepared to help
- respect: not exploiting others and being considerate
- understanding: being sensitive to the needs and feelings of others

These values are a basis for learning as well as the relationship shown in the classroom between Teacher and Student. Conscious efforts are made to increase the self esteem of the young people in our care. Without an adequate self esteem, freedom to make responsible decisions based upon knowledge and reflection is limited.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE, which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² CES A Model Policy for Relationships and Sex Education 2016 Revised 2020

about HIV, AIDS and sexually transmitted infections. This does not apply to academics). However, the reasons for our inclusion of RSE go further. RSE encompasses more than an understanding of the workings of the reproductive system; it also embraces the understanding of values, attitudes and beliefs towards anatomy, physiology and relationships. Above all, it includes the development of emotional maturity and the acceptance of responsibility and commitment.

Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of students. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues, which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion

The Aims and Objectives of Relationship and Sex Education

Aims

The aims of RSE at St Thomas More are to deliver a programme which encompasses the following areas: The teaching of the Roman Catholic Church; the school mission statement and the statutory requirements of the DfE. We aim to develop amongst the students an awareness of self and an understanding of the changes that occur through adolescence into adulthood - mentally and physically.

As a Catholic community, we believe that relationships and sex education (RSE) is integral to the lifelong learning process and the belief that we have been uniquely created in the image and likeness of God. As such, all people have special value and worth. It is firmly rooted in the school's personal, social, health and economic education programme and there will also be cross over with some of the themes in their daily lessons such as RE, Science, ICT and Physical Education.

The school supports parents and carers as the primary educators in RSE and responds to the needs of the students to enable them to make responsible and well-informed decisions as young people. Every member of staff who delivers RSE, either as a form tutor delivering the PSHE education programme, or as a subject teacher or member of support staff, understands that they are part of a holistic and integrated programme across the curriculum.

It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a “positive and prudent sexual education”³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;

³ Gravissimum Educationis 1

- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual students in respect to students' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Ten Ten's new programme, **Life to the Full**, will teach Relationship and Sex Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. Given that the new curriculum will be compulsory from September 2020, Ten

Ten are embracing “the challenges of creating a happy and successful adult life” by giving pupils knowledge “that will enable them to make informed decisions about their wellbeing, health and relationships” (DfE Statutory Guidance). The programme will deliver teaching through the prism of Catholic RSE. The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. More information about Ten Ten can be found at their website <https://www.tentenresources.co.uk/> and in the annex of this policy.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children’s learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school’s RSE programme to meet their child’s needs.

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Relationships education, relationships and sex education (RSE) and health education: FAQs

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

[s <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with pastoral tutors and curriculum staff from other areas of the school i.e. RE & Science. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for students of good, healthy, wholesome relationships as between staff, other adults and students. They will also be contributing to the development of students' personal and social skills. Appropriate training will be made available for all staff teaching RSE and all staff should be aware of the policy and how it relates to them.

It is understood that it is important to distinguish between the Academy's function of providing education generally about sexual matters and the giving of advice to individual students on these issues. Good teachers have always taken a pastoral interest in the welfare and well-being of their students. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities.

Where the circumstances are such as to lead a teacher to believe that the student has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at physical, emotional or moral risk or in breach of the law, the teacher has the responsibility to ensure that the student is aware of the implications and is urged to seek advice. The teacher should also bring this to the attention of the Designated Safeguarding Lead, who will take this matter forward in line with the school's Safeguarding Policy. Any potential safeguarding issue that arises from RSE will be treated in accordance with our Safeguarding Policy.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities regarding RSE

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-Ordinator

The co-ordinator with the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

Relationship to other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about student safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Students with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, agreed between teachers and pupils, will help to create a supportive climate for discussion.

Supporting Children and Young People who are at Risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their students and not let any fears and worries go unnoticed. Where a

teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated safeguarding lead (DSL)

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all students must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of students at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help students facing personal difficulties, in line with the school's pastoral care approach. Teachers should explain to students that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head of year, DSL, head teacher, but that the students would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The PSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students work at regular intervals. The programme will be evaluated biannually. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Additional support for students

Access to help and advice around issues that may result from RSE is available to all students at St Thomas More R C Academy via School Health and the confidential drop-in service. Members of the pastoral team, such as the school counsellor and family support worker, will also be able to offer additional support for students.

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OVERVIEW OF CURRICULUM TOPICS TAUGHT

TERM 1.1

Subject	Y Group	Key themes Studied
Online & Offline Safety	Year 7	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Knife Crime <input type="checkbox"/> Peer Pressure
Online & Offline Safety	Year 8	<input type="checkbox"/> County Lines (Gangs) <input type="checkbox"/> Drugs <input type="checkbox"/> Online Safety <input type="checkbox"/> Alcohol
Online & Offline Safety	Year 9	<input type="checkbox"/> Cannabis <input type="checkbox"/> Illegal Drugs <input type="checkbox"/> Drug Addiction <input type="checkbox"/> Volatile Substance Abuse
Online & Offline Safety	Year 10	<input type="checkbox"/> Honour Based Violence <input type="checkbox"/> Gambling <input type="checkbox"/> Modern Day Slavery <input type="checkbox"/> Knife Crime
Online & Offline Safety	Year 11	<input type="checkbox"/> Drugs <input type="checkbox"/> Online profiles <input type="checkbox"/> Aesthetic procedures

TERM 1.2

Subject	Y Group	Key themes Studied
Diversity & Equality	Year 7	<input type="checkbox"/> Identity <input type="checkbox"/> Citizenship <input type="checkbox"/> Nationalities
Diversity & Equality	Year 8	<input type="checkbox"/> LGBT <input type="checkbox"/> Gender Issues <input type="checkbox"/> Trans Issues
Relationships & Sex	Year 9	<input type="checkbox"/> Dealing with conflict <input type="checkbox"/> Healthy Relationships <input type="checkbox"/> What is Love
Diversity & Equality	Year 10	<input type="checkbox"/> Brexit <input type="checkbox"/> Fair Trade <input type="checkbox"/> Women's Rights <input type="checkbox"/> AID <input type="checkbox"/> Peace & Conflict
Relationships & Sex	Year 11	<input type="checkbox"/> Healthy on the inside and outside <input type="checkbox"/> Family time <input type="checkbox"/> Sexual health

Spring TERM 2.1

Subject	Y Group	Key themes Studied
Living in the Wider World	Year 7	<input type="checkbox"/> Communities <input type="checkbox"/> Sleep <input type="checkbox"/> Team Work <input type="checkbox"/> Skills & Qualities
Living in the Wider World	Year 8	<input type="checkbox"/> Self Esteem <input type="checkbox"/> Body Image <input type="checkbox"/> Budgeting & Finance <input type="checkbox"/> Careers
Living in the Wider World	Year 9	<input type="checkbox"/> Picking Options <input type="checkbox"/> First Aid <input type="checkbox"/> Conflict Management <input type="checkbox"/> Budgeting
Living in the Wider World	Year 10	<input type="checkbox"/> Consumer Rights <input type="checkbox"/> Employment Rights <input type="checkbox"/> Social Media <input type="checkbox"/> Personal Finance
Living in the Wider World	Year 11	<input type="checkbox"/> Careers <input type="checkbox"/> CV Writing <input type="checkbox"/> Interviews <input type="checkbox"/> Personal Statements

OVERVIEW OF CURRICULUM TOPICS TAUGHT

TERM 2.2

Subject	Y Group	Key themes Studied
Health & Wellbeing	Year 7	<input type="checkbox"/> Puberty <input type="checkbox"/> Body Development <input type="checkbox"/> Periods <input type="checkbox"/> Emotions
Health & Wellbeing	Year 8	<input type="checkbox"/> Health & Wellbeing <input type="checkbox"/> Child Abuse <input type="checkbox"/> Stress Management <input type="checkbox"/> Healthy eating
Health & Wellbeing	Year 9	<input type="checkbox"/> Media & Airbrushing <input type="checkbox"/> Grief & loss <input type="checkbox"/> Cancer Prevention <input type="checkbox"/> Body Confidence
Health & Wellbeing	Year 10	<input type="checkbox"/> Emotional Wellbeing <input type="checkbox"/> Mental Health <input type="checkbox"/> Child Abuse <input type="checkbox"/> Self Harm
Health & Wellbeing	Year 11	<input type="checkbox"/> Drugs <input type="checkbox"/> Festivals <input type="checkbox"/> Sexualisation of the Media

Summer TERM 3.1

Subject	Y Group	Key themes Studied
Relationships & Sex	Year 7	<input type="checkbox"/> Changing bodies <input type="checkbox"/> Where we come from <input type="checkbox"/> Family and friends
Relationships & Sex	Year 8	<input type="checkbox"/> Deepest Identity <input type="checkbox"/> Before I was born <input type="checkbox"/> When relationships get tough
Relationships & Sex	Year 9	<input type="checkbox"/> In control of my choices <input type="checkbox"/> Fertility and Contraception <input type="checkbox"/> Marriage
Relationships & Sex	Year 10	<input type="checkbox"/> Body Image <input type="checkbox"/> Pregnancy and Abortion <input type="checkbox"/> Exploitation
	Year 11	

TERM 3.2

Subject	Y Group	Key themes Studied
Rights & Responsibilities	Year 7	<input type="checkbox"/> Voting <input type="checkbox"/> General Elections <input type="checkbox"/> Democracy <input type="checkbox"/> Making Laws
Rights & Responsibilities	Year 8	<input type="checkbox"/> Law <input type="checkbox"/> Rights <input type="checkbox"/> Society <input type="checkbox"/> Community
Rights & Responsibilities	Year 9	<input type="checkbox"/> Terrorism <input type="checkbox"/> Extremism <input type="checkbox"/> Fake News <input type="checkbox"/> Media
Rights & Responsibilities	Year 10	<input type="checkbox"/> British Values <input type="checkbox"/> Human Rights <input type="checkbox"/> LGBT
	Year 11	