



FREDERICK BREMER SCHOOL



RSHE Policy 2022-2023

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The School uses the term ‘parents/careers’ to signify parents/careers and/or careers, i.e. all those who have parental responsibility for a child or young person.

Index	
Contents	Page Number
Vision and Objectives	3
Statutory Content	4
Legal Requirements	5
Equality	5
Development of the policy	5
Course Content	6
Sensitive or controversial topics	6
Organisation and delivery	7
Provision for pupils with Additional Needs	7
Confidentiality	8
The role of Health Professionals in the delivery of Relationships and Sex Education	8
Monitoring and Evaluation	8
Training	8
Linked policies	8
Acknowledgments	8
Appendix 1	9
Appendix 2	14

Relationships, Sex and Health Education Policy 2021

1. Vision and Objectives

1.1 Vision

At Frederick Bremer we believe that our high-quality Relationships Sex and Health Education (RSHE) will stay with our pupils for life. At Frederick Bremer School it is our intention to teach high quality, age appropriate and pupil sensitive RSHE. RSHE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed choices as young people and in the future as adults. We expect RSHE at Frederick Bremer will help pupils to learn about themselves and the world they live in as well as giving them the skills to stay safe and flourish for the rest of their lives. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to make informed choices. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Frederick Bremer we are committed to the important role that RSHE plays in pupils' holistic education and we aim to build on the RSE programmes covered in Primary School.

1.2 Objectives

At Frederick Bremer our Relationships, Sex and Health education program seeks to:

- Be age appropriate and differentiated to the needs of the pupils including students with additional needs that may require a bespoke curriculum.
- Present information in an objective, balanced and sensitive manner that respects our students' backgrounds, including faith.
- Empower pupils to make well-informed, positive choices for themselves.
- Help pupils understand how their bodies are changing, how they are feeling and why
- Ensure pupils have the language to be able to talk about their bodies, health and emotions
- Give students strategies and guidance on how to protect and support positive mental health
- Know where to seek help when they or someone they know may need it
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse
- Recognise the dangers online and how to protect themselves
- Be fully inclusive of all genders, sexualities and all types of families.
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBT+ and people with disabilities are positively represented in our curriculum.
- Ensure pupils can identify the qualities of healthy and unhealthy relationships
- Allow pupils to examine the physical and emotional implications of sexual behaviour.
- Make pupils aware of how and where to seek help if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from adolescence to adulthood.
- Provide pupils with a safe environment to learn about sexual orientation and gender identity.
- Ensure that pupils have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception.
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes.
- Develop pupils' understanding of the dangers of pornographic material.

2. Statutory Content:

Under the 2020 statutory guidance, 'Relationships Education, Sex Education (RSE) and Health Education' secondary schools are required to teach RSE alongside the national curriculum for science. Frederick Bremer teaches RSE within the context of safeguarding. We acknowledge that parents/carers are the most effective teachers of their children and Frederick Bremer it is our aim to educate pupils about these important subjects alongside parents.

2.1 National Curriculum Science

At key stage 3 and key stage 4, the national curriculum for science includes:

- Menstruation and puberty
- Human reproduction and birth
- Drugs education
- Sexually transmitted infections (STIs) including HIV

There continues to be no right to withdraw from the national curriculum for science.

2.2 Relationships Education

At key stage 3 and 4, relationships education aims to develop pupils' understanding of positive relationships from primary school. Relationships education includes topics such as:

- The characteristics of positive relationships and their benefits
- Different types of committed, stable relationships
- Marriage and the legal status of other types of long-term relationships
- Intimate relationships
- Laws relating to sexual consent, abuse, grooming, harassment, rape, FGM, honour based violence and domestic abuse

There is no right withdraw from Relationships Education.

See appendix for full list of content

2.3 Sex Education

All secondary schools must teach sex education. At Frederick Bremer sex education is taught in conjunction with relationships and health education. This will help ready pupils for life in 21st Century Britain. Sex education is taught by trained staff in the Humanities and Wellbeing faculties.

At Frederick Bremer the RSE curriculum supports the teaching of Sex Education in the Science curriculum. In RSE we complement the science curriculum by exploring positive aspects of healthy relationships, including mutual respect and consent. Pupils will be taught about the risks arising from sexual pressure, unhealthy relationships and the impact of pornography. These lessons will include reference to the law. Aspects of maintaining sexual health and what constitutes safer sex will also be taught.

**Please contact the Head of Humanities if you would like further breakdown of topics*

2.4 Health Education

At Frederick Bremer Health Education aims to provide pupils with the information they need to make good decisions about their physical and mental health and wellbeing. Pupils' will be taught where to seek support if they need it from appropriate sources.

2.5 Parental Right to Withdraw from Sex Education:

- Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships and Sex Education we respect the primary role of the parents in educating their children about these matters.
- Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school up to and until three terms before the child turns 16 years old. However, this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for the sex education aspect of RSE should in the first instance contact the Head of Humanities who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Headteacher. If the request is confirmed alternative work will be provided to the pupils who are withdrawn from sex education.

3. Legal Requirements:

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014. The policy has been updated to comply with the 2020 statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

4. Equality:

- Frederick Bremer celebrates difference and diversity. We aim to ensure that our RSE curriculum will lead to a stronger sense of community and mutual respect.
- Frederick Bremer School will comply with the relevant requirements of the Equality Act (2010) and the Public Sector Equality Duty (2014): schools must not unlawfully discriminate against pupils or allow them to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.
- The delivery of content will be accessible to all pupils, including those with SEND.

5. Development of the policy

This policy was developed through the following training and consultation:

5.1 Training:

- RSHE Early Adopter Program through the DfE and was given CPD and resources on how to implement the new statutory guidance.
- East London Early Years and Schools Partnership in conjunction with the Newham RSHE Partnership. This included faith sensitivity training and training to support developing a diverse and inclusive policy and curriculum.
- PSHE Association Conferences with CPD designed to support schools developing their RSE curriculum.

5.2 Student consultation:

A diverse group of pupils from each year group were consulted on the new RSHE framework. Pupils worked in small year groups to discuss the following:

- Topics they felt were important in their RSHE education and their year group
- Currently what the school does well with the RSHE education
- Areas for improvement from delivery of content
- Feedback taken from this session was then shared with key stakeholders in the school and changes and adaptations made to the curriculum where necessary.

5.3 Parent Consultation:

All parents of the school were asked for their views when writing the policy, these were collated and are reflected in the policy and into the wider curriculum where appropriate. Parents were asked to comment on RSE curriculum and suggest any areas for development, topics that needed further inclusion or development or if there was anything that they felt was lacking. Interested parents were invited to a virtual consultation (due to covid restrictions) on the policy. A one-hour virtual meeting was held with a small group of parents, their views on the content of the RSE curriculum, policy and pedagogy have been incorporated here.

6. Course Content

Attached to this policy is the long-term plan for the delivery of RSHE at Frederick Bremer School. It is the aim of the school to provide all our pupils with high quality and pupil sensitive RSHE in the Humanities and Wellbeing lessons. If you have any questions about RSHE at Frederick Bremer please contact the Head of Humanities in the first instance who will be able to assist you with your inquiry.

See appendix for full list of content

7. Sensitive or Controversial Topics

- At Frederick Bremer we recognise that pupils come from a range of different backgrounds and beliefs. It is our aim to create an inclusive and sensitive RSHE classroom so that pupils feel safe and supported.
- During Relationships and Sex Education lessons (and at other times) controversial topics may arise. The judgment of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgment of the teacher must come into play.
- If questions about sex are asked by pupils and there is a pupil in the room whereby their parent has requested they be removed from sex education, the teacher will give a 'holding response' and deal with the question under direction of the senior leadership team.
- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.
- Teachers will establish a set of ground rules so that young people are aware of parameters.
- Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others.
- Teachers and pupils will show respect for all genders, sexualities and different types of families.
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.

- Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.

8. Organisation and Delivery

- Relationships Sex and Health Education is primarily a part of the school's wider PSHE (personal, social, health and economic education) within the Humanities and Wellbeing curriculum and is delivered by a trained team of experienced teachers comprising of SLT, Heads of Year, Heads of Department and specialist teachers.
- In KS3 pupils will receive RSHE at designated points in the year through their Humanities and Wellbeing lessons. Drop down days are used if content is missed due to unforeseen circumstances.
- In KS4 pupils will receive RSE through the Wellbeing curriculum and assemblies. Drop down days are used if content is missed due to unforeseen circumstances.
- HIV understanding and awareness will also be delivered as part of our SMSC assembly programme.
- All pupils within the school have equal access to RSHE. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
- Teachers and all those contributing to RSE will work within an agreed framework as set out in this policy.
- We will occasionally work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice. We take guidance and use resources from the PSHE Association and other organisations that fit best with our curriculum.

9. Provision for pupils with Additional Needs (AND)

Students with additional educational needs are taught alongside their peers in their RSE lessons throughout the RSE unit. The class teacher in liaison with the Additional Needs Department monitors their progress and wellbeing. Where it is seen that the content is too complex or requires significant adaptation the department will support that student by providing them with a smaller group setting or 1:1 so that they can be taught an RSE lesson/program that is supportive to their needs.

HLTAs and TAs undergo training at the start of the unit and are encouraged to adapt resources to best support the students' progress and well being.

Identified pupils will receive a bespoke RSE learning experience taught within the Well Being Curriculum on specific topics of:

- Public and Private
- Puberty
- Healthy Relationships
- Romantic Relationships
- Safe Sex: including STIs and contraception
- Pregnancy
- The dangers of sexting
- The difference between pornography and sex

This program was designed by an educational psychologist and delivered in the AND department.

10. Confidentiality

- Effective RSHE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and, in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
- When a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

11. The Role of Health Professionals in the Delivery of Relationships Sex and Health Education

The school will work with health professionals in the development and implementation of the schools Relationships and Sex program. Any visitors used to help in the delivery of the RSE program will be clear about the boundaries of their input and will be aware of the Relationships and Sex Education curriculum; relevant school policies and their work will be planned and agreed in advance.

12. Monitoring and Evaluation

The delivery of RSE is monitored and evaluated through the normal processes of school/Departmental quality assurance (including learning walks, books looks, pupil voice) that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually. At every review, the policy will be approved by the governing body.

13. Training

Staff are regularly trained and retrained on the delivery of RSE.

14. Linked Policies

- Safeguarding Policy
- E-safety Policy
- Equal Opportunities Policy

15. Acknowledgments

Developed from the materials shared by Dr Jo Sell, Claire Clinton and the Newham RSHE Partnership.

Appendix 1 : Relationships and Sex Education

The following topics will be covered in an age appropriate manner from Y7-Y11, subject to change. Our RSE curriculum is published on our website and in our parent handbook.

The program of study has been amended in line with the new statutory guidance for 2020

Units identified with an 'H' are taught in Humanities. Units identified with a 'WB' are taught in Wellbeing in form time. 'S' units are taught in Science and 'CS' in Computer Science.

Statutory Framework: Families	Year Group	Unit of Work: H: Humanities WB: Well Being
That there are different types of committed, stable relationships.	7, 9, 11	H7: 'Staying Healthy' H9: 'Relationships and Consent' H9: 'Sexual Health' WB9: 'Positive Relationships' WB11: 'Committed Relationships and Pregnancy'
How these relationships might contribute to human happiness and their importance for bringing up children	7, 9, 11	H7: 'Staying Healthy' H9: 'Relationships and Consent' WB11: 'Committed Relationships and Pregnancy'
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	7, 11	WB11: 'Committed Relationships and Pregnancy'
Why marriage is an important relationship choice for many couples and why it must be freely entered into	11	WB11: 'Committed Relationships and Pregnancy'
The characteristics and legal status of other types of long-term relationships	11	WB11: 'Committed Relationships and Pregnancy'
The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	7, 11	WB11: 'Committed Relationships and Pregnancy'

How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	7, 9, 10	H7: 'Staying Healthy' H9: 'Relationships and Consent' WB10: 'Sexting and Pornography'
Statutory Framework: Respectful Relationships, including friendships	Year Group	Unit of Work
The characteristics of positive and healthy friendships (in all contexts, including online) include: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	7, 9	H7: 'Staying Healthy' H9: 'Relationships and Consent' WB 10: 'Healthy Relationships and Consent'
Practical steps they can take in a range of different contexts to improve or support respectful relationships	7, 9	H7: 'Staying Healthy' H9: 'Relationships and Consent' WB 10: 'Healthy Relationships and Consent'
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)	8	H8: 'Valuing and respecting diversity'
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	8, 9	H7: 'Staying Healthy' H8: 'Valuing and respecting diversity' H9: 'Relationships and Consent' WB8: Disrespect NoBody WB10: Disrespect NoBody
Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	8	H8: 'Valuing and respecting diversity' WB8: 'Disrespect NoBody' WB8: 'Cyberbullying' WB 10: 'Disrespect NoBody'
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	9	H9: 'Relationships and Consent' WB8: 'Disrespect NoBody' WB 10: Disrespect NoBody

What constitutes sexual harassment and sexual violence and why these are always unacceptable	9, 10	H9: 'Relationships and Consent' WB10: 'Sexting and Pornography' H8: 'Valuing and respecting diversity' WB8:'Disrespect NoBody' WB 10: 'Disrespect NoBody'
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	8	H8: 'Community Cohesion' H8: 'Valuing and respecting diversity'
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	9	H9: 'Relationships and Consent' WB8:'Disrespect NoBody' WB 10: 'Disrespect NoBody'
Statutory Framework: Online Media	Year Group	Unit of Work
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	7,8,9,10	WB7: 'Cybersense' WB8: 'Cyber Ethics' WB9: 'Friend request' WB10: 'Cyber Footprint' CS7&8: 'Esafety'
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	10	WB10: 'Cyber Footprint' WB10: 'Dangers of sexting and pornography' CS7&8: 'Esafety'
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them	7, 10,	WB7: 'Cybersense' WB10: 'Cyber Footprint' WB10: 'Dangers of sexting and pornography' CS7&8: 'Esafety'
What to do and where to get support to report material or manage issues online*	7,8,9,10	WB7: 'Cybersense' WB8: 'Cyber Ethics' WB9: 'Friend request' WB10: 'Cyber Footprint' WB10: 'Dangers of sexting and pornography' CS7&8: 'Esafety'
The impact of viewing harmful content	10	WB10: 'Cyber Footprint'

		WB10: 'Dangers of Sexting and Pornography' CS7&8: 'Esafety'
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 partner	10	WB10: 'Cyber Footprint' WB10: 'Dangers of sexting and pornography'
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	9, 10	H9: 'Relationships and Consent' WB 10: 'Dangers of Sexting and Pornography' WB 10: 'Healthy Relationships and Consent'
How information and data is generated, collected, shared and used online	8, 10	WB8: 'Cyber Ethics' WB10: 'Cyber Footprint' CS8: 'Computer Crime'
Statutory Framework: Being Safe	Year Group	Unit of Work
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	9	H7: 'Journey to Adulthood' H8: 'identity and Relationships' H9: 'Relationships and Consent'
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)	7, 9, 11	H7: 'Journey to Adulthood' H9: 'Relationships and Consent' WB8: 'Disrespect NoBody' WB10: 'Disrespect NoBody' WB11: 'Committed Relationships and Pregnancy'
Statutory Framework: Intimate and Sexual Relationships, including sexual health	Year Group	Unit of Work
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	9	H9: 'Relationships and Consent' WB9: 'Positive Relationships'

That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing	7, 9	H7: 'Journey to Adulthood' H9: 'Relationships and Consent'
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	7,11	WB11: 'Committed Relationships and Pregnancy' S: Year 7 B3 'fertility'
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising other	9	H7: 'Journey to Adulthood' WB H9: 'Relationships and Consent'
That they have a choice to delay sex or to enjoy intimacy without sex	9	H9: 'Relationships and Consent'
The facts about the full range of contraceptive choices, efficacy and options available	7, 9	H9: 'Relationships and Consent' S: Year 7 B3 'fertility'
The facts around pregnancy including miscarriage	11	WB11: 'Committed Relationships and Pregnancy'
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)	9 11	WB11: 'Committed Relationships and Pregnancy'
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	9 Whole school SMSC	H9: 'Relationships and Consent' Y9: Drop down day Whole school assembly program S: Year 9 B5 'Viral/bacterial diseases'
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	9	H9: 'Relationships and Consent' Y9: Drop down day S: Year 9 B5 'Viral/bacterial diseases'
How the use of alcohol and drugs can lead to risky sexual behaviour	9	H9: 'Relationships and Consent'

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	9, 11	H9: 'Relationships and Consent' WB11: 'Committed Relationships and Pregnancy'
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Appendix 2 : Health Education

The following topics will be covered in an age appropriate manner from Y7-Y11, subject to change. Our RSE curriculum is published on our website and in our parent handbook.

The program of study has been amended in line with the new statutory guidance for 2020.

Statutory Framework: Physical Health and Mental Health	Year Group	Unit of Work: H: Humanities WB: Well Being S: Science P.E: Physical Education ICT: Information and Communication Technologies
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	7, 8, 9 10 &11	H: Year 7 'Staying Healthy' Year 9: 'Relationships and Consent' WB: All years SEAL & HBHM
That happiness is linked to being connected to others	7, 8, 9 10 &11	WB: All years SEAL & HBHM
How to recognise the early signs of mental wellbeing concerns	7, 8, 9 10 &11	WB: All years SEAL & HBHM H: Year 7 'Staying Healthy'
Common types of mental ill health (e.g. anxiety and depression)	7, 8, 11	H: Year 7 'Staying Healthy' WB: Year 7, 8 and 11 SEAL & HBHM
How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	7, 8, 9 10 &11	H: Year 7 Staying Healthy' and 'Journey to Adulthood' WB: Year 7,8,9,11 SEAL & HBHM
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities	7, 8, 9 10 &11	H: Year 7 'Staying Healthy' P.E: Year 7, 8, 9, 10 & 11 WB: Year 9 HBHM

		S: B5 lesson 1 (KS4), B1 lesson 4 (year 8)
Statutory Framework: Physical Health and Mental Health	Year Group	Unit of Work:
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	8, 10	WB: Year 10 'Dangers of Sexting and Pornography' WB: Year 8 Cybersense
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	7, 8, 9, 10, 11	H: Year 8 'Identity and Relationships' WB: Year 7, 8, 9, 10 Cybersense ICT: Year 7 'Using Computers safely, effectively and responsibly, ICT: Year 8 'Computer Crime and cyber security' GCSE Computer Science: Network Security GCSE Computer Science: Ethical, legal, cultural and environmental concerns
Statutory Framework: Physical Health and Fitness	Year Group	Unit of Work:
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	7, 9, 10, 11	H: Year 7 Staying Healthy WB: Year 9 HBHM S: B5 lesson 1 (KS4), B7 lesson 4 (KS4)
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyles and ill health, including cancer and cardiovascular ill-health	7, 8, 9 10 & 11	H: Year 7 Staying healthy WB: Year 8 and Year 9 HBHM S: B7 lesson 1 (KS4), B7 lesson 4 (KS4), B7 lesson 2 (KS4) B1, lesson 10 (year 8)

About the science relating to blood, organ and stem cell donation	10, 11	S: B2 lesson 4 (KS4)
Statutory Framework: Healthy Eating	Year Group	Unit of Work:
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	7, 8, 10, 11	H7: 'Staying Healthy' S: B7 lesson 4 (KS4) B1, lesson 8 (year 8)
Statutory Framework: Drugs, alcohol and tobacco	Year Group	Unit of Work:
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	8, 9	Year 8 Drop Down Day S: B1 lessons 6 (year 8)
The law relating to the supply and possession of illegal substances	7	Year 8 Drop Down Day
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	7, 8, 10, 11	H: Year 7 'Journey to Adulthood' S: B7 lesson 5 (KS4), B1 lesson 7 (year 8), B3 'smoking/alcohol' (year 7)
The physical and psychological consequences of addiction, including alcohol dependency	9	Year 8 Drop Down Day
Awareness of the dangers of drugs which are prescribed but still present serious health risks	9	Year 8 Drop Down Day
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	7, 8, 10, 11	H: Year 7: 'Journey to Adulthood' S: B7, lesson 3 (KS4), B1 lesson 6 (year 8), B3 'smoking/alcohol' (year 8)
Statutory Framework: Health Prevention	Year Group	Unit of Work:
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	7, 10, 11	H: Year 7 'Staying Healthy' S: B5 whole unit (KS4)
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	7	H: Year 7 'Staying Healthy'
The benefits of regular self-examination and screening	KS4	S: KS4 'Cancer'

The facts and science relating to immunisation and vaccination	10, 11	S: B6 lesson 1 (KS4)
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	7	H: Year 7 'Staying Healthy'
Statutory Framework: Basic First Aid	Year Group	Unit of Work:
Basic treatment for common injuries	8	Year 8 Drop Down Day
Life-saving skills, including how to administer CPR	8	Year 8 Drop Down Day
The purpose of defibrillators and when one might be needed	8	Year 8 Drop Down Day
Statutory Framework: Changing Adolescent Bodies	Year Group	Unit of Work:
Key facts about puberty, the changing adolescent body and menstrual wellbeing	7	H: Year 7 'Journey to Adulthood' S: B3 lesson 3 (year 7)
The main changes which take place in males and females, and the implications for emotional and physical health	7	H: Year 7 'Journey to Adulthood' S: B3 lesson 3 (year 7)