DAYSPRING TRUST

Venerable Bede CE Academy

Relationships, Sex Education and Health Education Policy

Ratified by: Board of Directors
Date of review: September 2021
Date of next review: September 2022

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life of our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

At Ian Ramsey CE Academy:

"Together to learn, to grow, to serve."

This is embodied in scripture:

'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in its various forms.' 1. Peter 4.10

At Venerable Bede CE Academy:

"Soar to the heights together"

This is embodied in scripture:

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

Relevant staff

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Statement of Intent

The Dayspring Trust understands its responsibility to deliver a high-quality, age appropriate and evidence-based relationships, sex and health curriculum for all of our pupils. Both our policy and practice will '*ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.*' (SIAMS schedule 2018)

An effective relationships, sex and health curriculum will also contribute to pupils reaching their full potential, help them to flourish and to 'soar to the heights together'.

This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered. In developing this policy, we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education (Rel Ed), relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

As a Trust we are committed to making reasonable adjustments, wherever possible, to promote accessibility and inclusivity of the curriculum. We understand that pupils with Special Educational Needs and Disabilities (SEND) or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils. We are committed to ensuring that our relationships, sex education and health education programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The aims of our relationships, sex education and health education curriculum is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions of relationships and sexual health. Our Relationships, Sex Education and Health Education programme aims to prepare pupils for adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

What does Sex and Relationship Education look like in a Church School?

The Church of England encourages relationships and sex education to be placed in a context of Christian teaching and spiritual development, with sexual relationships being understood in the context of loving, faithful relationships. For Church of England schools, this is the essential focus for what it means to be 'respecting the religious ethos' of our schools and it is a vital element of what makes RSE in Church schools distinctive (The Church of England Education Office, November 2018).

What is Relationships, Sex Education and Health Education?

For the purposes of this policy '**Relationships education**' is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy '**Relationships and sex education**' is defined as teaching pupils about lifelong learning of physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

For the purposes of this policy '**Health education**' is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. h

'The aim of relationships, sex education and health education is to 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). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.' (Department for Education (DFE), 2019)

What subject content will be taught?

The Department for Education outlines that 'schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families - Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, 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.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships - Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
    - 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- 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
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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

Online and media - Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe - Pupils should know:

- 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
- 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

Intimate and sexual relationships, including sexual health - Pupils should know:

- 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
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing

- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- 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)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)' (DFE,2019)

<u>Curriculum organisation</u>

The delivery of relationships, sex and health education coincide with one another and will be delivered as part of each academy's PSHE curriculum. The relationships, sex and health education curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Sex Education and Health Education' guidance.

Relationships, sex and health education is delivered mainly to pupils as an element of Personal Development (PD). This discrete subject is one that pupils receive for one hour on a weekly basis. Relationships, sex and

health education is also complemented through other subject's curriculum including Science, Technology, PE and also supported by the Trust's collective worship programme.

The PD curriculum is made up of elements of relationships, sex and health education, PSHE, Citizenship and Careers Education. A long-term overview of each academy's PD curriculum can be seen as appendix 2.

The Trust will use suitable resources to complement and enhance the delivery of the programme. These resources will show consideration to age appropriate content and sensitivities of the pupils who will be using them. They could include: film clips; card sorting exercises; artefacts and information leaflets; opportunities to discuss with professionals and other relevant visitors, such as the School Nursing Service.

In relationships, sex and health education, as in other subject areas, effective teaching and learning is dependent upon using appropriate methods to achieve the objectives of the lesson. A variety of teaching and learning activities are used to reflect the fact that pupils learn in different ways. Active learning methods that promote the development of personal and social skills are paramount, for example, climate building through circle time; group work to allow for negotiating and collaboration; values clarification through continuum exercises and so on.

Roles and Responsibilities

The Directors are responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the relationships, sex and health education curriculum is supportive of the Dayspring Trust's Christian ethos.

The Academy Council are responsible for:

- Evaluating the quality of provision through regular and effective self-evaluation in line with the responsibilities delegated by the Directors.
- Liaising with the Head Teacher and the SLT lead in order to challenge and support the implementation of the policy.

The Executive Head Teacher is responsible for:

- The overall implementation of this policy across the trust
- Ensuring the relationships, sex and health education curriculum is supportive of the Dayspring Trust's Christian ethos.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis

The Head teacher is responsible for:

- The overall implementation of this policy within the academy

- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Executive Head Teacher on the effectiveness of this policy.

The SLT lead is responsible for:

- Monitoring and oversight of the policy within Personal Development.
- Reporting to the Academy Council members.
- Liaising with the Personal Development Co-ordinator.

The Personal Development Coordinator is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the academy's Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the Personal Development Coordinator to evaluate the quality of provision.

But a member of staff cannot:

- Provide personal advice or counselling on sexual matters (including contraception and sexuality) to any pupil.
- Provide sex and relationship education to any pupil for whom parental consent has been withdrawn (see section below) except those elements required by the National Curriculum.
- Provide personal contraceptive advice to pupils who are under the age of 16 for whom sexual intercourse is illegal, unless parental permission is expressly provided for such advice to be provided.
- Offer a personal preference as to any particular personal lifestyle or sexuality.

The SENDCo is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching relationships, sex and health education. Support and advice will be given to teachers by the PD coordinator. The following are protocols for discussion-based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for the body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may, on occasion, say that the appropriate person to answer that question could be another person, such as the parent.

Teachers will conduct relationships, sex and health education lessons in a sensitive manner, and in confidence. The following protocols are observed:

- Pupils are reassured that their best interests are always maintained.
- Pupils are encouraged to talk to their parents and carers about sensitive issues.
- Pupils are informed of sources of confidential help, for example the school nurse, counsellor, GP or local person's advice service.

Bullying and Confidentiality

Any bullying incidents arising out of relationships, sex and health education lessons, such as those relating to sexual orientation, will be dealt with in accordance with each academy's Behaviour and Discipline Policy and Anti-Bullying Policy. The Trust will not tolerate bullying of any kind.

Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. However, pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure. If any member of staff has any suspicion of inappropriate behaviour or potential abuse, of if any reports are made during lessons as a result of the content of the curriculum, this will be reported to either the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads. This will then be dealt with in line with each academy's Child Protection and Safeguarding policy.

Staff training

All staff members will receive appropriate training to ensure they are up to date with the relationships, sex and health education programme and any associated issues.

All teachers who will deliver relationships, sex and health education will receive training to ensure that they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance in relation to relationships, sex and health education and any new developments.

The use of visitors

External agencies will be used to help deliver and complement the relationships, sex and health education programme as appropriate. For example, the School Nursing Team may deliver a presentation on Chlamydia. The use of external agencies is to enhance the curriculum rather than as a replacement for the teachers delivering the curriculum.

All visitors will be asked to conform to the following:

- visitors contributing to relationships, sex and health education will be qualified to make an appropriate contribution;
- visitors must agree with the aims of the Trust in delivering its policy on relationships, sex and health education;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow the academy's child protection procedures if a disclosure occurs within the classroom setting;
- visitors should share their lesson plans and resources in advance so that they can be checked for their appropriateness

Is there a right to be excused from RSE? (right to withdraw)

The Trust recognises and encourages the role of parents/carers regarding their children's sex and relationship education.

Parents / Carers have the right to ask for their child to be excused from sex education but not relationships education. If a parent wishes to withdraw their child from aspects of the RSE programme, then they need to write in the first instance to the Headteacher stating their reasons for the request. Parents will be invited to discuss their concerns regarding the programme with the relevant staff.

Parents/ Carers do not have the right to withdraw their child from the RSE element of the National Curriculum for Science which covers human reproduction.

Should pupils disagree with their parents'/carers' decision to withdraw them from sex and relationship education, the pupil can challenge the decision pursuant to the Children Act 1989 and/or under the Human Rights Act 1998. Separate independent legal advice should be obtained in relation to this and is outside the immediate scope of this policy.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE. DfE 2019

Monitoring, reviewing and evaluating the policy

The monitoring of the delivery, content, teaching and assessment of relationships, sex and health education will follow the academy's teaching and learning monitoring procedures.

This policy will be monitored and reviewed on an annual basis by the Personal Development Coordinator, the Senior Leadership link and the Headteacher.

The policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the academy or local area that may need addressing.

Any changes to this policy will be communicated to all staff and parents.

The MAT Board is responsible for approving this policy.

Appendix 1

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[1]

In the Dayspring Trust we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the

[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Venerable Bede CE Academy Appendix 2

Long Term Curriculum Plan

Subject: Personal Development

Curriculum Intent:

Through our curriculum, EVERY pupil is going to…

- **Develop** a love of learning, academic excellence and **perseverance** in a Christian context
- **Engage** in a wide range of opportunities in **joy**ful, meaningful contexts to develop self-worth and mastery of knowledge and skills
- **Encourage** themselves and others to be aspirational and make **wise** choices so that they are prepared for life
- **Practise** equality of opportunity by valuing diversity, actively challenging prejudice and demonstrating **forgiveness** and **hope**

Year	Topic/Unit Title	Approximate Curriculum Hours	Assessment
Year 7	What does it mean to be a VB student?	4	Teacher formative assessment/student self-assessment/pupil voice/staff voice
	How can I look after myself as my body changes?	7	
	What does it mean to be discriminated against?	5	
	How can I stay safe this summer?	3	

	Careers and raising aspirations:		
Key: Topics with a Health, Sex and or Relationships element (statutory) Citizenship curriculum			
Year 8	What does it mean to be safe online?	6	Teacher formative assessment/student self-assessment/pupil voice/staff voice
	Why is the law important to me?	5	
	How can teenage pressures affect my mental health?	5	
	What does it mean to be a citizen in the UK?	2	
	CPR and Defibrillator training	1	
	Careers and raising aspirations:		
Key: Topics with a Health, Sex and or Relationships element (statutory) Citizenship curriculum			
Year 9	What are my rights and responsibilities?	3	Teacher formative assessment/student self-assessment/pupil voice/staff voice
	What does it mean to be British?	6	
	How can drugs affect me?	4	
	What do I need to know before starting an adult relationship?	4	

	First Aid training	1	
	Careers and raising aspirations:		
Key: Topics with a Health, Sex and or Relationships element (statutory) Citizenship curriculum			
Year 10	How can I use money wisely?	9	Teacher formative assessment/student self-assessment/pupil voice/staff voice
	What happens in a general election?	1	
	What does it mean to be in a healthy relationship?	4	
	What does it mean to live in a democracy?	4	
	Careers and raising aspirations:		
Key: Topics with a Health, Sex and or Relationships element (statutory) Citizenship curriculum			
Year 11	Organ and blood donation	1	Teacher formative assessment/student self-assessment/pupil voice/staff voice
	Self-care – cancer checking	1	
	Study skills – How do I revise for my mocks?	2	
	Reproductive health and fertility	1	
	Pregnancy choices	1	

Key: Topics with a Health, Sex and or Relationships element (statutory)	