



## DORMSTON SCHOOL

### Relationships and Sex Education Policy (RSE)

Date	Review date	RSE Leads	Nominated Governor
Sept 2020		I Bassan Strategy Leaders (D Fox/ A Jones/ C Barrett/ J McLaughlin)	
			Ratified: Date:

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## Section 1 - Policy Content and Rationales

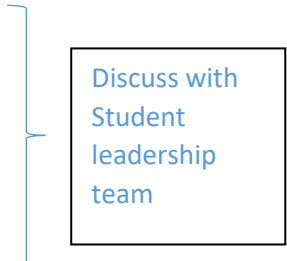
This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by RSE lead, Mrs I Bassan and Dormston's Strategy Leaders through consultation with our Governing Body, staff, parents and pupils we have developed a curriculum embedded with RSE themes to empower and educate our pupils.

Consultation took the form of working with:

- Parents from our Parents' Committee
- Chair of Governors
- Student Leadership from each of our four houses
- Strategy Leaders for each year group

We have identified that our pupils come from diverse backgrounds, expressing a spectrum of beliefs and values. Key areas of focus for our cohort will focus around:

- relationships and sex education
- abortion (as part of the Religious Studies course)
- contraception
- LGBT+ (Lesbian, Gay, Bisexual and Trans +)
- sex outside marriage (as part of the Religious Studies course)



Discuss with  
Student  
leadership  
team

## Section 2 - Policy Availability

Parents and carers can access the policy via the 'policies' section of the school website.

## Section 3 - Aims of Policy

Our school's vision is "Knowledge is Strength." Dormston School's overarching aims are to inspire confident, motivated students who have a passion for learning and are fully equipped to contribute to society. We feel this policy fulfils our school vision by firming rooting relationships and sex education in the framework for PSHE and our Curriculum. Effective RSE is essential if our pupils are to make responsible and well informed decisions about their lives. This policy lies at the heart of our expectations to raise standards and expectations for all pupils.

## Section 4 - Creating a Safe and Supportive Learning Environment

PSHE works with example pupils' real life experiences, and at Dormston we feel it is essential to establish a safe learning environment. We will create a safe and supportive environment by establishing clear 'ground rules' within the classroom and our ensuring confidentiality is understood by all (adults and children).

We:

- focus on boys as much as girls;
- build self-esteem;
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- provide our pupils with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- link RSE with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol;
- ensure our pupils understand how the law applies to sexual relationships.

However, in some cases where pupils indicate in some way that they are vulnerable or 'at risk' they will get appropriate support. This policy and all staff at Dormston are informed by the school's safeguarding/ child protection policy to ensure clarity about what is required if and when such circumstances may arise. The safeguarding/ child protection policy can be found in the 'policies' section of the school website.

### **Section 5 - Entitlement and Equality of Opportunity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by drawing on a range of teaching methods to encourage exploration of attitudes, values and beliefs. Teaching will also take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE provision. In addition, we promote diversity and inclusion and will consider all pupils' needs by ensuring our PSHE curriculum is planned and delivered using our school's Equality Policy. We use PSHE as a way to address diversity issues and to ensure equality for all.

As far as is appropriate, pupils with special educational needs should follow the same PSHE programme as all other students at Dormston. Careful consideration has been given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. At Dormston our teachers and/or learning support assistants work closely with individual pupils where required, and if appropriate to facilitate and support their learning. We recognise the right for all pupils to have access to PSHE education learning which meets their needs and we will not exclude access to PSHE for any pupil.

## **Section 6 - Intended Outcomes**

As a result of our PSHE Curriculum, pupils will be able to demonstrate active engagement in learning, rather than passively receiving information. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

The learning outcomes of our curriculum will be that pupils will:

- know and understand the nature of relationships
- be able to see the importance of marriage and stable loving relationships for the bringing up of children
- develop the knowledge of how to stay safe and prepare for life in modern Britain.
- understand they have a right to be prepared for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- understand they have a responsibility to know about the risks of being online and how to stay safe

...now and in their future lives

## **Section 7 - Learning and Teaching**

### **7.1 - Principles and Methodology**

We deliver a spiral curriculum at Dormston that builds on previous knowledge taught. We determine pupils' prior knowledge/starting points by assessing pupils' knowledge throughout each planned session as we understand pupils will bring differing levels of knowledge and understanding to any issue explored through the PSHE curriculum. We will ensure that sessions, including those on risky behaviours, remain positive in tone as research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important.

We will help pupils make connections between their learning and 'real life' behaviours by planning our curriculum using accurate information on RSE issues, counteract myths, provide sources of help and advice and finally allow our pupils to regularly reflect on their learning throughout the PSHE curriculum. Pupils will also be able make links to other areas of the curriculum by regular references throughout the PSHE curriculum to other curriculum areas.

## 7.2 - Planning

The PSHE Association's Programme of Study identifies the key concepts and skills to be taught through PSHE in schools and a broad range of topics through which these can be developed, expanded and rehearsed. We rely on the guidance from the PSHE Association to determine our curriculum for RSE.

At Dormston we feel it is essential that all our sessions are sensitive to a range of views but as a school we must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This includes clear, impartial information in relation to matters such as forced-marriage, female genital mutilation and abortion.

Pupils will develop their understanding of the following concepts:

- Key Stage 3
  - Puberty
  - Physical & Mental Health & Wellbeing
  - Body Image and Developing Relationships
  - Managing Emotions
  - Family, Relationships & Conflict
  - Relationships & Sexual Health
  
- Key Stage 4
  - Mental Health & Wellbeing
  - Relationships, Sexual Health, Media & Staying Safe
  - Making Positive Changes

See

We will ensure the curriculum is broad and balanced by taking full account of the school's legal obligations and the latest DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019).

## 7.3 - Timetabling

PSHE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience regularly throughout their education. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'.

Dormston's timetable allocates 19 hours of curriculum time to our pupils' PSHE education throughout each year. Our PSHE education takes place as weekly 15 minute sessions. Our weekly sessions take place on a Wednesday with form tutors

delivering these sessions. Our programme is further enriched by having two hour sessions half termly to enhance our programme of learning.

#### **7.4 - Assessment**

PSHE alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes.

We will assess pupils learning and progression through classroom assessment for learning techniques and teaching strategies as well as sessional and end of topic reflections on learning objectives and outcomes.

We evidence pupils' learning and progression by providing pupils with topic booklets to document their work and give them the opportunity to reflect. These workbooks however are not marked as it is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes but more about teachers and pupils both needing to know what has been learned, and how learning and understanding has progressed.

#### **7.5 - Teaching Responsibility and Staff Training**

The programme will be led by our Schools RSE leads/ Strategy Leaders. It will be predominately taught by Form Tutors (teaching staff) and it will be supported by our designated RSE lead Mrs I Bassan, Strategy Leaders, Senior Leadership Team and our Safeguarding team.

Teachers responsible for teaching PSHE will receive training through regular CPD and regular briefings with Strategy Leaders to outline the PSHE curriculum and upcoming topics.

Our PSHE curriculum will use external contributors to further develop our PSHE themes and support teaching. When using external speakers to deliver aspects of our PSHE programme, Dormston will only work with agencies and speakers who are appropriate to pupils needs. We feel visitors to the classroom can bring their expertise or personal stories to enrich pupil's learning. However, the teacher or learning coordinator always manages this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors are part of our planned, developmental curriculum rather than a substitute for it. Our teachers are always be present to manage the learning, and to ensure that it is safe.

#### **7.6 - Confidentiality and Handling Disclosures**

Due to the nature of PSHE, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality;

it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of the Dormstons' provision for Spiritual, Moral Social and Cultural development. We will ensure confidentiality by:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE

If a pupil makes a disclosure it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the College's Designated Safeguarding Lead. (See safeguarding/ Child Protection policy)

### **7.7 - Responding to Pupils' Questions**

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Teachers will use their skill and discretion to decide about whether to answer questions in class and if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that the pupil researches the answer to the question later. If a question is to inappropriate or explicit to answer in the class, teachers will acknowledge and attend to the pupil later. (The safeguarding Policy identifies areas such as inappropriate comments for certain age groups and this may be investigated).

We also encourage teachers to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date. If a safeguarding issue is raised by an anonymous question we will follow up in line with our Safeguarding Policy.

## **7.8 - Links to Other School Policies and Areas of the Curriculum**

This policy supports and compliments the following policies:

- Child protection/safeguarding
- Extremism
- Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents
- Food and drink

Learning in PSHE classes will link to and compliment learning in many other curriculum areas. (Please see Appendix A: PSHE Association Audit of Provision)

## **Section 8 - Involving Parents and Carers**

We are committed to working with parents and carers as PSHE is strongest when there is communication and collaboration between school and home.

When reviewing the policy we will communicate with and involve parents from the Parents' Committee.

Strategy leaders will signpost relevant information to parents via the weekly/monthly newsletters as appropriate.

We will communicate to parents and carers about their right to withdraw their children as, legislation states that parents have the right to withdraw their children from aspect of RSE which do not form part of the science national curriculum. This communication will be in accordance with our parental communication policy.

If a parent wishes to withdraw their child from certain aspects we will request that the parent does so in writing to the RSE Lead Mrs I Bassan.

[ibassan@dormston.dudley.sch.uk](mailto:ibassan@dormston.dudley.sch.uk)

## **Section 9 - Review Date**

The PSHE policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

This policy will be reviewed in July 2022 by Mrs I Bassan (RSE Lead) and Mrs A Jones (Year 9 Strategy Leader).



# PROGRAMME OF STUDY FOR PSHE EDUCATION

Key Stage 3-4

## The Dormston School



PSHE  
Association

vision success development ideas  
project STRATEGY teamwork  
team motivation leadership  
action innovation planning

Dormston  
SCHOOL  
*Knowledge & Strength*

The national body for Personal,  
Social, Health and Economic  
(PSHE) education

# PSHE Programme of Study from PSHE Association (2020-21)

PSHE Education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017.

The programme of study is based on three core themes within which there is broad overlap and flexibility:

☒ Core theme 1. Health and Wellbeing

☒ Core theme 2. Relationships

☒ Core theme 3. Living in the Wider World

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

As part of the whole school focus on British Values we will also have an awareness of this (as appropriate) within PSHE.

## BRITISH VALUES

- Respect for democracy and support or participation in the democratic process. (DEMOCRACY)
- Respect for the basis on which the law is made and applies in England. (RULE OF LAW)
- Support the equality of opportunity for all. (EQUAL OPPORTUNITIES)
- Support and respect for the liberties of all within the law. (LIBERTY)
- Respect for and tolerance of different faiths and religious and other beliefs (TOLERANCE)

## Overarching concepts of PSHE-

- 1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- 2. Relationships** (including different types and in different settings, including online)
- 3. A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- 4. Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- 5. Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- 6. Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- 7. Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- 8. Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- 9. Career** (including enterprise, employability and economic understanding)

## CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health\*
4. about parenthood and the consequences of teenage pregnancy\*
5. how to assess and manage risks to health; and to keep themselves and others safe

6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

\* Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships.

There will be similar broad overlap and flexibility between topics and areas in all three core themes.

## KEY STAGE 3

**Pupils should have the opportunity to learn:**

Yr 7 LifeSkills / Subjects / Assemblies, weekly powerpoint – safeguarding messages/ other activities, opportunities

	Self-concept	Year 7	Year 8	Year 9	Other
<b>H1.</b>	how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	Aut 1- My Identity/My Passion Spring 1 – Physical health & wellbeing Summer 1 -Mental Health & Wellbeing	Summer 1 – Managing Emotions Spring 1 - Careers	Autumn 1 – Character Education	<b>History</b> Making of America – Autumn 1 and 2, role of the tribes. <b>German</b> -year 9 health and fitness Spring term <b>French</b> -year 8 health and fitness Autumn term <b>Science</b> – Year 8 – Term 1 – Health and Lifestyles <b>Maths</b> - RAG sheets used regularly. Pupils are encouraged to seek help from others. <b>Music</b> – Performing to others to build confidence and celebrate musical strengths <b>Drama</b> – Performing to others to build confidence and to develop self esteem <b>PE</b> – Working as part of a team whilst realising different positions and roles are important for success.
<b>H2.</b>	to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	Aut 2- Friendship/Antibullying/ Diversity	Summer 2 – Family Relationships & Conflict		<b>RE</b> -Year 8-Ethics looking at discrimination to wards sexual orientation. GCSE RE Year 10 term 2: Theme A relationships and family life.

					<p><b>German</b> Year 9 Spring term: careers and employment</p> <p><b>French</b> Year 9 Spring term: friendships, family and relationships</p> <p><b>Assemblies/ Weekly ppt safeguarding message</b></p>
<b>H3.</b>	the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	<p><b>Aut 1- My Identity/ My Passion</b></p> <p>Spring 1 – Physical Health &amp; wellbeing</p> <p>Summer 1 -Mental Health &amp; Wellbeing</p>	Spring 2 – Body Image and Developing Relationships	Autumn 1 – Relationships & Sexual health	<p><b>English</b> Summer 1 – Year 9 Teenage Life</p> <p><b>GCSE PE</b> looks at the role of media and gender stereotyping of sports</p>
<b>H4.</b>	simple strategies to help build resilience to negative opinions, judgements and comments	<p>Aut 2- Diversity</p> <p>Summer 1 -Mental Health &amp; Wellbeing</p>	Summer 1 – Managing Emotions		<b>Assemblies/ Weekly ppt safeguarding message</b>
<b>H5</b>	to recognise and manage internal and external influences on decisions which affect health and wellbeing	<p>Spring 1 – Physical health &amp; wellbeing</p> <p>Summer 1 -Mental Health &amp; Wellbeing</p>	Summer 1 – Managing Emotions	Aut 1 – RSE Relationships & Media Expectations	<p><b>RE-</b> Year 7- term 3 Buddhist meditation</p> <p>The four Noble truths of Buddhism</p> <p><b>Science</b> – Year 8 – Term 1 – Health and Lifestyles</p> <p><b>GCSE PE</b> – looks at the causes and effects of obesity and a sedentary lifestyle</p>
	<b>Mental health and emotional wellbeing</b>				
<b>H6.</b>	how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	<p><b>Aut 1- My Identity/</b></p>	Summer 1 – Managing Emotions		<b>RE-</b> Year 7- term 3 Buddhist Meditation and Mandala
<b>H7.</b>	the characteristics of mental and emotional health and strategies for managing these	Summer 1 -Mental Health & Wellbeing	Summer 1 – Managing Emotions		
<b>H8.</b>	the link between language and mental health stigma and develop strategies to challenge stigma,	Summer 1 -Mental Health & Wellbeing			<b>History</b> Spring 1 – Nazi Germany: The Holocaust, Year 9

	myths and misconceptions associated with help-seeking and mental health concerns				RE Year 8 term 1 Ethics discrimination and prejudice
H9.	strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	Summer 1 -Mental Health & Wellbeing Termly Data Reflection	Summer 1 – Managing Emotions Termly Data Reflection	Termly Data Reflection	Assemblies/ Weekley ppt safeguarding message
H10.	a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	Summer 1 -Mental Health & Wellbeing	Summer 1 – Managing Emotions		RE- Year 7- term 3 Buddhist Meditation and Mandala Assemblies/ Weekley ppt safeguarding message
H11.	the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	Summer 1 –Mental/ Physical Health & Wellbeing	Summer 2 – Family Relationships & Conflict PSHE DOUBLE – Self Harm/ Eating Disorders		RE- Year 8 term 1 Ethics and Year 9 term 2/3 Theme B The Sanctity of Life  Drama – Y9 term 3 Relationships topic
H12.	how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need	Summer 1 -Mental Health & Wellbeing			RE- Year 7-9 Touch base several times teachings of Jesus: The Good Samaritan and The Parable of the Sheep and the Goats Assemblies/ Weekley ppt safeguarding message
	Healthy lifestyles				

<b>H13.</b>	the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities	Spring 1 – Physical Health & Wellbeing			<b>German</b> Year 8 spring term- TV, Film and screen time <b>French</b> Year 9 autumn term- TV, Film and screen time <b>Assemblies/ Weekley ppt safeguarding message</b>
<b>H14.</b>	the benefits of physical activity and exercise for physical and mental health and wellbeing	Spring 1 – Physical Health & Wellbeing	Summer 1 – Managing Emotions		<b>Assemblies/ Weekley ppt safeguarding message</b> <b>Science</b> – Year 8 – Term 2 – Ecosystems Processes (respiration) Year 9 – Term 3 – Bioenergetics (respiration and metabolism) <b>PE</b> – benefits are constantly stressed in lessons <b>GCSE PE</b> – the physiological effects of increased fitness are learnt
<b>H15.</b>	the importance of sleep and strategies to maintain good quality sleep	Spring 1 – Physical Health & Wellbeing			<b>Assemblies/ Weekley ppt safeguarding message</b>
<b>H16.</b>	to recognise and manage what influences their choices about physical activity	Spring 1 – Physical Health & Wellbeing			
<b>H17.</b>	the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	Spring 1 – Physical Health & Wellbeing			<b>Food Technology-</b> year 7 Eatwell Guide/ Sugar swaps Year 8- Nutrition – sources and functions Year 9- Healthy Eating Messages <b>Science</b> – Year 8 – Term 1 – Health & Lifestyle <b>German</b> Year 8 Summer Term food, recipes, health&fitness <b>French</b> Year 9 Summer Term food, recipes <b>French</b> Year 8 autumn term, health&fitness

					GCSE PE – The importance of a balanced diet and the roles of the 7 nutrients are taught. <b>Assemblies (Regional School Nurse – salt/sugar intake) / Weekley ppt</b>
<b>H18.</b>	what might influence decisions about eating a balanced diet and strategies to manage eating choices	Spring 1 – Physical Health & Wellbeing			<b>Food Technology</b> -Year 8 vegetarianism Year 9 – Specific special diets. Healthy eating messages. <b>Science</b> – Year 8 – Term 1 – Health & Lifestyle <b>Assemblies (Regional School Nurse – salt/sugar intake) / Weekley ppt</b>
<b>H19.</b>	the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination(especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.	Spring 1 – Physical Health & Wellbeing (dental check-ups, sun safety)		Autumn 1 – Relationships & Sexual health PSHE DOUBLE – Breast/ Testicular/ Cervical cancer	<b>Science</b> – Year 9 – Term 1 – Organisation (non-communicable diseases and risk factors) - Term 2 – Infection & Response (communicable diseases and vaccinations)
<b>H20.</b>	strategies for maintaining personal hygiene, including oral health, and prevention of infection	Spring 1 – Physical Health & Wellbeing			<b>Science</b> – Year 9 – Term 2 – Infection & Response <b>Assemblies/ Weekly ppt safeguarding message</b>
<b>H21.</b>	how to access health services when appropriate	Spring 1 – Physical Health & Wellbeing	Summer 2 – Family Relationships & Conflict	Autumn 1 – Relationships & Sexual health	
<b>H22.</b>	the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM				<b>Assemblies/ Weekly ppt safeguarding message</b>



	Drugs, alcohol and tobacco				
H23.	the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics			Spring 2 – Addictions	<p>Geography – Yr 7 – Geography of Crime</p> <p>Science – Year 8 – Term 1 – Health &amp; Lifestyle (drugs)</p> <p>Year 9 – Term 2 – Infection &amp; Response (prescribed drugs, antibiotics and painkillers)</p> <p>Year 10 – Term 2 – Homeostasis &amp; Response (contraceptives)</p> <p>French Y11 Spring term</p> <p>German Y11 Spring term</p> <p><b>Weekly ppt safeguarding message</b></p>
H24.	to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use			Spring 2 – Addictions	<p>Science – Year 8 – Term 1 – Health &amp; Lifestyle</p> <p><b>Weekly ppt safeguarding message</b></p>
H25.	strategies to manage a range of influences on drug, alcohol and tobacco use, including peers			Spring 2 – Addictions	<p>Geography – Yr 7 – Geography of Crime</p> <p>Science – Year 8 – Term 1 – Health &amp; Lifestyle</p> <p>GCSE PE – the reasons for taking PEDS is looked at</p> <p><b>Weekly ppt safeguarding message</b></p>
H26.	information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use			Spring 2 – Addictions	<p>Science – Year 8 – Term 1 – Health &amp; Lifestyle</p> <p><b>Weekly ppt safeguarding message</b></p>
H27.	the personal and social risks and consequences of substance use and misuse including occasional use			Spring 2 – Addictions	<p>Geography – Yr 7 – Geography of Crime</p> <p>Science – Year 8 – Term 1 – Health &amp; Lifestyle</p> <p><b>Weekly ppt safeguarding message</b></p>

H28.	the law relating to the supply, use and misuse of legal and illegal substances			Spring 2 – Addictions	<b>History</b> – Crime and Punishment Autumn 2, Year 10 (classification of drugs) <b>Science</b> – Year 8 – Term 1 – Health & Lifestyle <b>Weekly ppt safeguarding message</b>
H29.	about the concepts of dependence and addiction including awareness of help to overcome addictions			Spring 2 – PSHE Double	<b>Science</b> – Year 8 – Term 1 – Health & Lifestyle <b>Weekly ppt safeguarding message</b>
<b>Managing risk and personal safety</b>					
H30.	how to identify risk and manage personal safety in increasingly independent situations, including online	Spring 2 – First Aid	Autumn 1 – Crime and Consequences		<b>Computing Y9</b> – Autumn 1 – Computer crime <b>Geography</b> – Yr 7 – Geography of Crime
H31.	ways of assessing and reducing risk in relation to health, wellbeing and personal safety	Spring 1 – Physical Health & wellbeing			<b>RE</b> Year 7 term 3- the five moral precepts and the four noble truths Year 8 term 1 Ethics- the treatment of Criminals <b>Science</b> – Year 9 – Term 1 – Organisation (risk factors for disease) <b>PE</b> – pupils are taught correct ways of lifting equipment and safety rules explained
H32.	the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling	Aut 1-2 - My Passion (section on in app purchases) and how this can be addictive		Spring 2- Addictions	<b>Weekly ppt – links to dangers of online activity</b>
H33.	how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	Spring 2 – First Aid			

Puberty and sexual health					
<b>H34.</b>	strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	Aut 1 - Puberty			<b>Science</b> – Year 7 – Term 2 – Reproduction (puberty, menstrual cycle, reproduction & basic contraceptives) Year 10 – Term 2 – Homeostasis & Response (menstrual cycle, contraceptives & fertility treatments)
<b>H35.</b>	about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)		PSHE DOUBLE – Sexpression?	Autumn 1 – Relationships & Sexual health PSHE DOUBLE: Reproduction /Condoms	<b>RE-</b> GCSE Theme A Year 9 term Relationships the use of Contraception. <b>Science</b> – Year 7 – Term 2 – Reproduction (basic contraceptives) Year 10 – Term 2 – Homeostasis & Response (contraceptives & fertility treatments)
<b>H36.</b>	that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)			Autumn 1 – Relationships & Sexual health	<b>Science</b> – Year 7 – Term 2 – Reproduction (basic contraceptives) Year 9 – Term 2 – Infection & Response (STIs) Year 10 – Term 2 – Homeostasis & Response (contraceptives)

## KEY STAGE 4

**Building on Key Stage 3, pupils should have the opportunity to learn:**

	Self-concept	Year 10	Year 11	Other
<b>H1.</b>	to accurately assess their areas of strength and development, and where appropriate, act upon feedback	Termly academic reflection sheets Summer 1 - WEX prep	Termly academic reflection sheets Aut 1 & 2 Careers	<b>English</b> years 10 and 11. Each half term. Whole class feedback sheets. <b>Maths</b> - RAG sheets used regularly. Pupils are encouraged to seek help from others.

<b>H2.</b>	how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this	Autumn 2 – Relationships & Sexual health Aut 1 – mental Health & Wellbeing (PSHE DOUBLE)	Autumn 2 Health & Wellbeing (PSHE DAY)	
<b>H3.</b>	how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	Autumn 2 – Relationships & Sexual health		
<b>H4.</b>	strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing	Autumn 2 – Relationships & Sexual health Aut 1 – Mental Health & Wellbeing (PSHE DOUBLE)	Autumn 2 Health & wellbeing (PSHE DAY)	
	<b>Mental health and emotional wellbeing</b>			
<b>H5.</b>	the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health	Aut 1 – Mental Health & Wellbeing (PSHE DOUBLE)	Autumn 2 Health & wellbeing (PSHE DAY)	
<b>H6.</b>	about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences	Aut 1 – Mental Health & Wellbeing (PSHE DOUBLE)	Autumn 2 Health & wellbeing (PSHE DAY)	<b>History</b> Spring 1 – Nazi Germany: The Holocaust, Year 9
<b>H7.</b>	a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns	Aut 1 – Mental Health & Wellbeing (PSHE DOUBLE)	Autumn 2 Health & wellbeing (PSHE DAY)	
<b>H8.</b>	to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available	Aut 1 – Mental Health & Wellbeing (PSHE DOUBLE)	Autumn 2 Health & wellbeing (PSHE DAY)	
<b>H9.</b>	the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating	Aut 1 – Mental Health & Wellbeing (PSHE DOUBLE)	Autumn 2 Health & wellbeing (PSHE DAY)	

	disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]			
<b>H10.</b>	how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help	Aut 1 – Mental Health & Wellbeing (PSHE DOUBLE)	Autumn 2 Health & wellbeing (PSHE DAY)	
	Health-related decisions			
<b>H11.</b>	to make informed lifestyle choices regarding sleep, diet and exercise		Autumn 2 Health & wellbeing (PSHE DAY)	<p><b>Food Technology:</b> Yr 10 and 11-factors affecting food choice. Nutrition- sources, functions, deficiency and excess. Dietary requirements of different target groups e.g. teenagers Specific diets e.g. celiac, vegetarians Government initiatives and healthy eating</p> <p><b>Science</b> – Year 9 – Term 1 – Organisation (nutrition, digestive system &amp; enzymes) Year 9 – Term 3 – Bioenergetics (respiration and metabolism)</p> <p><b>GCSE PE</b> – ideas about calorific intake and exercise frequency are learnt.</p>
<b>H12.</b>	the benefits of having a balanced approach to spending time online		Autumn 2 Health & wellbeing (PSHE DAY)	<p><b>Computer Science</b> Y11 Autumn 2 – Environmental, Legal and Cultural concerns</p> <p><b>English</b> Year 9 Summer 1 – Teenage Life</p>

<b>H13.</b>	to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health	Aut 1 – Mental Health & Wellbeing (PSHE DOUBLE)	Autumn 2 Health & wellbeing (PSHE DAY)	<b>Computer Science</b> Y11 Autumn 2 – Environmental, Legal and Cultural concerns
<b>H14.</b>	about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help		Spring 2 - Making Positive Choices	
<b>H15.</b>	the purpose of blood, organ and stem cell donation for individuals and society		Spring 2 - First Aid	<b>Science</b> – Year 9 – Term 1 – Cells (stem cells and donation) Year 11 – Term 1 – Inheritance, Variation & Evolution (uses of stem cell and organ donation)
<b>H16.</b>	how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination		Spring 2 - Making Positive Choices	
<b>H17.</b>	to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds		Spring 2 - Making Positive Choices	
<b>H18.</b>	the ways in which industries and advertising can influence health and harmful behaviours		Spring 2 - Making Positive Choices	<b>English</b> Year 9 Summer 1 – Teenage Life
	Drugs, alcohol and tobacco			
<b>H19.</b>	the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities		Spring 2 - Making Positive Choices	<b>Citizenship</b> - Year 10 Spring- Rights and Responsibilities <b>Science</b> – Year 9 – Term 1 – Organisation (risk factors for non-communicable disease) <b>GCSE PE</b> – the positive and negative effects and repercussions of Performance Enhancing Drugs are covered.

<b>H20.</b>	wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle		Spring 2 - Making Positive Choices	
<b>H21.</b>	to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation		Spring 2 - Making Positive Choices	
	Managing risk and personal safety			
<b>H22.</b>	ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online		Spring 2 – First Aid	<p><b>Computer Science</b> Y11 Autumn 2 – Environmental, Legal and Cultural concerns  Spring 2 – Systems software and security</p> <p><b>Geography</b> - Year 10 Fieldwork – personal safety. Summer term.  French – y10 autumn term – online safety  German y10 summer term- online safety</p>
<b>H23.</b>	strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)		Spring 2 - Making Positive Choices	
<b>H24.</b>	to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators		Spring 2 – First Aid	
<b>H25.</b>	to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms , and how to access support for themselves or others	Spring 1 / 2 - Finance		
	Sexual health and fertility			

<b>H26.</b>	H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	Autumn 2 – Relationships & Sexual health		
<b>H27.</b>	about specific STIs, their treatment and how to reduce the risk of transmission	Autumn 2 – Relationships & Sexual health		<b>Science</b> – Year 9 – Term 2 – Infection & Response
<b>H28.</b>	how to respond if someone has, or may have, an STI (including ways to access sexual health services)	Autumn 2 – Relationships & Sexual health		
<b>H29.</b>	to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services	Autumn 2 – Relationships & Sexual health		
<b>H30.</b>	about healthy pregnancy and how lifestyle choices affect a developing foetus		Spring 2 - Making Positive Choices??	<b>RE</b> Year 9 Term 3 Theme B Religion and Life: The Sanctity of Life versus the Quality of Life, Foetal development and Abortion – revisited in year 10
<b>H31.</b>	that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors		Spring 2 - Making Positive Choices	<b>Science</b> – Year 10 – Term 2 – Homeostasis & Response
<b>H32.</b>	about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy			<b>RE</b> Year 9 Term 3 Theme B Religion and Life: the difference between abortion and Miscarriage– revisited in year 10
<b>H33.</b>	about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice		Spring 2 - Making Positive Choices	

## CORE THEME 2: RELATIONSHIPS

*This core theme focuses on:*



1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

### KEY STAGE 3

**Pupils should have the opportunity to learn:**

	Positive relationships	Year 7	Year 8	Year 9	Other
<b>R1.</b>	about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	Autumn 2 – Friendship/ Antibullying	Summer 2 – Family Relationships & Conflict		<b>RE</b> year 9 term 1 Relationships Family life- the different types of family and roles of those in a family.  Drama – Y9 Term 2 Blood Brothers French –y10 autumn term relationships and families German y10 Spring term – relationships and families
<b>R2.</b>	indicators of positive, healthy relationships and unhealthy relationships, including online	Autumn 2 – Friendship/ Antibullying	Spring 2 – Body Image & Developing Relationships	Autumn 1 – Relationships & Sexual health	<b>English</b> Year 9 Summer 1 – Teenage Life
<b>R3.</b>	about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	Autumn 2 – Diversity		Autumn 2 – Diversity	<b>RE</b> term 1 year 9 Sex and sexuality <b>Science</b> – Year 8 – Term 2 – Adaptation and Inheritance

					French/German – ongoing through ks3 and ks4 – challenging racial stereotypes
<b>R4.</b>	the difference between biological sex, gender identity and sexual orientation	Autumn 2 – Diversity		Autumn 2 – Diversity	<b>RE</b> term 1 year 9 Sex and sexuality
<b>R5.</b>	to recognise that sexual attraction and sexuality are diverse	Autumn 2 – Diversity	Spring 2 – Body Image & Developing Relationships	Autumn 1 – Relationships & Sexual health	<b>RE</b> term 1 year 9 Sex and sexuality
<b>R6.</b>	that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion			Autumn 1 – Relationships & Sexual health	<b>RE</b> term 1 year 9 The Nature and Purpose of Marriage <b>Assemblies/ Weekly ppt safeguarding message</b>
<b>R7.</b>	how the media portrays relationships and the potential impact of this on people’s expectations of relationships			Autumn 1 – Relationships & Sexual health	<b>RE</b> term 1 year 9 Sex and sexuality, the purpose of sex and sex outside of Marriage, and the nature and purpose of marriage and Cohabitation
<b>R8.</b>	that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex	Aut 1 – Puberty		Autumn 1 – Relationships & Sexual health	<b>Assemblies/ Weekly ppt safeguarding message</b>
	<b>Relationship values</b>				
<b>R9.</b>	to clarify and develop personal values in friendships, love and sexual relationships	Autumn 2 – Friendship/ Antbullying		Autumn 1 – Relationships & Sexual health	
<b>R10</b>	the importance of trust in relationships and the behaviours that can undermine or build trust		Spring 2 – Body Image and Developing Relationships	Autumn 1 – Relationships & Sexual health	<b>RE</b> term 1 year 9 the Marriage Vows, Adultery and Divorce
<b>R11</b>	to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships		Spring 2 – Body Image and Developing Relationships	Autumn 1 – Relationships & Sexual health	
<b>R12</b>	that everyone has the choice to delay sex, or to enjoy intimacy without sex		Spring 2 – Body Image and	Autumn 1 – Relationships & Sexual health	<b>RE</b> term 1 year 9 Sex and sexuality Premarital sex.

			Developing Relationships		
	Forming and maintaining respectful relationships				
R13	how to safely and responsibly form, maintain and manage positive relationships, including online	Autumn 2 – Friendship/ Antbullying			<b>Computing</b> Y9 – Autumn 1 – Computer crime Y7 – Autumn 1 – Basic skills <b>Music</b> – Working in pairs or larger groups Drama – working in specific groupings in all aspects of work
R14	the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)	Autumn 2 – Friendship/ Antbullying			<b>Computing</b> Y9 – Autumn 1 – Computer crime Y7 – Autumn 1 – Basic skills
R15	to further develop and rehearse the skills of team working	Autumn 2 – Friendship	Spring 1 – Children’s Rights and Responsibilities		<b>All subject - teamwork</b> <b>English</b> Year 7 – Spring 2 – Our Day Out. Group presentations. Drama – group work throughout most lessons and rehearsal of work to improve and edit <b>PE</b> – participation in team games.
R16	to further develop the skills of active listening, clear communication, negotiation and compromise	Autumn 2 – Friendship	Spring 1 – Children’s Rights and Responsibilities		<b>English</b> Year 7 – Spring 2 – Our Day Out. Group presentations. <b>Drama</b> – a key element of lessons as group work is integral to all that is done from y7 – y11 and negotiation of ideas to ensure a final piece of practical work is achieved
R17	strategies to identify and reduce risk from people online that they do not already know; when and how to access help	Autumn 2 – Friendship/ Antbullying			<b>Computing</b> Y9 – Autumn 1 – Computer crime Y7 – Autumn 1 – Basic skills
R18	to manage the strong feelings that relationships can cause (including sexual attraction)	Autumn 2 – Friendship	Spring 2 – Body Image and Developing Relationships	Autumn 1 – Relationships & Sexual health	

<b>R19</b>	to develop conflict management skills and strategies to reconcile after disagreements	Autumn 2 – Friendship	Summer 2 – Family Relationships & Conflict		<b>RE</b> - YEAR 9 term 2 Christianity- Forgiveness and reconciliation, The work of the Church in the world wide community. Year 10 term 1: Peace and conflict- the UN and other peace keeping organisations
<b>R20</b>	to manage the influence of drugs and alcohol on decision-making within relationships and social situations			Autumn 1 – Relationships & Sexual health (consent)	<b>Science</b> – Year 8 – Term 1 – Health & Lifestyle
<b>R21</b>	how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships		Summer 2 – Family Relationships & Conflict		<b>RE</b> Year 9 term 1 relationships- divorce Year 8 term 2/3 the immortal world-dealing with death.
<b>R22</b>	the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support		Summer 2 – Family Relationships & Conflict		<b>RE</b> Year 9 term 1 relationships- divorce Year 8 term 2/3 the immortal world-dealing with death.
<b>R23</b>	the services available to support healthy relationships and manage unhealthy relationships, and how to access them			Autumn 1 – Relationships & Sexual health	<b>RE</b> Year 9 term 1 relationships- divorce
	<b>Consent</b>				
<b>R24</b>	that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances		Spring 2 – Body Image and Developing Relationships	Autumn 1 – Relationships & Sexual health (consent)	
<b>R25</b>	about the law relating to sexual consent			Autumn 1 – Relationships & Sexual health	<b>RE</b> term 1 year 9- sex and sexuality and Pre-marital sex
<b>R26</b>	how to seek, give, not give and withdraw consent (in all contexts, including online)			Autumn 1 – Relationships & Sexual health (consent)	

<b>R27</b>	that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected			Autumn 1 – Relationships & Sexual health	
<b>R28</b>	to gauge readiness for sexual intimacy		Spring 2 – Body Image and Developing Relationships	Autumn 1 – Relationships & Sexual health	<b>RE</b> term 1 year 9- sex and sexuality and Pre-marital sex
<b>R29</b>	the impact of sharing sexual images of others without consent		Spring 2 – Body Image and Developing Relationships		<b>CSE Assembly ??</b> <b>Weekly ppt safeguarding message</b>
<b>R30</b>	how to manage any request or pressure to share an image of themselves or others, and how to get help		Spring 2 – Body Image and Developing Relationships		
<b>R31</b>	that intimate relationships should be pleasurable			Autumn 1 – Relationships & Sexual health	
	<b>Contraception and parenthood</b>				
<b>R32</b>	the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')			Autumn 1 – Relationships & Sexual health	
<b>R33</b>	the risks related to unprotected sex		Spring 2 – Body Image and Developing Relationships	Autumn 1 – Relationships & Sexual health	<b>RE</b> term 1 year 9 Theme A Sex and sexuality, and the use of contraception. <b>Science</b> – Year 7 – Term 2 – Reproduction Year 9 – Term 2 – Infection & Response
<b>R34</b>	the consequences of unintended pregnancy, sources of support and the options available			Autumn 1 – Relationships & Sexual health	<b>RE</b> - Year 9 term 3 theme B Abortion
<b>R35</b>	the roles and responsibilities of parents, carers and children in families				<b>RE</b> term 1 year 9 Theme A Relationships & Family

<b>R36</b>	the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children				<b>RE</b> term 1 year 9 Theme A Relationships & Family
	<b>Bullying, abuse and discrimination</b>				
<b>R37</b>	the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others				<b>CSE Assembly ?? Weekly ppt safeguarding message</b>
<b>R38</b>	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	Autumn 2 – Friendship/ Antbullying			<b>Anti Bullying Week activities/ assemblies/ Weekly ppt safeguarding message</b>
<b>R39</b>	the impact of stereotyping, prejudice and discrimination on individuals and relationships		Autumn 2 - Careers and Stereotypes		<b>History</b> Spring 1 – Nazi Germany: The Holocaust, Year 9 <b>RE</b> year 8 Ethics- Discrimination and prejudice, crime and punishment <b>assemblies/ Weekly ppt safeguarding message</b>
<b>R40</b>	about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice			Autumn 2 – Diversity	<b>History</b> Spring 1 – Nazi Germany: The Holocaust, Year 9 <b>RE</b> year 8 Ethics- Discrimination and prejudice, crime and punishment <b>STONEWALL ASSEMBLIES</b>
<b>R41</b>	the need to promote inclusion and challenge discrimination, and how to do so safely, including online	Autumn 2 – Friendship/ Antbullying/ Diversity		Autumn 2 – Diversity	<b>RE</b> year 8 Ethics- Discrimination and prejudice, crime and punishment French/German – ongoing throughout ks3 and ks4- challenging racism and stereotypes. <b>assemblies/ Weekly ppt safeguarding message</b>
	<b>Social influences</b>				
<b>R42</b>	to recognise peer influence and to develop strategies for managing it, including online	Autumn 2 – Friendship/			<b>assemblies/ Weekly ppt safeguarding message</b>

<b>R43</b>	the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	Autumn 2 – Friendship/			
<b>R44</b>	that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this		Spring 2 – Body Image and Developing Relationships		<b>RE</b> Year 7 term 2: the teachings of Jesus- temptation
<b>R45</b>	about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours				<b>Assemblies- County Lines/ Weekly ppt safeguarding message</b>
<b>R46</b>	strategies to manage pressure to join a gang, exit strategies and how to access appropriate support				<b>Assemblies/ Weekly ppt safeguarding message</b>
<b>R47</b>	motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon				<b>Assemblies/ Weekly ppt safeguarding message</b>

## KEY STAGE 4

**Building on Key Stage 3, pupils should have the opportunity to learn:**

	Positive relationships	Year 10	Year 11	Other
<b>R1.</b>	the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	Autumn 2 – Relationships & Sexual health	Spring 2 - Making Positive Choices	<b>Citizenship- Yr 11 Autumn 1 Life in Modern Britain</b>
<b>R2.</b>	the role of pleasure in intimate relationships, including orgasms	Autumn 2 – Relationships & Sexual health		<b>RS??</b>
<b>R3.</b>	to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary	Autumn 2 – Relationships & Sexual health	Spring 2 - Making Positive Choices	
<b>R4.</b>	the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships	Autumn 2 – Relationships & Sexual health		<b>RE</b> term 1 year 9 Theme A Relationships & Family
<b>R5.</b>	the legal rights, responsibilities and protections provided by the Equality Act 2010	Summer 2 – Citizenship		<b>Citizenship- Yr 10 Spring 1- Rights and Responsibilities</b>

				RE term 1 year 9 Theme A Relationships & Family- revisit in Year 10
R6.	about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them		Spring 2 - Making Positive Choices	STONEWALL ASSEMBLIES
R7.	strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed	Autumn 2 – Relationships & Sexual health		
R8.	to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours	Autumn 2 – Relationships & Sexual health		
	Relationship values			
R9.	to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours		Spring 2 - Making Positive Choices	
R10	to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values			Assemblies/ Weekly ppt safeguarding message Citizenship- Yr 11 Autumn 1 Life in Modern Britain RE: GCSE Christianity and Islam Relationships & Family (revisited in Year10)
	Forming and maintaining respectful relationships			
R11	strategies to manage the strong emotions associated with the different stages of relationships	Autumn 2 – Relationships & Sexual health		
R12	to safely and responsibly manage changes in personal relationships including the ending of relationships	Autumn 2 – Relationships & Sexual health		
R13	ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them	Autumn 2 – Relationships & Sexual health		RE Year 8 term 3 the immortal world- the study of the afterlife. Term 1 year 9: relationships- divorce. (revisited in Year10)



<b>R14</b>	the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks	Autumn 2 – Relationships & Sexual health		
<b>R15</b>	the legal and ethical responsibilities people have in relation to online aspects of relationships	Autumn 2 – Relationships & Sexual health		
<b>R16</b>	to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help		Spring 2 - Making Positive Choices	
<b>R17</b>	ways to access information and support for relationships including those experiencing difficulties		Spring 2 - Making Positive Choices	
	<b>Consent</b>			
<b>R18</b>	about the concept of consent in maturing relationships	Autumn 2 – Relationships & Sexual health		<b>Citizenship-</b> Yr 10 Spring 1- Rights and Responsibilities
<b>R19</b>	about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online	Autumn 2 – Relationships & Sexual health		
<b>R20</b>	to recognise the impact of drugs and alcohol on choices and sexual behaviour	Autumn 2 – Relationships & Sexual health		<b>Citizenship-</b> Yr 10 Spring 1- Rights and Responsibilities
<b>R21</b>	the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	Autumn 2 – Relationships & Sexual health		
<b>R22</b>	to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	Autumn 2 – Relationships & Sexual health		
	<b>Contraception and parenthood</b>			
<b>R23</b>	how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	Autumn 2 – Relationships & Sexual health		<b>RE</b> Year 9 Theme A term 1 contraception Term 3 theme B abortion <b>Science</b> – Year 10 – Term 2 – Homeostasis & Response
<b>R24</b>	the physical and emotional responses people may have to unintended		Spring 2 - Making Positive Choices	<b>RE</b> Year 9 Theme A term 1 contraception

	pregnancy; the different options available; whom to talk to for accurate, impartial advice and support			Term 3 theme B abortion Revisit in Year 10
<b>R25</b>	the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families		Spring 2 - Making Positive Choices	
<b>R26</b>	the reasons why people choose to adopt/foster children			<b>RE</b> Year9 Term 3 theme B abortion Revisit in Year 10
<b>R27</b>	about the current legal position on abortion and the range of beliefs and opinions about it			<b>RE</b> year 9 Term 3 theme B abortion Revisit in Year 10
	<b>Bullying, abuse and discrimination</b>			
<b>R28</b>	to recognise when others are using manipulation, persuasion or coercion and how to respond	Autumn 2 – Relationships & Sexual health		
<b>R29</b>	the law relating to abuse in relationships, including coercive control and online harassment	Autumn 2 – Relationships & Sexual health		
<b>R30</b>	to recognise when a relationship is abusive and strategies to manage this	Autumn 2 – Relationships & Sexual health		
<b>R31</b>	the skills and strategies to respond to exploitation, bullying, harassment and control in relationships	Autumn 2 – Relationships & Sexual health		
<b>R32</b>	about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them		Spring 2 - Making Positive Choices	
<b>R33</b>	The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support			<b>RE</b> Year 9 Theme A The Nature of marriage Assembly ??
<b>R34</b>	strategies to challenge all forms of prejudice and discrimination			<b>Citizenship</b> - Yr 10 Spring 1- Rights and Responsibilities <b>Citizenship</b> - Yr 11 Autumn 1 Life in Modern Britain

				<p><b>History Spring 1 – Nazi Germany: The Holocaust, Year 9</b></p> <p><b>RE year 10 theme D peace and conflict- discrimination, and reconciliation</b></p> <p><b>Geog - Changing Economic World Unit: Year 10 – British empire and exploitation of Nigeria</b></p> <p><b>Assemblies British Values</b></p>
	Social influences			
<b>R35</b>	to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs			<p><b>English</b> – Year 9 Summer 1 ‘Teenage Life’</p> <p><b>Citizenship</b>- Yr 10 Spring 1- Rights and Responsibilities</p> <p><b>History</b> – Crime and Punishment Autumn 2, Year 10 (Stephen Lawrence)</p> <p><b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b></p>
<b>R36</b>	skills to support younger peers when in positions of influence			Peer mentoring/ House leaders/
<b>R37</b>	to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help			<b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>
<b>R38</b>	factors which contribute to young people becoming involved in serious organised crime, including cybercrime			<b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b> <b>Citizenship</b> - Yr 10 Spring 1- Rights and Responsibilities

## CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

*This core theme focuses on:*

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

### KEY STAGE 3

**Pupils should have the opportunity to learn:**

	Learning skills	Year 7	Year 8	Year 9	Other
<b>L1</b>	study, organisational, research and presentation skills	Aut 1 : Study Skills	Spring 1 – Children’s Rights and Responsibilities	Summer 2 - Democracy	<b>English Year 7</b> – Spring 2 – Our Day Out. Group presentations <b>Year 9</b> Summer 2 – GCSE presentations.
<b>L2</b>	to review their strengths, interests, skills, qualities and values and how to develop them	Aut 1 :My identity/ My Passion	Autumn 2 - Careers and Stereotypes	Autumn 1 – Character Education	<b>Maths</b> - RAG sheets used regularly. Pupils set targets from them.  <b>Careers Assemblies</b>

L3	to set realistic yet ambitious targets and goals	Termly academic reflection sheets	Autumn 2 - Careers and Stereotypes	Spring 1 - Careers	Maths - RAG sheets used regularly. Pupils set targets from them.  Careers Assemblies
L4	the skills and attributes that employers value	Spring 1 : Careers	Autumn 2 - Careers and Stereotypes	Spring 1 - Careers	Careers Assemblies / Careers experiences
L5	the skills and qualities required to engage in enterprise		Autumn 2 - Careers and Stereotypes	Spring 1 – Careers	Careers Assemblies/ Careers experiences
L6	the importance and benefits of being a lifelong learner	Spring 1 : Careers	Autumn 2 - Careers and Stereotypes	Spring 1 - Careers	Careers Assemblies/ Careers experiences
Choices and pathways					
L7	about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process		Autumn 2 - Careers and Stereotypes	Spring 1 – Careers	
L8	about routes into work, training and other vocational and academic opportunities, and progression routes	Spring 1 : Careers	Autumn 2 - Careers and Stereotypes	Spring 1 – Careers	Careers Assemblies
L9	the benefits of setting ambitious goals and being open to opportunities in all aspects of life	Spring 1 : Careers	Autumn 2 - Careers and Stereotypes	Spring 1 – Careers	
L10	to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	Spring 1 : Careers	Autumn 2 - Careers and Stereotypes		
Work and career					
L11	different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	Spring 1 : Careers		Spring 1 – Careers	Careers Assembly
L12	about different work roles and career pathways, including clarifying their own early aspirations	Spring 1 : Careers	Autumn 2 - Careers and Stereotypes	Spring 1 - Careers	Careers Assembly

	Employment rights and responsibilities				
L13	about young people's employment rights and responsibilities				
L14	to manage emotions in relation to future employment		Autumn 2 - Careers and Stereotypes		
	Financial choices				
L15	to assess and manage risk in relation to financial decisions that young people might make	Spring 2 : Finance			Maths –Year 7 Spring term – financial maths.
L16	about values and attitudes relating to finance, including debt	Spring 2 : Finance			Maths –Year 7 Spring term – financial maths.
L17	to manage emotions in relation to money	Spring 2 : Finance			
L18	to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	Spring 2 : Finance			
L19	to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	Spring 2 : Finance			
	Media literacy and digital resilience				
L20	that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity	Aut 1: Friendship/ Antibullying			Computing Y9 – Autumn 1 – Computer crime Y7 – Autumn 1 – Basic skills
L21	to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media	Aut 1: Friendship/ Antibullying			Computing Y9 – Autumn 1 – Computer crime Y7 – Autumn 1 – Basic skills
L22	the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues	Aut 1: Friendship/ Antibullying			
L23	to recognise the importance of seeking a variety of perspectives on issues				RE – Thematic paper History – across the board

	and ways of assessing the evidence which supports those views				
<b>L24</b>	to understand how the way people present themselves online can have positive and negative impacts on them	Aut 1: Friendship/ Antibullying Summer 1 : Mental H & W	Spring 2 – Body Image and Developing Relationships		
<b>L25</b>	to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	Aut 1: Friendship/ Antibullying			<b>Computing</b> Y9 – Autumn 1 – Computer crime Y7 – Autumn 1 – Basic skills <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>
<b>L26</b>	that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours	Aut 1: Friendship/ Antibullying			<b>Computing</b> Y9 – Autumn 1 – Computer crime Y7 – Autumn 1 – Basic skills <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>
<b>L27</b>	to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	Aut 1: Friendship/ Antibullying			<b>Computing</b> Y9 – Autumn 1 – Computer crime Y7 – Autumn 1 – Basic skills <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>

## KEY STAGE 4

**Building on Key Stage 3, pupils should have the opportunity to learn:**

		Year 10	Year 11	Other
	<b>Learning skills</b>			
<b>L1</b>	to evaluate and further develop their study and employability skills	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	

L2	to evaluate their own personal strengths and areas for development and use this to inform goal setting	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	<b>Citizenship</b> -Year 11 Spring- Active Citizenship <b>Maths</b> - RAG sheets used regularly. Pupils set targets from them.
L3	how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	
	Choices and pathways			
L4	about the range of opportunities available to them for career progression, including in education, training and employment	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	
L5	about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	
L6	about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	
	Work and career			
L7	about the labour market, local, national and international employment opportunities	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	
L8	about employment sectors and types, and changing patterns of employment	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	
L9	to research, secure and take full advantage of any opportunities for work experience that are available	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week		



L10	to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	
L11	the benefits and challenges of cultivating career opportunities online	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	
L12	strategies to manage their online presence and its impact on career opportunities	Spring 2 – Careers & WEX Preparation Summer 2 – Careers Week	Autumn 1 – Careers Post 16 Pathways	
	Employment rights and responsibilities			
L13	the skills and attributes to manage rights and responsibilities at work including health and safety procedures	Spring 2 – Careers & WEX Preparation		Citizenship- Yr 10 Spring 1- Rights and Responsibilities
L14	about confidentiality in the workplace, when it should be kept and when it might need to be broken	Spring 2 – Careers & WEX Preparation		
L15	about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it	Spring 2 – Careers & WEX Preparation		Citizenship- Yr 10 Spring 1- Rights and Responsibilities
	Financial choices			
L16	L16. how to effectively budget, including the benefits of saving	Spring 2 – Finance	Spring 1 – Finance	
L17	how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks	Spring 2 – Finance	Spring 1 – Finance	Maths –Simple and compound interest and depreciation. Year 10
L18	to recognise and manage the range of influences on their financial decisions	Spring 2 – Finance	Spring 1 – Finance	Maths –Simple and compound interest and depreciation. Year 10
L19	to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights	Spring 2 – Finance	Spring 1 – Finance	
L20	the skills to challenge or seek support for financial exploitation in different contexts including online	Spring 2 – Finance	Spring 1 – Finance	

<b>L21</b>	to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts	Spring 2 – Finance	Spring 1 – Finance	<b>Citizenship</b> - Year 10- Autumn- Politics and Participation <b>Maths</b> –Simple and compound interest and depreciation. Year 10
	<b>Media literacy and digital resilience</b>			
<b>L22</b>	that there are positive and safe ways to create and share content online and the opportunities this offers			<b>Computer Science</b> Y11 Autumn 2 – Environmental, Legal and Cultural concerns Spring 2 – Systems software and security <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>
<b>L23</b>	strategies for protecting and enhancing their personal and professional reputation online			<b>Computer Science</b> Y11 Autumn 2 – Environmental, Legal and Cultural concerns Spring 2 – Systems software and security <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>
<b>L24</b>	that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events			<b>Citizenship</b> - Year 10- Autumn- Politics and Participation <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>
<b>L25</b>	how personal data is generated, collected and shared, including by individuals, and the consequences of this			<b>Computer Science</b> Y11 Autumn 2 – Environmental, Legal and Cultural concerns Spring 2 – Systems software and security <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>
<b>L26</b>	how data may be used with the aim of influencing decisions, including			<b>Computer Science</b> Y11 Autumn 2 – Environmental, Legal and Cultural concerns

	targeted advertising and other forms of personalisation online; strategies to manage this			Spring 2 – Systems software and security <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>
<b>L27</b>	strategies to critically assess bias, reliability and accuracy in digital content			<b>Citizenship</b> - Year 11- Spring- Active Citizenship
<b>L28</b>	to assess the causes and personal consequences of extremism and intolerance in all their forms			<b>Citizenship</b> - Year 11 Autumn- Life in Modern Britain <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>
<b>L29</b>	to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern			<b>Citizenship</b> - Year 10- Spring- Rights and Responsibilities <b>RE</b> year 10 GCSE theme D- reasons given for war, Terrorism, and pacifism <b>Assemblies/ Weekly Powerpoint/ Safeguarding messages</b>