



## The Tiffin Girls' School

### RELATIONSHIP and SEX EDUCATION POLICY

REVISED JULY 2020

#### INTRODUCTION:

1. At The Tiffin Girls' School, we have a statutory responsibility to teach students relationship and sex education. This is a shared responsibility that is held with parents/carers and we view our delivery of the content, values and attitudes as being complementary and supportive of whole person development. We support the recommendations of the House of Commons Education Committee (July 2015) that emphasis should be placed on the understanding of relationships alongside sex education. Our delivery of RSE is informed by the June 2019 guidance for schools on 'Relationships Education, Relationships and Sex education (RSE) and Health Education'. Additionally, we are guided by the Equality Act (2010) and the SEND Code of Practice (2014) to ensure that all protected groups within our school community are catered for within our RSE provision. Aspects of RSE fit under the school's responsibility to foster Social, Moral, Spiritual and Cultural Development (SMSCD) across the curriculum.
2. As such, we hold the view that relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the importance of stable and loving relationships including marriage for family life, and about respect, love and care. Relationship and sex education provides students with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others, and encourages reflection and responsibility.
3. We also recognise that our school community is made up of a diverse range of family structures and belief systems and so student knowledge of relationships and sex may be varied. As a school we plan for this by ensuring that a broad range of perspectives on relationships and sex are explored through our curriculum without bias; and within the teaching of these areas 'respect' and 'choice' are modelled as key values within lessons.
4. We also recognise that under Section 405 of the Education Act 1996, parents/carers have the right to withdraw their child from any part of our RSE programme except where it is part of the national curriculum. As of September 2020, this right will still be in place, however the new guidance necessitates that where a student has been withdrawn from RSE lessons the student must be given the independent choice of catching up on RSE content that they were removed from. They will be offered the choice to opt in to this curriculum 3 terms before their 16<sup>th</sup> birthday and the school will endeavour to deliver this content by the end of Year 11.
5. Confidentiality and consent within the bounds of relationship and sex education are areas that as a school we are mindful of as there may be additional privacy and safeguarding concerns that we need to consider. Whilst as a school we would never advocate a particular path of action, in dealing with the risks associated with relationships and sex or a particular sexual orientation, we believe it is pastorally appropriate to provide students with information about external services that offer additional advice and guidance.

6. We are also mindful that in teaching about relationships and sex education, it is possible that a student may disclose that they have been the victim of child sexual exploitation, sexual violence or sexual harassment. As a school, we remain vigilant to our safeguarding responsibilities and follow procedures set out in our safeguarding policy to ensure that young people are protected against harm.

**AIMS:**

7. In teaching this statutory area we place students' learning in a moral framework that focuses on developing students' knowledge and understanding, attitudes and values, personal and social skills and rights and responsibilities with respect to preparing them for adult life, relationships and sex.
8. Specifically, RSE schemes of work and immersion days have the following outcomes for students. The teaching of these outcomes is age appropriate based on PSHE association guidance and statutory expectations for learning outcomes by the end of each key stage. As such, we will cover the following content:
  - Understanding of the biological aspects of human growth, puberty and reproduction
  - Awareness of the spectrum of sexualities and gender identification
  - Awareness of own sexuality and acceptance of the sexuality of others
  - Developing and maintaining a variety of healthy relationships within a range of social/cultural contexts
  - Ability to recognise and manage emotions within a range of relationships
  - How to foster commitment, trust and love within relationships
  - The role and influence of the media on our perceptions of relationships and sex
  - Understanding of the concept of consent in regard to sexual relationships
  - Have a clear understanding of the arguments for delaying sexual activity and resisting pressure
  - Understand the reasons for having protected sex and maintaining sexual health
  - Understanding of sexual transmitted diseases, symptoms and treatments
  - Dealing with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence, and online encounters
  - Awareness of parenthood, effective parenting skills and the consequences of teenage pregnancy
  - The link between risk-taking behaviours such as drugs, smoking and alcohol, and the impact that this might have on relationships and sex
  - An awareness of how to avoid being exploited or exploiting others
  - Learning how to assert oneself appropriately within a relationship
  - Identifying and accessing appropriate advice and support about relationships
  - Accessing confidential sexual health advice, support and, if necessary, treatment
  - How the law applies to sexual relationships, abortion, female genital mutilation and forced marriage
  - An awareness of how relationships can be impacted by wellbeing and mental health
  - An appreciation that different faith groups and cultures hold a variety of perspectives on relationships and intimacy
  - An awareness of the variety of types of family structure without the promotion of any particular model.
9. Inclusion – we aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them.

10. Whilst we are not required statutorily to teach specific RSE content in the sixth form, aspects of the pastoral hour curriculum do focus on this topic.
11. A more detailed overview of how RSE outcomes are delivered at age appropriate stages can be found in the pastoral curriculum outline document on the school website and in appendix 4.
12. Information about the RSE curriculum is available on the school website throughout the year and parents are consulted and enlisted to support the RSE curriculum at key times throughout KS3 and 4. Specifically the school will disseminate RSE communications (Appendix 3) at the following times:
  - Focus Evenings for years 7-11 – (September of each academic year)
  - ParentMail informing parents of their right to withdraw and overview of RSE curriculum (Autumn term of Year 8)
  - ParentMail informing parents of the content of the Year 8 Immersion Day – RSE1 (Spring Term)
  - ParentMail informing parents of the content of the Year 9 Immersion Day – RSE2 (Summer term)
  - ParentMail informing parents of the content of the Year 10 Immersion Day – Making Difficult Choices (Spring Term)
  - ParentMail informing parents of yearly review of the RSE policy – (Summer term)

Alongside these key times, parents are encouraged to contact the school at any time should they have observations or feedback they would like to share about the school's RSE provision.

13. Students are encouraged to give feedback after each RSE unit to inform the provision for the next academic year.

#### **PRACTICE:**

14. The teaching of RSE is predominantly through our Personal, Social, Health Education (PSHE) programme which is delivered within the pastoral hour and also through immersion days. The biological aspects of human growth and reproduction are taught through the national curriculum for Science. Within Computer Science, aspects of e-safety and online risks are also covered in Year 7. Other subjects may also cover themes that explore relationships as part of their national curriculum.
15. In order to ensure that we robustly fulfil our duty to deliver RSE, there are a number of stakeholders that play an important role in its delivery, monitoring and ongoing evaluation. Their responsibilities within this remit are detailed below:

#### **Headteacher/Governing Board**

16. The Headteacher and Governing Board are responsible for ensuring that there is an up-to-date RSE policy in place and that it is reviewed at regular intervals to ensure that the school is compliant with their statutory duty as per the current DFE guidance.

#### **Assistant Headteacher (AHT) Pastoral**

17. AHT Pastoral with Heads of Year (HoY) are responsible for ensuring that age appropriate schemes of work and immersion day content are in place, and that the content, resources and delivery are robust enough to ensure that RSE is covered effectively within the school.

18. The AHT to review the RSE policy annually to ensure it remains up to date with current DFE guidelines.
19. Each year the AHT checks that the information on the school's website and pastoral hour curriculum documents reflects the current policy, schemes of work and learning outcomes.
20. Through line management meetings with HoY, the AHT should ensure that effective planning for tutor continuing professional development on aspects of RSE are in place so that all staff feel supported in delivering challenging content, ensuring confidentiality and that they are able to manage sensitive discussions.
21. The AHT will work with the School Health Practitioner in facilitating external advice and guidance services for students who may wish to have wider access to information on issues relating to RSE.
22. The AHT will communicate to parents/carers in advance of RSE sessions an outline of the content.
23. The AHT will meet with parents/carers who would like to formalise the removal of their daughter from the RSE curriculum.

#### **Head of Year (HoY)**

24. HoYs will work with the AHT Pastoral to ensure that resources, speakers and content are in place for RSE schemes of work and immersion days that are used within their year group.
25. Review with the AHT (pastoral) feedback on RSE programmes to inform development of future schemes of work on a yearly basis.
26. Facilitate training for tutors on RSE to ensure that they feel supported and confident in delivering the material.
27. Liaise with parents/carers in the first instance if they choose to activate their right to withdraw their daughter from the RSE curriculum.

#### **Teachers**

28. Ensure that an atmosphere is created where students feel able to discuss their concerns, feelings and relationships.
29. Questions from students will be addressed and dealt with in the most appropriate manner and not disregarded.
30. Teachers will have due regard to perspectives on equality in the delivery of RSE so that it is devoid of stereotyping, racism and sexism.
31. Teachers will present a variety of perspectives on relationships and sex and actively disengage from presenting their own personal opinion or suggesting a preferred way of understanding sexuality or intimacy.
32. Be aware of the sensitivity around discussing some aspects of RSE and the need to be mindful of confidentiality and safeguarding concerns.

33. Make use of the guidance documents on 'Confidentiality' and 'RSE Services Guide' to inform their delivery of RSE in the classroom.

### **External Services**

34. When delivering aspects of RSE as part of school programmes, external agency workers should ensure that the advice and guidance that they offer is in line with the school's RSE policy and procedures.
35. Where an external provider is making use of a space on site to deliver a service of information and guidance on relationship and sex education, they should be mindful of Department for Health guidelines for family planning advice for young people.

### **Parents/carers**

36. Parents/carers share the responsibility with the school for nurturing their daughter's understanding of RSE and as such we would like to encourage that discussions around content in RSE lessons are had at home as well. With this in mind, we aim to inform parents/carers as and when students are due to study RSE content on immersion days so that parallel conversations about RSE can happen at home.
37. Parents/carers have a right to withdraw their child from aspects of the RSE curriculum except where the content is being covered as part of the National Curriculum for Science.
38. If parents/carers would like to activate this right, they should contact the HoY to discuss the parts of the RSE curriculum that they would like their daughter to be removed from.
39. Following this discussion with the HoY, an appointment should be made with the Headteacher or AHT Pastoral to formalise this request.

### **Students**

40. To participate appropriately in lessons and immersion days on RSE.
41. Students should be mindful of their role in ensuring an inclusive atmosphere that allows for all students to feel valued and supported in their discovery and understanding of RSE regardless of their culture, beliefs, sexuality or experiences.

### **Appendices**

42. In addition, the following documents give further advice and guidance on how to put this into practice:
  - Confidentiality (Appendix 1)
  - RSE Services Guide (Appendix 2)
  - Sample communications to parents (Appendix 3)
  - Overview of RSHE content at TGS (Appendix 4)

### **Documentation**

43. This policy has been informed by the following documents:
  - DFE (June 2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education
  - DFE (March 2017) Policy Statement: Relationships education, relationships and sex education, and personal, social, health and economic education

- DfE (July 2000) Relationships and Sex Guidance
- PSHE Association (2018) Roadmap to statutory RSE
- PSHE Association (2014) Relationships and Sex Education for the 21st Century: supplementary advice to the Relationships and Sex Education Guidance DfE (0116/2000)
- House of Commons (July 2015) Relationships and Sex Education in Schools
- DfE (September 2019) 'Keeping Children Safe in Education'
- Department for Health family planning services for young people
- Tiffin Girls' School Policies:
  - Behaviour for Learning
  - E-Safety
  - Safeguarding
  - Single Equality Scheme

## Confidentiality

### 'Confidentiality' in our context:

- As a school we recognise that all students have a right to confidentiality in relation to health and confidential contraceptive and sexual health advice.
- As a school all staff are aware that they are not able to offer unconditional confidentiality.
- Staff will ensure that information that is disclosed to them about RSE is kept private. If there is a need for a member of staff to seek advice about whether to refer a situation this will be done discreetly without the student's name being used with appropriate members of the pastoral team – (HOYs, AHT–Pastoral). If a safeguarding situation is apparent, identifying information may be sought in order to safeguard that individual and safeguarding procedures will be followed.
- Whilst we would always encourage students to keep their parents/carers informed of personal matters so that they can provide appropriate support and guidance, we recognise that a young person may have valid reasons as to why they might not want to seek this support.
- External services that offer 1:1 sessions or 'drop-ins' follow Fraser guidelines on the information and guidance they provide to students. These are set out below:

They should give confidential advice and guidance to under-16s when:

- The young person understands the advice and has sufficient maturity to understand what is involved
- The health professional could not persuade the young person to inform their parents/carers, nor to allow the doctor to inform them
- The young person would be very likely to begin, or continue having sexual intercourse with or without contraceptive treatment
- Without contraceptive advice or treatment, the young person's physical or mental health would suffer
- It would be in the young person's interest to give such advice or treatment without parental consent.

**RSE SERVICES GUIDE - Sexual Health Provision**

	Service
<b>Website</b>	<p><b>"Getting It On"</b> website (Kingston specific services)  <a href="http://www.gettingiton.org.uk/services.asp?postcode=&amp;borough=5&amp;service=0&amp;page=2">http://www.gettingiton.org.uk/services.asp?postcode=&amp;borough=5&amp;service=0&amp;page=2</a></p> <p><b>Come Correct</b> – helpline, little guide which provides information about condoms (i.e. Myths/do+don't etc). Young people's helplines  This website tells you the closest pharmacies and sexual health services by area:  <a href="http://www.comecorrect.org.uk/Participating.aspx?List=1&amp;tabletype=click&amp;ID=22">http://www.comecorrect.org.uk/Participating.aspx?List=1&amp;tabletype=click&amp;ID=22</a></p>
<b>GP</b>	<b>GP's</b> – Chlamydia and gonorrhoea screening, contraception, HIV testing, free condoms, cervical smears
<b>Pharmacy</b>	<p><b>Community Pharmacies</b> – under 24 years includes Chlamydia (+ partner notification) and Gonorrhoea testing, emergency hormonal contraception, and free condoms</p> <p>The two closest to Tiffin Girls' School are:  Boots Kingston town centre x 3 + Hawks Pharmacy (Regent House, Hawks Rd, KT1 3DG, 020 8549 6298)</p> <ul style="list-style-type: none"> <li>• Chlamydia Screening</li> <li>• Condoms</li> <li>• Emergency Contraception</li> <li>• Pharmacy</li> </ul>
<b>Bus</b>	<b>Young Livin' Bus @ Kingston Town Centre</b> – free confidential advice including sexual health, free condoms, Chlamydia and gonorrhoea screening 13-19 (next to JD sports in Kingston Thursday and Saturday 2-5pm)
<b>Clinics Specific for Young People</b>	<p><b>Hawks Road Clinic (RBK)</b> – Community Contraception Sexual Health Clinic offers contraception, free condoms, free pregnancy testing, well women advice, cervical screening – no appointment necessary (any age)  <b>Wednesday 3.30-5pm</b>  Walk-in health service for young people aged 19 and under (no appointment necessary).</p>
	<p><b>The Wolverton Centre (RBK)</b> – STI's, contraception, HIV testing, specialist services – no appointment necessary (any age)  <b>The Point @ The Wolverton Centre for Sexual Health</b> – under 18's, provides same services as listed above – no appointment necessary – <b>Tuesday 4-7pm</b>  Young people's dedicated walk-in service</p>
	<p><b>KU19 (RBK)</b> – under 19, health and advice. Call, text, email them, drop into clinic – no appointment necessary  Emergency contraception, free condoms, emergency contraception, advice and information, pregnancy testing and more (locations: guildhall, hawks road clinic, YMCA, Hook centre)  Walk-in health service for young people aged 19 &amp; under (no appointment necessary)</p>
<b>General Clinics</b>	<p><b>Community Contraception and Sexual Health Clinics:</b></p> <ul style="list-style-type: none"> <li>• Norbiton children's centre</li> <li>• Kingston town children's centre</li> </ul>

	<ul style="list-style-type: none"> <li>• The Merritt Medical Centre (appointments only except emergency contraception)</li> <li>• Holmwood Corner Surgery</li> <li>• Chessington Children's Centre</li> <li>• Central Surgery</li> <li>• Churchill medical practice (contraception clinic only)</li> </ul>
<b>Scheme</b>	<b>Condom Card Scheme (RBK)</b> young people 13-24 access to condoms School Health Practitioners are trained in this scheme
<b>Phone advice line</b>	<b>Sexual Health Direct</b> – helpline 08451228690 <b>National Sexual Health helpline</b> - 0300 123 7123
<b>Pregnancy advice</b>	<b>British Pregnancy Advisory Service</b> – advice on termination of pregnancy website <a href="http://www.bpas.org">www.bpas.org</a> or call 08457 30 40 30
<b>Accreditation</b>	<p><b>KISH</b> – Kingston Integrated Sexual Health – scheme that tries to make sure there is a coordinated approach between all sexual health services in Kingston to maximise efficiency</p> <p>You're welcome – Making services for those aged under 25 more friendly. Was national but now it's localised. <a href="https://www.gov.uk/government/publications/quality-criteria-for-young-people-friendly-health-services">https://www.gov.uk/government/publications/quality-criteria-for-young-people-friendly-health-services</a></p>

## Appendix 3

Sample communications to parents re RSE Immersion Day Content and the Right to Withdraw

Date

### RSE and Right to Withdraw

Dear Parents,

As a school we value the importance of our PSHE curriculum to inform, advise and guide the young people in our care and trust that as parents you do too. In line with government guidance, our school must offer relationship and sex education guidance to students in key stage 3 and 4.

The content specified by the DFE is broad and covers the following:

<b>Relationships and Sex</b>	<b>Health</b>
<ul style="list-style-type: none"><li>• families</li><li>• respectful relationships, including Friendship, healthy and unhealthy relationships, successful marriage or committed relationship</li><li>• online media</li><li>• being safe</li><li>• intimate and sexual relationships, including sexual health</li></ul>	<ul style="list-style-type: none"><li>• mental health</li><li>• internet safety and harms</li><li>• physical health and fitness</li><li>• healthy eating</li><li>• drugs, alcohol and tobacco</li><li>• health and prevention</li><li>• basic first aid</li><li>• changing adolescent body</li></ul>

As a school we aim to cover this within the curriculum of Science where the biological aspects of reproduction are taught, in the Computing curriculum which provides an introduction to e-safety. and through the PSHE curriculum which covers relationship, sex and health education at age appropriate stages.

The following is a summary of the age appropriate learning that takes place in the PSHE curriculum.

- Year 7 - identity, friendships and changing adolescent body and puberty and e-safety
- Year 8 – how a relationships progress over time; how the media presents ideas about relationships; how to identify the features of a supportive and healthy relationship and gender and sexuality
- Year 9 - healthy relationships, challenges within LGBT relationships, sexually transmitted diseases (STIs), pornography and sexting, contraception and consent
- Year 10 - honour based violence, arranged/forced marriages and FGM; risks associated with taking drugs; diversity and decision making - unconscious bias, equality act, protected groups, Online risks and the law – sexting, child sexual exploitation
- Year 11, - romantic relationships, unhealthy relationships, commitment and ending relationships, infertility and different types of families

As a parent, the Education Act 1996 gives you the right to withdraw your child from the RSE curriculum. This does not include the national curriculum content that is delivered in the Science curriculum. Please be aware that under new statutory guidance for RSE (September 2020), if you do

choose to withdraw your child from these sessions we are required to offer your child a later opportunity to opt into the learning from these sessions three school terms before their 16<sup>th</sup> birthday. This is an independent choice and will override any previous right to withdraw that you have held as a parent. As a school we will endeavour to cover any missed RSE content with your child by the time that they leave in Year 11.

We trust that for most of you this schedule of learning about relationships and sex education will be appropriately timed for whole person development. However, should you think otherwise and like to withdraw your daughter then please formally indicate your desire with your child's HOY initially.

Kind regards

Sarah Finch

Assistant Headteacher – Pastoral Care 7-11/SENCO/DSL

The Tiffin Girls' School

Date

**Year 8 Immersion Day – RSE 1**

Dear Parents,

Year 8 students will be off timetable for an immersion day on ..... This day is the first of two immersion days that students will have on relationships and sex education. As part of our pastoral curriculum, this day meets government guidance on the teaching of relationships and sex education.

Specifically, students will be learning about:

- How a relationships progress over time
- How the media presents ideas about relationships
- How to identify the features of a supportive and healthy relationship
- Gender and sexuality

As a school, we recognise that we share the role of educating about relationships and sex with parents. With this in mind, we encourage you to speak with your daughters about their learning from these sessions and use this as an opportunity to present your family perspective on the values that underpin healthy relationships.

If you would like some further support with your discussions, you might like to access the following websites:

.....

As always, we value any feedback that you might have about our RSE provision. Do feel free to contact me with any thoughts or queries.

Kind regards

Sarah Finch

Assistant Headteacher – Pastoral Care

The Tiffin Girls' School

Date

**Year 9 Immersion Day – RSE 2**

Dear Parents,

On....., Year 9 students will be off timetable for an immersion day. This day is an important part of our pastoral curriculum and meets government guidance on the teaching of relationships and sex education. Specifically, students will be learning about:

- healthy relationships
- challenges within LGBT relationships
- sexually transmitted diseases (STIs)
- pornography and sexting
- contraception

As a school we recognise that we share the role of educating about relationships and sex with parents. We encourage you to speak with your daughters about their learning from these sessions and use this as an opportunity to present your family perspective on the values that underpin healthy relationships and intimacy.

If you would like some further support with your discussions, you might like to access the following websites:

.....

As always, we value any feedback that you might have about our RSE provision. Do feel free to contact me with any thoughts or queries.

Kind regards

Sarah Finch

Assistant Headteacher – Pastoral Care 7-11

The Tiffin Girls' School

Date

**Year 10 Immersion Day – Difficult Choices**

Dear Parents,

On....., Year 10 students will be off timetable for an immersion day. This day is an important part of our pastoral curriculum and covers some aspects of government guidance on the teaching of risks that young people face and age appropriate content on relationships and sex education. Specifically, students will be learning about:

- Arranged/forced marriages, FGM
- DSM foundation – risks associated with taking drugs
- Diversity and decision making – unconscious bias, equality act, protected groups
- Online risks and the law – sexting, child sexual exploitation, money mules, county lines crime

As a school we recognise that we share the role of educating about risks and relationships and sex with parents. We encourage you to speak with your daughters about their learning from these sessions and use this as an opportunity to present your family perspective on the values that underpin healthy relationships and intimacy and the risky situations that they might find themselves in

If you would like some further support with your discussions, you might like to access the following websites:

.....

As always, we value any feedback that you might have about our RSHE provision. Do feel free to contact me with any thoughts or queries.

Kind regards

Sarah Finch

Assistant Headteacher – Pastoral Care 7-11

The Tiffin Girls' School

## Appendix 4

### Overview of Relationships, Sex, Health Education (RSHE) at TGS

The Tiffin Girls' School is an early adopter school for statutory RSHE. For a number of years now we have had in place all of the key learning outcomes for students concerning their knowledge and understanding of relationships, sex and health. In fact, our provision exceeds the DFE minimum expectations as we also provide learning on other government advised areas such as economic wellbeing. We meet our statutory responsibilities to support students in their development of these key areas of learning through the following:

- Schemes of work in the pastoral hour
- Immersion days
- Assemblies, tutor activities and external talks

The content specified by the DFE is broad and covers the following:

<b>Relationships and Sex</b>	<b>Health</b>
<ul style="list-style-type: none"><li>• families</li><li>• respectful relationships, including Friendship, healthy and unhealthy relationships, successful marriage or committed relationship</li><li>• online media</li><li>• being safe</li><li>• intimate and sexual relationships, including sexual health</li></ul>	<ul style="list-style-type: none"><li>• mental health</li><li>• internet safety and harms</li><li>• physical health and fitness</li><li>• healthy eating</li><li>• drugs, alcohol and tobacco</li><li>• health and prevention</li><li>• basic first aid</li><li>• changing adolescent body</li></ul>

### **Tiffin Girls' Specific Delivery**

**Age appropriate SOW** – these are embedded as part of weekly pastoral hour throughout years 7-11. These units of work explore content and risks associated with these areas and we signpost where students can get support should they need it. Outcomes for these lessons follow PSHE Association learning objectives.

<b>Year 7</b>
<ul style="list-style-type: none"><li>– <b>Transition and Change</b> - Identity, Friendships, Peer Pressure, Health Lifestyles, Puberty</li><li>– <b>Friends Resilience Programme</b> – Stress, Feelings, Confidence, Relaxation, Inner helpful thoughts, exploring solutions and coping plans</li><li>– <b>British values and diversity</b> – Diversity, Accepting differences, different types of families and relationships</li><li>– <b>Keeping ourselves Safe Immersion Day</b> – Bullying, E-safety workshop, Travel Safety workshop</li></ul>

<b>Year 8</b>
<ul style="list-style-type: none"> <li>- <b>Personal Identities</b> – Role models, women in society, attitudes and pressures placed on young women, Assertion skills, Dove workshop, online identities</li> </ul>
<ul style="list-style-type: none"> <li>- <b>Diversity</b> – Equality and diversity, cultural perspectives, LGBT community, Media representations of women, positive diversity for children</li> <li>- <b>RSE1 Immersion Day</b> – Relationships continuum, Relationships in the media, Relationships SWOT analysis, Gender and Identity, Relationships workshop</li> <li>- <b>‘Girls on Board’</b> – tutor time activities to understanding relationships between friends and resolve conflict bullying</li> <li>- <b>Friends Top up</b> – revisiting aspects of the Friends resilience programme</li> </ul>
<b>Year 9</b>
<ul style="list-style-type: none"> <li>- <b>Alcohol and Drugs</b> – risk, alcohol, introduction to drugs, external talk, legal highs, smoking health effects</li> <li>- <b>Emotional Well-being</b> – emotional wellbeing, emotional states, mapping our emotions, unhelpful thoughts, vantage points, motivation</li> <li>- <b>Relationships</b> – sex and relationships 1, 2, 3, 4</li> <li>- <b>RSE Immersion Day 2</b> – Healthy Relationships, Contraception, Challenges within LGBT relationships, STIs, Pornography and Sexting</li> </ul>
<b>Year 10</b>
<ul style="list-style-type: none"> <li>- <b>Induction Afternoon</b> – Importance of Healthy eating and sleep</li> <li>- <b>Managing Self/stress</b> - what is stress?, body responses to stress, Impact of stress, relaxation strategies, stress plans</li> <li>- <b>Diversity and rebellion</b> – national culture, immigration and the media, pressure groups, anti-social behaviour</li> <li>- <b>Making Difficult Decision Immersion Day</b> – arranged/forced marriages, DSM foundation (drugs workshop), Diversity and decision making, Online risks and the law</li> </ul>
<b>Year 11</b>
<ul style="list-style-type: none"> <li>- <b>Exploring Relationships</b> – romantic relationships, unhealthy relationships, commitment and ending relationships, infertility and different types of families</li> <li>- <b>First Aid</b> – First Aid Carousel, Alcohol and First Aid, Physical Health conditions, Chronic Health Conditions,</li> <li>- <b>Mental Health Unit</b> - emotional and psychological health, mental health and substance misuse, resilience, work life/school life balance</li> <li>- <b>Pink Day Campaign</b> – breast cancer, becoming familiar with your body over a cycle</li> </ul>
<b>Year 12</b>
<ul style="list-style-type: none"> <li>- <b>External Speakers</b> – rolling programme of speakers who address aspects of wellbeing, mental health, relationships and sex education, women’s health, menopause, risks associated with drugs and alcohol</li> </ul>
<b>Year 13</b>
<ul style="list-style-type: none"> <li>- <b>Mental Health and Wellbeing strategies</b> – yoga, knitting, cooking, active listening on world issues, mindfulness</li> </ul>

Other aspects of the wider curriculum that cover RSE principles

1. **Science lessons** – biology of reproductive system and sex.
2. **IT lessons** – cover aspects of e-safety and this is a foundation to risky online behaviour that is picked up within RSE.
3. **Your Healthcare drop-in** – School nurse available within school on Wednesday who can provide advice and guidance on contraception, STIs, pregnancy testing, health concerns, mental health
4. **LGBT Week** – Held in the spring term, in this week there are a number of activities, talks and information sessions held to promote awareness, inclusion and openness about the LGBT community and their rights
5. **LGBT society** – This society allows students who identify as part of this community, those that are questioning their sexuality, or those that just want to know more about the rights and experiences of the LGBT community to explore with their peers their understanding and feel supported. They play a pivotal role in preparing for LGBT week.