

SUMMER, RSE				
YEAR WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10
1	HEALTH: PUBERTY AND EMOTIONAL CHANGES <i>To describe the main physical and emotional changes experienced during puberty. To evaluate how relationships can be affected during puberty. To understand strategies for managing the emotional aspects of puberty.</i>	RELATIONSHIPS: VALUES <i>Link to Yr7 lesson 2: To reflect on and articulate relationship values. To identify health and unhealthy relationship behaviours and suggest ways to respond.</i>	RELATIONSHIPS: RESPECTFUL BEHAVIOUR <i>Link to Yr8 lesson 1: To explain the difference between welcome and unwelcome interest. To describe respectful behaviour in both everyday and romantic contexts and describe ways to challenge inappropriate behaviour. To explain how someone might assess their readiness for intimacy. To explain when and how to access support if encountering inappropriate behaviour.</i>	RELATIONSHIPS: INTIMACY AND PLEASURE <i>Link to Yr9 lesson 2: To recognise what enthusiastic consent looks and feels like. To assess the importance of readiness for intimacy as an individual and as a couple. To explain the role that communication and respect play in healthy relationships and consent.</i>
2	RELATIONSHIPS: HEALTHY AND UNHEALTHY RELATIONSHIPS <i>To describe the features of committed, stable, healthy relationships. To identify healthy and unhealthy relationship behaviours. To explain appropriate online relationship behaviours.</i>	RELATIONSHIPS: INFLUENCES <i>Link to Autumn term: To justify views around expectations in relationships. To explain issues relating to the sharing of sexual images. To explain how the media can distort relationship expectations.</i>	RELATIONSHIPS: CONSENT <i>Link to Yr8 lesson 4: To explain what is meant by freedom and capacity to consent. To recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given. To explain why trying to make someone more vulnerable, or misleading them, is wrong, and can be a very serious offence. To explain where, why and how to get advice and support for issues relating to consent.</i>	RELATIONSHIPS: IMPACT OF PORNOGRAPHY <i>Link to Yr9 Autumn lesson 3: To evaluate the impact of pornography on people's understanding and expectations of consent. To challenge inaccurate and dangerous messages perpetuated by pornography about sexuality, gender, and consent. To explain the law relating to pornography and sharing explicit image.</i>
3	RELATIONSHIPS: MANAGING CONFLICT <i>To recognise that disagreements in family relationships are common, but that effective communication can improve relationships. To explain different communication styles and their likely impacts. To give examples of effective communication.</i>	RELATIONSHIPS: ORIENTATION AND GENDER IDENTITY: <i>To explain the difference between sexual orientation and gender identity. To describe ways to support someone who has chosen to 'come out' about their sexual orientation or gender identity.</i>	HEALTH: SEXUAL HEALTH <i>To list some of the most common STIs, their symptoms and consequences. To name the contraceptive methods which provide some protection against STI infection and describe ble sources of help to support sexual health or relating to unplanned pregnancy.</i>	RELATIONSHIPS: PRESSURE AND COERCION <i>Link to Y9 lesson 1: To identify when asking for consent becomes inappropriately pressurising or persuasive. To recognise everyone's right to not give, or withdraw consent, and challenge victim-blaming narratives. To explain the legal consequences of pressure, persuasion, and coercion in relation to consent. To explain why, when, and how to seek advice or support</i>
4	RELATIONSHIPS: CONSENT <i>To explain what consent means, both legally and ethically, and why it is so important. To describe how to recognize when a person is consenting and when they are not. To explain how consent is sought, given, and not given in a healthy relationship. To describe or demonstrate what to say and do to seek the consent of another person.</i>	RELATIONSHIPS: CONSENT <i>Link to Yr7 Lesson 4: To identify common assumptions related to consent and explain why these are wrong. To explain the right to not give, or withdraw consent at any time and why this must be respected. To describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent</i>	HEALTH: CONTRACEPTION <i>Link to Yr8 lesson 5: To name the main types of contraception and how they prevent conception and/or protect against STIs. To describe when, where and how to access contraception, and how to seek help in the event of contraception failure. To have confidence in being able to negotiate condom use within a relationship.</i>	RELATIONSHIPS: CONFLICT AND BREAKUPS <i>Link to Yr9 lesson 5: To evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe. To differentiate between healthy and unhealthy behaviours when managing conflict in relationships. To suggest effective ways to respond to inappropriate conflict behaviours. To explain ways to manage breakups respectfully and safely, demonstrating awareness of the intense emotions which can be involved.</i>
5	SAFETY: FGM <i>To recognise what is meant by FGM; that it is a type of abuse, causes harm and is illegal. To identify myths and facts about FGM. To explain how to tell someone if they are worried about the risk of FGM for themselves or others. To explain why reporting FGM might feel difficult but why reporting it is so important.</i>	HEALTH: CONTRACEPTION <i>To describe what is meant by contraception. To explain how and why condoms are used. To explain how and why the contraceptive pill is used. To explain where to get contraception from</i>	SAFETY: COMMITMENT <i>Link to Yr8 lesson 6: To describe the options available to people who wish to make a long-term commitment. To explain how a long-term relationship can become legally binding. To recognise the unacceptability of forced marriage and identify support for someone who may be at risk. To explain what commitment means and why this may be important in long-term relationships.</i>	RELATIONSHIPS: ADDRESSING ABUSE <i>To identify signs of different types of abuse. To describe exit strategies and identify support for people in abusive relationships. To identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to seeking help. To explain how to help others who may be in an abusive relationship.</i>
6	RELATIONSHIPS: GENDER STEREOTYPES <i>To explain what gender stereotypes are and how they can be harmful. To describe the effect gender stereotypes can have on relationships. To evaluate ways of challenging gender stereotypes</i>	SAFETY: FGM <i>Link to Yr7 lesson 5: To recap what is meant by FGM. To identify risks, myths and facts associated with FGM. To describe how to safely access support for themselves or others who may be at risk, or have already been subject to FGM.</i>	RELATIONSHIPS: MANAGING THE ENDING <i>Link to Y7 lesson 3: To identify the range of emotions associated with breakups. To describe ways to manage a breakup safely and appropriately. To suggest strategies to help manage emotions when a relationship ends. To explain how and where to get help for managing difficult relationship breakup.</i>	SAFETY: FGM <i>Link to Yr8 lesson 6: To recap what is meant by FGM and the complications of FGM. To understand the four types of FGM. To explain the reasons against the practice and the misconceptions of FGM.</i>
7	CAREERS EDUCATION <ul style="list-style-type: none"> In addition to the above lessons, every year group will also have at least one also have at least one PDC lesson dedicated to Careers Education. - This term, a focus will be on gender stereotypes and breaking them. As well as a dedicated tutor time where students will look at and discuss and MyPath video. Furthermore, all year groups will go to at least two aspiration talks a year; they can choose which ones they would like to attend. Year 10 will go have their work experience week. For any students still in school, there will be an alternative work experience week with virtual work experience opportunities and talks. 			