



# Wye School

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Part of United Learning

# Relationships and Sex Education (RSE) and Health Education Policy

## Review Timetable

The Policy will be reviewed every year, as set out below:	
Policy reviewed centrally	n/a
Policy tailored by individual schools	September 2025
Policy ratified by Local Governing Bodies	February 2026
Renewal Date	February 2027
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## **Wye School Relationships and Sex Education (RSE) and Health Education Policy**

Wye School, in line with other United Learning schools, will work to ensure that all students understand and accept their own, and others, sexuality in positive ways and enjoy age-appropriate relationships based on mutual respect and responsibility, free from abuse.

We will:

- deliver a Relationships and Sex Education programme that is able to demonstrate progression, relevance, and differentiation appropriate to the age and development of all students.
- integrate the programme into the delivery of Personal, Social and Health Education and other relevant areas of the curriculum.
- ensure that staff are appropriately trained so that the programme is delivered effectively.

### **Rationale and ethos**

This policy covers our school's approach to Relationships and Sex Education (RSE). RSE is lifelong learning about physical, sexual, moral, and emotional development. We believe RSE is important for our students and our school because it is about the understanding of the importance of stable and loving relationships, respect, love, and care for family life. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes. We view the partnership of home and school as vital in developing our RSE programme. We will ensure that RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND). We will also ensure that RSE fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. Our RSE programme and teaching will respect how students choose to identify themselves, understanding that students' sexual orientation and gender identity may be 'emerging'.

The desired outcomes of this policy are to ensure that we:

- Recognise that aspects of any relationships and sex education policy will be sensitive and call for careful judgement.
- Adopt an approach which is complementary to, and supportive of, the role of parents in educating their children about such matters.
- Develop understanding and attitudes that are rooted in values which prepare students to view relationships in a responsible manner based on mutual respect.
- Foster self-esteem and self-awareness, and encourage consideration of values, moral issues, sexuality, and personal relationships through the development of communication and decision-making skills.
- Help students to have a clear understanding of the arguments for delaying sexual activity and resisting peer pressure, as well as a knowledge of how the law applies to sexual relationships.
- Act *in loco parentis* so that the personal beliefs and attitudes of teachers do not unduly influence the teaching of relationships and sex education, and students are protected from teaching materials which are inappropriate to the age and cultural background of the students concerned;
- Affirm the value of loving and caring relationships and encourage the appreciation of marriage, family life and the implications of parenthood.
- Instil a respect for cultural and religious influences on individual sexuality.
- Make students aware of their rights and responsibilities and set out clearly issues relating to their personal safety, including how to communicate about such concerns and seek advice without embarrassment.
- Ensure that students are aware of the dangers of exploitation so they can take positive steps to prevent this.

We believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge, and openness.

- Encourage students and teachers to share and respect each other's views. The important values are love, respect, and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships, and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

### **Roles and Responsibilities**

Parents and carers are the prime educators for children on many of the matters taught in the RSE programme. The school curriculum should complement and reinforce this role, building on what students learn at home.

The Principal is responsible for ensuring that RSE meets the aims and objectives of this policy by undertaking systematic monitoring and reporting the findings to the Local Governing Body (LGB) on a regular basis. The LGB is responsible for having this policy available to parents, and any changes to or reviews of this policy should be drawn up with guidance from the Principal. The RSE programme will be led by Nicola Ash, Lead of PSHE, with support from Katherine Davis, Vice Principal. It will be taught by a range of teachers. Visiting speakers may be used to help enhance the RSE programme. Where they are used, they will be required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students but, in a classroom situation, they will be expected to follow the Confidentiality Policy set out within this policy.

Staff are also responsible for adhering to the Confidentiality Policy statement as set out in Appendix 1. Staff have a responsibility not to give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Students should be encouraged to seek advice from parents and/or general practitioners or appropriate health professionals.

Sexuality is an important part of living and learning but it may present some individuals with worries and tension at certain times in their lives. The quality of support available for individual students worried or disturbed by some aspect(s) of their development, relationships or environment is of prime importance. Good teachers have always taken a pastoral interest in the welfare and wellbeing of children and young people and will continue to do so in these matters. Care must be taken, however, in counselling and giving advice to individual students, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities. It will require skilled judgement to know when to counsel and when - and how - to refer for specialist counselling and support.

We have used the below organisations to support our PSHE programme:

[Brook Advisory – Sex Education](#)

[KCC Safe Driver programme – for Sixth Form only](#)

[HSBC Schools Programme - Financial Education](#)

[Positive Voice – Education on HIV and AIDS](#)

[Progressive Masculinity – Workshops to support young males](#)

[Restore, Respect, Reform – Workshops on crime and the criminal justice system](#)

[The Money Charity - Financial Wellbeing + Financial Education](#)

[We Are With You – Organisation which offers support and advice on alcohol and drugs](#)

## **Statutory regulations**

Current regulations and guidance from the Department for Education on RSE and Health Education ([June 2025](#)) states that RSE is compulsory in all secondary schools. Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education (2025)
- Children and Social Work Act (2017)

## **Curriculum**

Our RSE programme will be taught through a range of teaching methods and activities, matched to the needs of our students. High quality resources (see Appendix 2) will support our RSE provision and will be regularly reviewed. Our RSE programme is an integral part of our whole school PSHE education provision (see Appendix 3). Some RSE topics are taught as part of other categories of the PSHE curriculum. The content highlighted in bold is exclusive RSE content, that is not delivered elsewhere in the PSHE curriculum, or any other part of the school curriculum.

### ***Key Stage 3 (Years 7-9)***

In Key Stage 3 students will learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They will learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, and sources of advice and support. Key questions and content covered in each year are as follows:

#### **Year 7**

Keeping good friendships

Family relationships – the different types and why we don't always get along.

#### **Love and relationships – falling in love and dealing with new feelings**

Bullying or banter? Why do people bully others and how can we help stop this?

What is cyberbullying? Why do people bully online?

How do we keep safe and positive relationships? (On and offline)

What is my personal identity and why is diversity important?

#### **Year 8**

#### **How do we have safe sex and use different forms of contraception?**

#### **How do we keep good sexual health and avoid STIs?**

#### **What is consent and why is it important we know about it?**

What is sexting and why is it so risky to send personal images?

#### **What is pornography and why can it be harmful?**

How can we prevent radicalisation and recognise the signs of extremism?

Where does extremism come from?

How do religious extremists attract converts?

Islamophobia, stereotyping, discrimination, and prejudice: Religious Focus.

How can British Values teach tolerance and the respect of others?

Domestic conflict – why do people run away from home and why is this so dangerous?

Body image and the media: A male focus

#### **Year 9**

#### **Who are the LGBTQI+ community and what would they like us to know?**

Why are British communities so diverse? Immigration and diversity.

What are domestic violent and abusive relationships?

Healthy and unhealthy relationships?

#### **Child Sexual Exploitation (CSE) – How are children and young people lured into dangerous relationships and what do these look like?**

Body image and the media: A female focus.

Does the media contribute to eating disorders?

Can we respect and celebrate British values and the religion and culture of our choice?

What is peer pressure? Why is it so powerful and how can we overcome this?

#### **Key Stage 4 (Years 10 and 11)**

In Key Stage 4 students will learn to recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice. They will learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol and other substances. Arguments around moral issues such as abortion, contraception and the age of consent will also be considered. Key questions and content covered in each year are as follows:

#### **Year 10**

##### **Same sex relationships**

What are forced and arranged marriages and what do we need to know?

##### **Gender and Identity – including transgender identity**

How can we manage conflict successfully?

Why do sexism, gender prejudice and stereotypes still exist?

What is community cohesion and why is this important?

##### **Revenge porn – What is this and how can we prevent ourselves from being victims?**

Do we have healthy or unhealthy relationships with our role models?

Harassment and stalking – what are these things and what does the law say about it?

Parenting – the different types and styles and looking after a child.

#### **Year 11**

Bully or body shaming?

Relationships and Break Ups

##### **What is 'Good' sex?**

##### **Why is it essential we know about consent, rape, and sexual abuse?**

How can we make ourselves and other people feel more positive and why happiness is important?

##### **Relationship types and sexuality**

##### **What do we mean when we talk about safe and unsafe sex?**

By the end of secondary school (for respectful relationships including friendships) students should know:

- The characteristics of positive and healthy friendships (both on and offline) including trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

By the end of secondary school (for intimate and sexual relationships, including sexual health) students should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy, and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Students will be made aware of the relevant legal provisions when relevant, sensitive topics are being taught, these include:

#### *Marriage*

Under the provisions of the Equality Act, we must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

#### *Puberty and periods*

This follows clear, scientific explanations, where the students aim to answer: What happens? When it happens? And why it happens? throughout both topics. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Students will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, we will also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.

#### *Consent, including the age of consent*

Students should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

#### *Violence against women and girls*

We will refer to the DfE guidance, Sexual violence and sexual harassment between children in schools and colleges (2018). The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. Awareness will be drawn to the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

Any report of sexual violence or sexual harassment should be taken seriously; students will be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other. An understanding for all students of healthy relationships, acceptable behaviour, and the right of everyone to equal treatment will help ensure that students treat each other well and go on to be respectful and kind adults.

*Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, pornography etc.)*

Students will be well informed about their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. Attention will be drawn to online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online, also with a focus on what material should not be provided to others that they would not want shared further and not to share personal material which is sent to them. Students will understand what to do and where to get support to report material or manage issues online. The impact of viewing harmful content, that specifically sexually explicit material e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

*Pregnancy*

Students will understand that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). It is accepted that abortion is an emotive issue and that any teaching must present a balanced view that respects a range of religious beliefs and takes into account the law relating to abortion. Teaching this topic provides an opportunity to establish fact, clarify thinking and explore values and beliefs. Different types of contraceptive methods will be dealt with generally together with information about agencies which offer help and advice.

*Sexuality/Gender Identity*

Effective RSE does not encourage early sexual experimentation. It will teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Our effective RSE also supports people, throughout life, to develop safe, fulfilling, and healthy sexual relationships, at the appropriate time. Students will be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive, and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same sex relationships.

*HIV/AIDS/Sexually Transmitted Infections*

The publicity in public health campaigns and strong media attention has put AIDS into the language of even very young children. Students in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours (for young children, for example, picking up discarded needles or any skin piercing; for older students sharing needles and specific sexual behaviour). All need to learn that there are no risky groups, only risky behaviours, and that there is no danger from persons with AIDS in any normal social contact. Although HIV and AIDS have received the majority of publicity in recent years, young adults need to know that there are other sexually transmitted infections that are more prevalent.

*Substance misuse*

Students will understand the facts about legal and illegal drugs and their associated risks, including the link between drug (including alcohol and smoking) use, and the associated risks (both physical and psychological), including the link to serious mental health conditions. There is a strong focus on the law relating to the supply and possession of illegal substances. Alongside this, the physical and psychological consequences of addiction, including alcohol dependency and the awareness of the dangers of drugs which are prescribed but still present serious health risks. The lessons will focus on the facts about the harms of these and links these can have to medical issues.

*Violence and exploitation by gangs/Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)*

'County lines' is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. Students will learn what to look out for, with a focus on online behaviour, and what measures they should take if they ever experience this. There will be a focus on understanding what exactly violence and exploitation by gangs and criminal exploitation is as well as the legal implications surrounding participating in these events. Students will understand how to report these offences and the impact this can have on young people and adults.

*Extremism/Radicalisation/Hate Crime*

We aim to build students' resilience to extremism and radicalisation by supporting inclusion and a sense of belonging in the community and by providing a safe environment for all students. Students will develop knowledge and understanding of the factors that lead to extremism/radicalisation, and skills such as critically evaluating the media and the messages of charismatic speakers and groups, as well as developing attributes such as resilience, empathy and respect for others. Wye School already promotes spiritual, moral, social, and cultural development of students and, within this, fundamental British values.

*Sexual Exploitation*

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. In an age-appropriate way, we will raise students' awareness of exploitative situations, contexts and relationships, and ways in which they can protect themselves from this. Through our e-safety programme we will alert students and their parents to online dangers and how they can protect their privacy and themselves. They will be educated about sharing images, sexting and interactions with those they do not personally know. Staff have all been trained on safeguarding and have read Keeping Children Safe in Education and know about sexual grooming and exploitation and the forms it takes, and that they should report any safeguarding concerns of this nature to the Designated Safeguarding Lead.

*Female genital mutilation (FGM)*

We will address the physical and emotional damage caused by female genital mutilation (FGM). Students will also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. We are mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support. Guidance is taken from the PSHE Association and the Female Genital Mutilation Act (2003). FGM is illegal in the UK and all staff have all been trained on safeguarding and have read Keeping Children Safe in Education and know about Female Genital Mutilation and know that they should report any safeguarding concerns of this nature to the Designated Safeguarding Lead. A Factsheet on FGM can be found [here](#).

**Safe and effective practice**

We will ensure a safe learning environment by ensuring that no personal stories are shared and creating a safe learning environment where there is the opportunity to ask questions is deeply rooted. Where there are matters of negative behaviours, the school behaviour policy will be followed. Teachers and students will agree

ground rules by being reminded of expectations, participating in lessons, and following the school ethos and behaviour management system. Sensitive issues will be handled by classroom management and contact home will be made if there is an issue in class.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will follow the safeguarding procedures at school should a disclosure be made. Visitors and external agencies which support the delivery of RSE will be required to pass on any concerns or disclosures that are made to a member of staff.

### **Engaging stakeholders**

Parents will be consulted on the policy, and it will be made available to parents through the school website. We are committed to working with parents to ensure that they are fully aware of what is being taught by publishing the curriculum on our school website. The views of parents will be borne in mind when implementing this policy and parents are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the school. Students are invited to provide feedback on the PSHE and RSE curriculum through end of topic student evaluations and through School Council meetings which are held throughout the academic year. This policy will be reviewed annually.

### **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE through staff meetings, joint planning, and lesson observations. Students will be encouraged to reflect on their own learning and progress by having autonomy over their learning outcomes and meeting these by the end of their lessons. Assessment in RSE will follow the same approach as PSHE; it is student-centred, with self-reflection and evaluation after every lesson. Students will reflect on their own learning and track their own progress. For Years 7-9 and 12-13, students will be expected to complete an extended piece of writing that will be either self/peer assessed following the Wye School marking policy. Years 10 and 11 are expected to complete a self-evaluation at the end of each lesson. Teachers will regularly verify students' progress and self-assessment.

### **The Right to Withdraw**

Parents and carers have the right to withdraw their child from RSE content that is not part of statutory National Curriculum Science, or any other category within the PSHE curriculum. Parents and carers are, therefore, only able to withdraw their child from RSE content that is marked in bold under the Curriculum section of this policy. If a parent or carer wishes to withdraw their child from some or all of the RSE content, a request should be made in writing to the school. Withdrawal will not be automatic, the Principal or his delegate will have a discussion with the parent or carer, and if appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered. The Principal or his delegate will also discuss with the parent the benefits of the child receiving this important education and any detrimental effects, including social and emotional effects, that withdrawal might have on the child. If the parent or carer still wishes to withdraw their child from some or all of the taught RSE content, this should be respected, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. It is important that parents understand that the timetable provides a PSHE teacher for their child at set times and other staff are teaching other lessons and are not available to teach alternative lessons to children withdrawn from RSE.

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the sex education programme. In such cases, particularly since they may involve students whose parents have withdrawn them from sex education as such, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.

Avoiding sensitive or controversial issues does not make them go away and can leave children and young people confused and at risk. United Learning and the LGB will expect teachers to draw upon their professional

judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.

A relationships and sex education programme is not just what is taught in classrooms. Young people learn much from the overall ethos of the school from the attitudes of staff, from relationships, and from a sensitive and affirming environment. It is important that all staff actively adopt the principles of this policy whether or not they are directly deployed for the delivery of the relationships and sex programme. In that way they will be enabled to make a positive contribution to the policy and the development of young people.

Whilst parents and carers do have the right to withdraw, we would urge parents to carefully consider that this education is important and how they would plan to deliver this education at home instead.

#### **Appendix 1: Confidentiality Policy**

Staff must adhere to the policy on confidentiality between themselves and students as set out within this section. However, staff cannot and should not offer or guarantee absolute confidentiality. If confidentiality has to be broken the student should, if at all possible, be informed first and then supported as appropriate. It is only in the most exceptional circumstances that a school should be in the position of having to manage information without parental knowledge. Where younger children (normally under the age of 16) are involved, there will be grounds for serious concern and child protection issues will need to be addressed.

Students should be encouraged to talk to their parents and given support to do so. If there is evidence of abuse, the safeguarding procedure should be adhered to, ensuring that students are informed of sources of confidential help, for example, a GP or local young person's advice service.

## Year 7 – Example Lesson Resources

 Exploring Vocabulary 

# representation

(noun)

showing or describing something in a particular way,  
usually because of your own personal beliefs

 **Academic example:** The representation of women in the media had been negative for many years.

Photo attribution: https://pixabay.com/photos/woman-media-newspaper-111111/

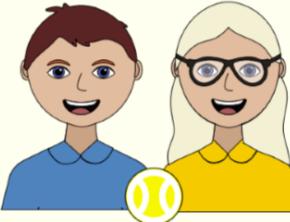
 Exploring Vocabulary 



This is Kygo.  
His owner took him for a walk in the park. He was off the lead and ran over to Jasmine and James.  
He jumped up at them, trying to take took the ball that they were playing with.

Image generated by AI. Image attribution: https://pixabay.com/photos/dog-german-shepherd-111111/

 Exploring Vocabulary 



Kygo was off the lead and ran over to Jasmine and James.  
He jumped up at them, trying to take took the ball that they were playing with.

Photo attribution: https://pixabay.com/photos/boy-girl-kids-111111/

 Exploring Vocabulary





Jasmine has grown up with dogs and loves them.  
She tells her parents about Kygo when she gets home.  
She says that Kygo was so friendly and cute. She says that he wanted to play.

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 Exploring Vocabulary





James was bitten by a dog when he was younger and is afraid of dogs.  
He tells his parents about Kygo when he gets home.  
He says that Kygo was out of control and attacked them. He said they were lucky to avoid being bitten.

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 Exploring Vocabulary





**presentation**  
We experience the actual event.



Dogs are playful



**RE-presentation**

We process it through the lens of our own experiences and beliefs.



Dogs are dangerous



**RE-presentation**

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## Exploring Vocabulary



The media also do this when they report on events.

**presentation**

processing through the lens of beliefs

**RE-presentation**

Image generated by AI, original prompt: a woman in a blue swimsuit standing by a pool

Image generated by AI, original prompt: a woman in a blue swimsuit standing by a pool

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## Exploring Vocabulary



**presentation**

processing through the lens of beliefs

**RE-presentation**



'women should be thin'

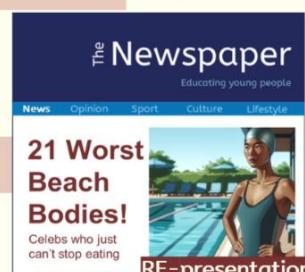


Image generated by AI, original prompt: a woman in a blue swimsuit standing by a pool

Image generated by AI, original prompt: a woman in a blue swimsuit standing by a pool

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## Exploring Vocabulary



# stereotype

(noun)

a simple and often unfair idea about a group of people; these ideas aren't true for everyone and can lead to wrong assumptions about individuals



**Academic example:** Young people are often stereotyped as being rude and lazy.

Image generated by AI, original prompt: a handshake

Image generated by AI, original prompt: a handshake

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## PSHE Lessons – RSE and health (those underlined are statutory content)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 7	Valuing myself and others	Amplifying Voices	<u>Making Safe Choices</u>	<u>Making Safe Choices</u>	<u>Healthy Futures</u>	Healthy Futures
Yr 8	<u>Building Perspectives</u>	<u>Building Perspectives</u>	Intimate Relationships	Intimate Relationships	Making Good Decisions	Risks and attitudes
Yr 9	<u>Mental Health</u>	<u>Health decisions</u>	Self Esteem	Identity	<u>Fertility and reproduction health</u>	<u>Sexual relationships</u>
Yr 10	<u>First Aid</u>	Personal Safety	<u>Making Choices</u>	Building resilience	<u>Respectful relationships</u>	<u>Family relationships</u>
Yr 11	<u>Adult Health</u>	<u>Mental Health</u>	<u>Relationships</u>	<u>Navigating the adult world</u>	Revision Skills	

**Life Skills – delivered in tutor sessions.** Study skills, Citizenship and Managing finances (**those underlined are statutory content**)

Yr 7	Sharing perspectives/presenting myself well	<u>Social Media &amp; financial decisions</u>	Values – health and inequality	Values – Family & relationships	Growing and thriving – Peer groups	Growing and thriving- Sexuality
Yr 8	<u>My place in the world – building trust</u>	My place in the world - boundaries	Health – First Aid	Health Decisions	The law: rights responsibilities	Consumer rights
Yr 9	Democracy and law	<u>Protected characteristics</u>	Managing Finances – loans, mortgages	Managing Finances - debt	<u>Discrimination</u>	Criminal Justice systems
Yr 10	Managing workloads	Revision skills	<u>Online safety and fake news</u>	Environmental issues and charity	Social Justice	Legal rights and responsibilities
Yr 11	Job and Education applications – interview, applications	Job and Education applications – interview, applications	Professional Skills	Managing stress and revision		