

Relationships and Sex Education Policy (RSE) for Secondary Schools

1. Name of School: Uppingham School

Date of Policy: January 2024

Date of Review: September 2024

This policy was developed in response to: **Relationships Education, Relationships and Sex Education and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (published 2019, updated July 2020)**

This policy has links to the Anti-bullying Policy, PSHEE (Wellbeing) Policy and also to the Child Protection Policy.

This policy should be read in reference to the following documents:

- Equality Act (2010)
- Keeping Children Safe in Education (2021)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019)

The policy was developed by RHK (Assistant Head Pastoral) in consultation with KMW (Senior Deputy Head), RKGH (Director of Wellbeing) and the working group for policy development.

Overall responsibility for the RSE policy lies with the Trustees and the Headmaster, although the direction and delivery of RSE is overseen by the Assistant Head: Pastoral and the Director of Wellbeing.

2. The consultation process has involved:

- Consultation with wider school community e.g. Woodfield, Pupils, Parents, Matrons, DSLs, Chaplain, Director of Wellbeing, Head of Lower School, Heads of Department.
- Consultation with external agencies eg RSE conferences, Medical professionals, Bish training, Leicester City Council (Alison Spooner)
- A regular parental review will take place every three years.

3. What is Relationships and Sex Education?

The term Relationships and Sex Education RSE- is used in this policy rather than sex education. This is to stress that we go beyond the provision of biological information and also focus on attitudes and values, developing self-esteem and helping to provide the skills needed to manage relationships.

According to the DfE guidance (2019),

“Today’s children and young people are growing up in an increasingly complex world and living seamlessly on and offline. This presents many

positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

4. Principles and Values

Uppingham School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to our community and aim to support each individual as they grow and learn.
- Be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage the respecting of different views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. 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.

Relationships and Sex Education at Uppingham School has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience
- learning the value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of children
- learning about the value of respect, love and care
- exploring, considering and understanding moral dilemmas

- learning to respect and value difference and diversity including diverse family models, genders and sexualities
- learning about the rights and responsibilities to oneself and others
- understanding responsibility for one's own safety and that of others both in the real and digital world
- understanding the importance of equality concerning genders and sexuality
- learning that violence and coercion in relationships is unacceptable

Skills

- learning to recognise one's own emotions and those of others
- learning to manage emotions and relationships with confidence and sensitivity
- learning to manage change
- developing self-respect
- learning how to use appropriate language in the real and the digital world
- learning to be empathetic to others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to identify risk in relationships both in the real and digital world
- learning how to recognise and avoid exploitation and abuse
- learning how to keep oneself safe and how to extricate oneself from an unsafe situation
- developing critical thinking
- learning to make and carry out informed decisions
- developing decision-making skills both in the real and the digital world
- developing an appreciation of the consequences of choices both in the real and digital world
- learning to manage conflict and developing negotiation skills
- learning how to cope with and resisting unwelcome peer pressure
- learning to communicate openly and respectfully about relationships and sex
- learning how to ask for help and accessing advice/services

Knowledge and Understanding

- learning and understanding emotional and physical development at appropriate stages
- learning about the impact of stereotyping and negative language – learning about and understanding reproduction
- learning about a safe and healthy lifestyle based on accurate information – understanding the positive benefits of loving, rewarding and responsible relationships
- learning protective behaviours
- understanding the nature of consent
- learning about the impact of coercion and violence
- knowing where to seek appropriate help and advice

5. Aims

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be discerning in their relationships and sexual behaviours and are more likely to have fulfilling relationships.

There is no evidence to suggest that RSE makes students more likely to enter into sexual activity.

Uppingham School believes that pupils have an entitlement to age and circumstance appropriate RSE.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

- Understand how there may be links to other issues in PSHEE and to be able to manage the pressures a 'party atmosphere' may bring.

6. Organisation and Content of Sex and Relationship Education

Uppingham School specifically delivers Relationships and Sex Education through its Wellbeing Programme (lessons and talks), although some aspects are also delivered in academic lessons such as in RS lessons and Science lessons in KS3, and KS4. There are also parts of the programme that are delivered in the boarding Houses by external professionals, matrons, tutors and Heads of House (HSMs).

Much of the Relationships and Sex Education at Uppingham School takes place within timetabled Wellbeing lessons. Wellbeing teachers generally deliver the Wellbeing Curriculum with support from professionals, the Director of Wellbeing and the Assistant Head Pastoral where appropriate. In the Fourth Form, Lower Fifth and Upper Fifth, pupils have one Wellbeing lesson a week. L6th pupils participate in a talks programme each week.

Tutors and HsMs work closely with their pupils over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. Therefore we endeavour to ensure that Tutors and HSMs provide more bespoke and personalised RSE education in the Houses when appropriate.

RSE lessons are set within the wider context of the Wellbeing curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of fertility and puberty are also included. The Science National Curriculum is largely followed by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

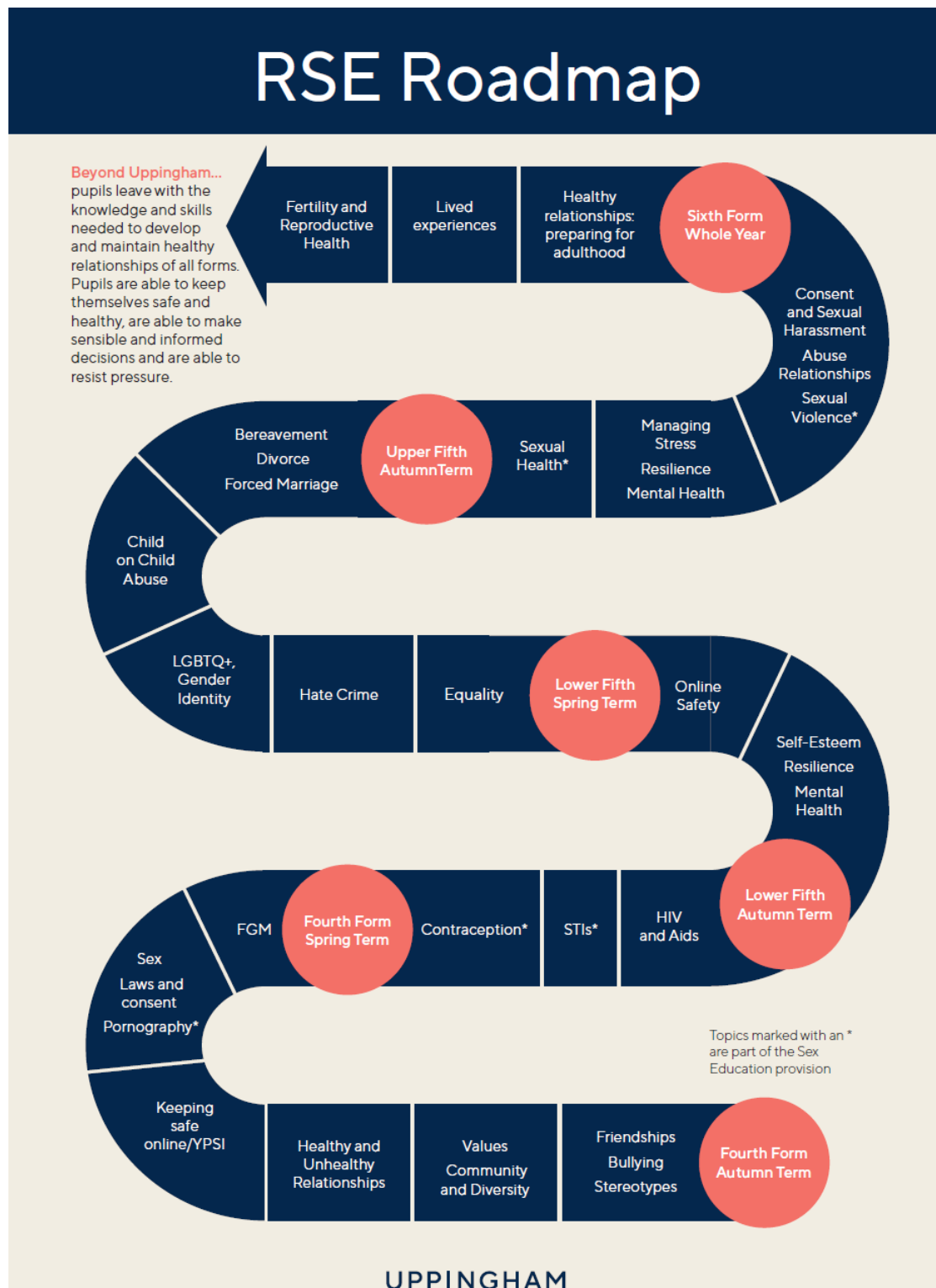
Pupils in all year groups also receive talks from internal and external speakers on a yearly cycle which include RSE topics (eg consent). The content of these talks is dependent on feedback from the pupil surveys and also allows us flexibility to address current issues in the School or nationally.

A focus on the importance of relationships is also a crucial part of our RISEupp Framework, which is a whole school pastoral framework designed to allow pupils to work towards positive wellbeing.

RSE Programme

At the start of the Fourth Form, all pupils' previous RSE is audited through the use of a survey. Pupils are asked what they have been taught in previous schools and how confident they feel in each area. This is because of the nature of a 13+ entry boarding school with a diverse and multi-national intake. The results of this survey help inform the programme of additional speakers

and workshops and therefore the timing and content of lessons/sessions may vary year on year although the broad topics remain the same.



Safe and Effective Practice

It is imperative that RSE is conducted in an environment which is open and safe for pupils. As such, teachers, nurses and those helping to deliver aspects of RSE are expected to establish clear ground rules and boundaries, being sensitive to the needs of the group and any individual needs. Particular attention should be given to ensure there is fair treatment of any pupil with SEND, or a protected characteristic, and pupils should be signposted to who they can speak to should they have any concerns about any aspect of RSE (these can be found on the Safeguarding Hub or the 'Advice and Support' posters on house notice boards.)

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Those delivering RSE sessions should be aware of 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; staff should 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.

In-house sessions which are delivered by, or overseen by a school nurse, are valuable in signposting pupils to the confidential sexual health services offered by Woodfield Health Centre and the Uppingham Surgery.

Wellbeing teachers receive regular guidance in department meetings about the delivery of sensitive topics.

Methodology and Resources

A wide range of teaching methods are used so that pupils can participate actively in their own learning. Quizzes, case studies, scenarios, role plays, guest speakers, group discussion and debate are all utilised throughout the RSE Programme. Teaching resources are kept up to date and are selected carefully for their appropriateness to the pupils.

If a teacher is uncomfortable with delivering part of the curriculum, support is offered by the Assistant Head: Pastoral, Director of Wellbeing or by more experienced teachers/HSMs/Tutors.

Monitoring and evaluation

The programme is regularly evaluated by the Assistant Head: Pastoral and the Director of Wellbeing and the views of pupils and teachers are used to make changes to the programme on a regular basis. Current issues/news items are also incorporated into the curriculum to make it relevant to pupils.

Informal assessment is carried out during Wellbeing lessons and comprises of questionnaire feedback and summary sheets. We also include assessment points during Wellbeing lessons but these are not reported on formally. Pupils are encouraged to reflect on their learning throughout the course. 4th Form matron meetings and reports also allow pupils the chance to reflect on their progress within the RISEupp framework.

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular topics in mixed groups. Our RSE education therefore allows for some elements of RSE to be delivered in single sex groups in Boarding Houses.

Students with Special Needs

We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

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 sex and relationship education is relevant to them. LGBTQIA+ content is included throughout our curriculum from the Fourth Form upwards and fully integrated into our lessons and resources. Our pastoral support will also take into account the needs of gay, lesbian, transgender or bi-sexual students. We shall actively tackle any homophobic bullying.

Gender

Both boys and girls have the right to equal RSE at Uppingham School and we consider topics and approaches that actively engage both. We shall also be proactive in combating sexism and sexist bullying. By delivering selected parts

of the curriculum in mixed sex groups, pupils are able to listen to, and engage with the views of people of differing genders to themselves.

8. Working with Parents/carers and the wider community

Uppingham School works closely with parents/carers when planning and delivering RSE sessions and aims to inform parents in advance of what will be covered in Wellbeing lessons. Parents are given opportunities to fill in surveys and participate in forums when necessary.

9. Right of Withdrawal of Students from Sex Education within RSE

Parents have the right to withdraw their children from some or all of the sex education delivered as part of statutory RSE. This does not include those parts which are in the wider statutory curriculum (i.e. in Science lessons).

Parents are encouraged to discuss their decisions with the Assistant Head: Pastoral and the Headmaster at the earliest opportunity. Once those discussions have taken place, except in exceptional circumstances, Uppingham School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, Uppingham School will make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headmaster may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, Uppingham School will ensure that the pupil receives appropriate, purposeful wellbeing education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

Parents are welcome to review any RSE resources the school uses.

10. Safeguarding, Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

It is recognised that effective RSE may give rise to disclosure and any safeguarding or child protection concerns arising within, or as a result of RSE should be reported immediately to the DSL or a member of the Safeguarding team.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be referred to the Designated Safeguarding Lead under the School's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where Child Protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the School's confidentiality policy.

11. Support available to pupils

The school takes its role in the promotion of pupil welfare seriously. Staff endeavour to make themselves approachable and provide caring and sensitive pastoral support to pupils. Staff may be approached through the pastoral system and offer support if appropriate. Health care is provided on site and if necessary, pupils can be referred to internal or external counselling provision. The school will keep up to date with the development of local services and national agencies/helplines.

12. Ensuring provision of RSE during periods of remote learning

Where possible, RSE lessons will be delivered remotely by the class teacher or group facilitator and resources will be adapted to ensure they are appropriate for pupils isolating or working from home. Where lessons are judged to include sensitive material that is not suitable to teach remotely, we will arrange catch up sessions for those pupils/year groups when they return to school, even if this carries over into the next academic year. We will also offer parents support in having conversations with their children whilst they are at home.

APPENDIX A:

The RSE curriculum (Taught as part of an overall Wellbeing Curriculum)

Fourth Form Autumn Term				
Lesson	Learning Objectives	Learning Outcomes	RISEupp Link	Other Information
Who am I? What are my personal values?	<ul style="list-style-type: none">• To consider what shapes your own identity• To evaluate personal strengths, positive qualities and values• To reflect on my identity in order to enhance personal development	<ul style="list-style-type: none">• All students will be able to discuss what makes them, them.• All students will use critical thinking skills to evaluate their own strengths, qualities and values.• All students will consider one change that they will try and make enhance their own personal development.	SELF	RSE Survey 1 st or 2 nd week
British Values 1	<ul style="list-style-type: none">• To know what the 4 British values are.• To understand the BVs and relate it to personal values, stating the positives and negatives surrounding each one.• To evaluate the impact British Values have; both individually and from a wider perspective, giving examples to support.	<ul style="list-style-type: none">• All students will be able to identify what all 4 British Values are.• All students will be aware of the background surrounding British Values, where they originated from and why they came to light.• All students will consider the positives and negatives of each one in a specific context (e.g. school perspective, as a country, etc).	ENGAGEMENT	

British Values 2 and Community	<ul style="list-style-type: none"> To learn what diversity means. To understand the culture and diversity of Great Britain. To reflect on the culture and diversity in our school. To consider the communities we are a part of. 	<ul style="list-style-type: none"> All students will be able to evaluate the impact each British Value has on individuals, communities & schools by having these in place. All students will understand the different cultures that make up our school. 	ENGAGEMENT	
Anti-Bullying 1 and the Bystander Effect	<ul style="list-style-type: none"> To define what is meant by the terms bullying and bystander. To understand the actions that can be taken to challenge bullying To know where to go for support around bullying in school. 	<ul style="list-style-type: none"> All students will be able to describe the terms bullying and bystander. All students have understand strategies to challenge bullying. All students will know at least place to go for support in school. 	RELATIONSHIP S	Anti-Bullying Week – November
Anti-Bullying 2 - The Impact	<ul style="list-style-type: none"> To understand the impact of bullying on wellbeing. To consider both the potential impacts on physical and mental health. 	<ul style="list-style-type: none"> All students will consider the impact of bullying on wellbeing, including cyber bullying on physical and mental health. 	RELATIONSHIP S	
Healthy and Unhealthy Relationships	<ul style="list-style-type: none"> To maturely discuss relationships. To consider a range of factors that influence relationships. To explore different types of relationships and reflect on what makes a healthy relationship. 	<ul style="list-style-type: none"> All students will have considered the impact that relationships can have on our lifestyles. All students will reflect on the qualities that build positive relationships. All students will evaluate qualities that can negatively impact on relationships and lifestyles. 	RELATIONSHIP S	Alison Spooner RSE Talk – November Links to Abusive Relationships Lower Fifth and Upper Fifth

Youth Produced Sexual Imagery	<ul style="list-style-type: none"> To understand what Youth Produced Sexual Imagery is. To understand the legal, social and emotional consequences linked to YPSI. To know where to go for signposting and further support around YPSI. 	<ul style="list-style-type: none"> All students will be able to define Youth Produced Sexual Imagery. All students will be able to explore a range of scenarios and the associated risks and consequences. All students will reflect on the impact that healthy relationships can have and the wider impacts of YPSI. 	RELATIONSHIP S	Links to Online Safety Lower Fifth
Fantasy v Reality – pornography and the online world	<ul style="list-style-type: none"> To know what pressures there are on people to have idealised body types, images and relationships. To understand the dangers and risks surrounding watching pornography. To analyse the impact pornography has on individuals and their perceptions of sexual relationships. 	<ul style="list-style-type: none"> All students will be able to define what is meant by pornography. All students will be able to explain myths associated with pornography. All students will analyse the consequences of watching pornography. 	RELATIONSHIP S	
Consent and Sexual Harassment	<ul style="list-style-type: none"> To define what is meant by consent. To know and understand what consent means in a variety of different contexts. To identify language and behaviours that communicate wants, needs and consent in a variety of contexts. 	<ul style="list-style-type: none"> All students will be able to define the term consent and understand what is meant by consent. All students will be able to identify a range of scenarios where consent needs to be given. All students will reflect on how 	RELATIONSHIP S	Links to Consent and Sexual Harassment Upper Fifth Autumn Term

		consent can be given and also revoked.		
Female Genital Mutilation	<ul style="list-style-type: none"> To know what FGM means. To understand the laws around FGM both nationally and globally. To be able to evaluate the impact of FGM. 	<ul style="list-style-type: none"> All students will be able to define what FGM means. All students will understand the laws around FGM in different countries. All students will be able to explain the physical and emotional impact that FGM can have. 	RELATIONSHIP S	
Fourth Form Spring Term				
Lesson	Learning Objectives	Learning Outcomes	RISEupp Link	Other Information
Contraception	<ul style="list-style-type: none"> To know the different forms of contraception To understand what categories they fall into and why, offering examples To evaluate the effectiveness of the different contraceptives, analysing the positives and negatives of them 	<ul style="list-style-type: none"> All students will be able to list different forms of contraception. All students will understand why a range of contraceptive offers are available. All students will understand signposting, guidance and what the law says about sexual relationships and contraception. 	RELATIONSHIP S	<p>Links back to Healthy Relationships – 4th form Autumn Term</p> <p>Links to Sexual Health – Upper Fifth Autumn Term</p>

STIs	<ul style="list-style-type: none"> To know some of the STIs that you can catch through having different forms of sexual activity. To understand and explain the risks and symptoms associated with catching either a viral, bacterial or parasitical STI. To be able to evaluate and compare the long and short term impact that a variety of STIs can have. 	<ul style="list-style-type: none"> All students will be able to name a range of STIs and describe at least one in detail. All students will be able to assess the risks and symptoms associated with a particular STI. All students will be able to compare different STIs evaluating the long and short term impact they can have. 	RELATIONSHIP S	
HIV and Aids	<ul style="list-style-type: none"> To know the three ways in which HIV can be contracted. To explain how someone can protect themselves from contracting HIV. To analyse the impact of living with HIV. 	<ul style="list-style-type: none"> All students will develop an understanding of how HIV can be contracted. All students will explain the signs and symptoms of HIV and explain the testing process as well as how someone can protect themselves. All students will evaluate the long- and short-term impact that living with HIV can have on individuals. 	RELATIONSHIP S	
Lower Fifth Autumn Term				
Lesson	Learning Objectives	Learning Outcomes	RISEupp Link	Other Information
Growth Mindset	<ul style="list-style-type: none"> To learn the definition of what growth mindset actually means. To understand and distinguish what is a fixed mindset and what is a growth mindset. To identify and evaluate their own mindset and if there are areas that 	<ul style="list-style-type: none"> All students will be able to define what growth mindset means All students will use their knowledge to be able to differentiate what is growth mindset and what is not All students will reflect and look 	SELF	Links to Exam Stress Upper Fifth Autumn Term

	they can develop	at their own mindset applied to different areas of their life		
Perfectionism	<ul style="list-style-type: none"> To consider the concept of what perfectionism is. To understand that trying to be perfect has positives and negatives. To be able to apply strategies to combat perfectionism to an article. 	<ul style="list-style-type: none"> All students will understand the concept of perfectionism. All students will understand that toxic perfectionism exists and can have a negative effect. All students will evaluate an article about perfectionism 	SELF	
Mental Health (2 lessons - 2nd lesson can be students teaching others about a particular mental health condition)	<ul style="list-style-type: none"> To develop our awareness of mental health & mental health conditions To consider the language we use when discussing mental health To reflect on the impact that mental health has on people's lives 	<ul style="list-style-type: none"> All students will have a greater understanding of a range of mental health issues All students will thoughtfully consider the language that we use around mental health All students will know where to go for support and guidance around mental health concerns for themselves or others. 	SELF ENGAGEMENT	Links back to Healthy Lifestyles 4 th form Spring Term
Assessment 1: Mental Health - Project	<ul style="list-style-type: none"> To take ownership of mental health and design a new initiative to raise awareness - a newspaper article, a school poster, a campaign, a letter to an MP.... 	<ul style="list-style-type: none"> All students will produce a piece of work that demonstrates their awareness and understanding of mental health. All students will create, critique and analyse in order to 	SELF ENGAGEMENT	

		implement their new initiative.		
Lower Fifth Spring Term				
Lesson	Learning Objectives	Learning Outcomes	RISEupp Link	Other Information
Women's Rights Around the World	<ul style="list-style-type: none"> To consider the rights of women around the world in relation to abortion. To evaluate the wider impact of the issues on individuals, communities and societies. To reflect on the world in which some women are living, compared to our own. 	<ul style="list-style-type: none"> All students will have a well-rounded overview of issues around the world in relation to women and abortion. All students will engage with a range of views across the debate around abortion rights. All students will reflect thoughtfully on the impact of this topic. 	ENGAGEMENT	Links back to Values and Healthy Relationships 4 th form Autumn Term
Abortion Laws	<ul style="list-style-type: none"> To consider the rights of women around the world in relation to abortion. To evaluate the wider impact of the issues on individuals, communities and societies. To reflect on the world in which some women are living, compared to our own. 	<ul style="list-style-type: none"> All students will have a well-rounded overview of issues around the world in relation to women and abortion. All students will engage with a range of views across the debate around abortion rights. All students will reflect thoughtfully on the impact of this topic. 	ENGAGEMENT	

Hate Crime and the Law	<ul style="list-style-type: none"> • To understand the definition of hate crime • To explore the wide-reaching impacts that hate crime and discrimination can have on individuals and communities. • To understand where support is available to report hate crime and discrimination. 	<ul style="list-style-type: none"> • All students will be able to define hate crime and give examples. • All students will evaluate the impact that hate crime and discrimination can have. • All students will understand where signposting and support is available around hate crime and discrimination. 	ENGAGEMENT	Wellbeing Week – Equality, Diversity and Inclusion – February Links to Community and Diversity 4 th from Autumn Term
LGBTQ+ Rights	<ul style="list-style-type: none"> • To explore a topical issue associated with LGBTQ+ issues around the world. • To present back an issues as part of a group. • To develop awareness of the differences between gender identity and sexuality and the impact that these can have on individuals in different situations around the world. 	<ul style="list-style-type: none"> • All students will have developed an in-depth knowledge of one area of conflict with regards to LGBTQ+ around the world. • All students will feedback information with a focus on the language used. • All students will reflect on the impact that these issues can have on individuals and wider communities around the world. 	RELATIONSHIP S ENGAGEMENT	
Gender Identity	<ul style="list-style-type: none"> • To know what gender identity is, in particular non-binary gender identity. • To understand the different ‘umbrella’ terms associated with gender identity. • To analyse the terms and what the meanings are, using examples to support this. 	<ul style="list-style-type: none"> • All students will be able to define gender identity and non-binary gender identity. • All students will be able to explain three key terms. • All students will evaluate the meaning of language and the impact that it can have on our views and attitudes. 	RELATIONSHIP S ENGAGEMENT	

Bereavement	<ul style="list-style-type: none"> • To know what bereavement and grief means. • To understand that people grieve in different ways and for different periods of time. • To know where to go for support and how to support others. 	<ul style="list-style-type: none"> • All students will know the definition of bereavement. • All students will understand that people grieve in a variety of different ways. • All students will know where to go for support and how to support others. 	RELATIONSHIP S	
Marriage and Divorce	<ul style="list-style-type: none"> • To know what marriage and divorce constitutes. • To understand the different reasons why people may marry and divorce. • To be able to explain the impact divorce can have and to know where to go for support. 	<ul style="list-style-type: none"> • All students will be able to explain what marriage and divorce is and the different reasons for both. • All students will consider the impact divorce can have and where to go for support. 	RELATIONSHIP S	
Forced Marriage and Honour Based Abuse	<ul style="list-style-type: none"> • To recap key information around forced marriage and honour-based abuse • To understand that forced marriage and honour-based abuse are illegal in the UK • To know how you might see signs or indicators of forced marriage and honour-based abuse 	<ul style="list-style-type: none"> • All students will look at examples of case studies that explore forced marriage and honour-based abuse. • All students will understand the links between them and that they are illegal. • All students will know where to go for signposting and support. 	RELATIONSHIP S ENGAGEMENT	

Child Sexual Exploitation (refer back to FGM as additional)	<ul style="list-style-type: none"> To understand the different forms that CSE can come in To develop an understanding of what can make us vulnerable as individuals as well as what can protect us To know where to go for further information and support about CSE concerns 	<ul style="list-style-type: none"> All students will be able to recognise different forms that CSE can take. All students will explore how to keep themselves and others safe. All students will know where to go for further information, support and reporting of incidents of CSE. 	ENGAGEMENT	
Assessment 2: Equality, Diversity and Inclusion Essay	<ul style="list-style-type: none"> To reflect on all the topics studied this half term. To take ownership of a chosen topic and construct an intricate letter explaining your views. 	<ul style="list-style-type: none"> All students will write an essay with factual explanations of challenging topics All students will express an opinion that is balanced and well-rounded and shows good cultural awareness. 	ENGAGEMENT	

Upper Fifth Autumn Term

Lesson	Learning Objectives	Learning Outcomes	RISEupp Link	Other Information
Life Skills: Personal Safety (Nightlife)	<ul style="list-style-type: none"> To recognise the law regarding alcohol consumption To know key ways to stay safe on a night out To know what risks there 	<ul style="list-style-type: none"> All students will understand the laws related to alcohol consumption in the UK. All students will be able to identify risks associated with 	INDEPENDENCE SELF	

	are and how to minimise these	<p>drinking alcohol and how they can minimise these.</p> <ul style="list-style-type: none"> All students will understand practical strategies that they can use to stay safe whilst partaking in nightlife. 		
Life Skills: Sexual Health (recap contraception and STIs)	<ul style="list-style-type: none"> To know the different forms of contraception To understand what categories they fall into and why, offering examples To evaluate the effectiveness of the different contraceptives, analysing the positives and negatives of them 	<ul style="list-style-type: none"> All students will be able to list different forms of contraception. All students will understand why a range of contraceptive offers are available. All students will understand signposting, guidance and what the law says about sexual relationships and contraception. 	INDEPENDENCE SELF RELATIONSHIPS	<p>Alison Spooner RSE House Talks – November</p> <p>Links to Contraception and STIs Fourth Form Spring Term</p>
Life Skills: Consent/Sexual Harassment/Youth Produced Sexual Imagery	<ul style="list-style-type: none"> To build on the topics of pornography and domestic abuse to look at sexual violence and coercive relationships. To understand the laws around consent and sexual violence. To reflect on the impact that sexual violence can have on individuals and their relationships. 	<ul style="list-style-type: none"> All students will be able to define sexual violence and understand the links between pornography and domestic abuse. All students will understand the laws in place for sexual violence and the reasons that those are there. All students will produce a piece of reflective work that explores the impact that sexual violence can have. 	INDEPENDENCE SELF RELATIONSHIPS ENGAGEMENT	Links to Abusive Relationships Lower Fifth Spring Term
Life Skills - First Aid	<ul style="list-style-type: none"> To understand how to place someone in the recovery position. To understand how to preform CPR. To apply knowledge to practice first aid. 	<ul style="list-style-type: none"> All students will demonstrate putting someone into the recovery position and the importance of this. All students will understand how to perform basic CPR. 	INDEPENDENCE ENGAGEMENT	Links to First Aid Skills Fourth Form Summer Term

		<ul style="list-style-type: none"> All students will demonstrate these skills. 		
Managing Stress including exam stress	<ul style="list-style-type: none"> To consider all aspects of their life that could cause stress including exam stress. To understand the signs of stress and different techniques to manage stress. To be able to give advice to others that are stressed and apply these to real life situations. 	<ul style="list-style-type: none"> All students will be able to name at least 5 key stress factors on the stress scale. All students will understand the indicators of stress and strategies to manage stress. All students will be confident in managing stressful situations and help others. 	INDEPENDENCE SELF	Links to Growth Mindset and Perfectionism Lower Fifth Autumn Term
Resilience	<ul style="list-style-type: none"> To know what the word resilience means. To understand the concept and importance of resilience. To set goals for developing skills and strengths that will increase (future) resilience. 	<ul style="list-style-type: none"> All students will be able to confidently define what resilience means. All students will understand the concept and importance of resilience and how to build it. All students will create different scenarios and set goals for strategies to be resilient. 	INDEPENDENCE	
Coping Strategies and Mental Health (2 lessons)	<ul style="list-style-type: none"> To develop our awareness of mental health & mental health conditions To consider the language we use when discussing mental health To reflect on the impact that mental health has on people's lives 	<ul style="list-style-type: none"> All students will have a greater understanding of a range of mental health issues All students will thoughtfully consider the language that we use around mental health All students will know where to go for support and guidance around mental health concerns for themselves or others. 	SELF RELATIONSHIPS ENGAGEMENT	Links to Mental Health Fourth Form Spring Term and Lower Fifth Autumn Term

<p>Assessment 1: MH Individual Presentations</p>	<ul style="list-style-type: none"> • To demonstrate and show off a well-rounded understanding of physical health, mental health and mental health conditions 	<ul style="list-style-type: none"> • All students will be able to make the link between physical and mental health. • All students will explain a mental health condition of their choosing detail. • All students will be able to suggest coping strategies and how to support others 	<p>SELF ENGAGEMENT</p>	
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