

Relationships and Sex Education

Teacher guidance for key stage 3-4

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Foreword

The Healthy Child Programme aims to ensure children who grow up in Medway do so in an environment that promotes health and wellbeing and allows them to thrive. Helping children to fulfil their potential is one of our most important ambitions.

One key focus of the Public Health Directorate related to this aspiration, is forging effective partnerships with local schools to improve outcomes for young people in Medway. We will work to ensure young people develop the necessary knowledge, skills and attributes to make positive health choices and negotiate challenging situations.

The revised resource is available to all Medway secondary schools. Should they need to, local teachers are able to access additional bespoke support, directly from the Public Health Directorate. We have worked very closely with the PSHE Association and their specialist knowledge and experience has helped shape our RSE work. We believe this refreshed resource is based on current best practice. It offers a wide range of learning opportunities, to enable Medway's young people to access the high quality learning they deserve.

James Williams
Director of Public Health
Medway Council

What is RSE?

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being (adapted from [Sex Education Forum, 2021](#)).

Statutory requirements

Health, relationships and sex education are statutory requirements for all state-funded secondary schools, including academies and free schools.

All schools must have an RSE policy which addresses the content, delivery and withdrawal processes connected to teaching these important aspects of PSHE education. For further details on the requirements and best practice in developing a suitable policy, consult the [Department for Education's statutory guidance](#) and the PSHE Association's [Writing your school's relationships and sex education policy](#) guidance. Parental engagement is an important part of developing a school policy – see below.

RSE is most effective when embedded within a wider PSHE education curriculum. The PSHE Association's [Programme of Study](#) and [Programme Builders](#) provide further support to develop a comprehensive PSHE education curriculum.

Whole school approach

It is important to adopt a whole school approach to delivering RSE. Schools are required to have a copy of their RSE policy and an outline of the curriculum on their websites.

There is a statutory duty to engage with parents when developing the RSE policy and related programme. As part of this process, schools should:

- Share clear information concerning proposed policy and curriculum content, in an accessible way
- Give parents reasonable time to respond to the proposals, with a clear way for parents to communicate their views
- Refine the RSE policy and curriculum, giving due consideration to parental feedback, although schools retain the right to make the final decision based on their understanding of best practice and the needs of the students.

Further guidance on this process is available in the PSHE Association's [Guide to supporting parental engagement](#). The school community (including governors, leadership team, teachers, parents and students) should be kept informed of the planned programme of RSE. Before delivering the lessons, teachers should review the relevant school policies that they must adhere to.

It is also important to let relevant colleagues (particularly SLT) know the aspect of RSE being covered in case of any disclosures or issues raised by parents. It is helpful to liaise closely with other relevant departments, for example RE, Science, Child Development, English and Drama, to enhance the cross-curricular aspect of this subject.

To comply with statutory requirements for the secondary phase, schools should inform parents about the right to request to withdraw their child from any aspect of sex education that is not included in the national curriculum programmes of study for science, but not from health or relationships education. It is good practice for parents to meet with the Headteacher or a delegated representative before a child is withdrawn from secondary phase sex education. Students can opt back in to sex education three terms before their 16th birthday whatever their parents' wishes. The school has a duty to provide them with sex education during one of the remaining three terms.

Many schools choose to hold a curriculum evening or workshop to introduce parents to what their child will learn in lessons on relationships and sex. Activities from these lessons can be included to help demonstrate how RSE is taught and what students of different ages will learn. Many parents welcome this opportunity and it can be reassuring if they have concerns. This should be introduced to parents through the context of the school ethos and policy.

Key principles of effective RSE teaching

In the context of so many linked areas of learning, teachers should determine the needs of their students and tailor the lessons accordingly. It is important to build on and complement existing knowledge, understanding and skills. The lessons can be adapted to fit specific programmes and differentiated to meet student needs.

However the material is used, all RSE lessons should¹:

- Be taught within the context of a broader PSHE education programme
- Be taught in a safe classroom environment
- Start from where students are in terms of their existing knowledge, understanding, skills, beliefs and attitudes
- Be taught in a non-judgmental way
- Support gender and LGBT+ equality and challenge all forms of discrimination
- Be grounded in realistic scenarios but not personal experiences
- Provide reliable, accurate information, distinguishing between fact and opinion
- Be taught by teachers who have adequate training and support from colleagues
- Take students' current circumstances and previous experiences into account
- Challenge unrealistic social norms
- Bear in mind the possible influence of pornography and shared sexual images on students' attitudes
- Assess student progress and provide opportunities for them to evaluate their RSE provision

Some of these requirements are explored in further detail below.

The importance of creating a safe classroom environment

Creating a safe classroom environment is of paramount importance. It is vital that if students need to make personal disclosures, they do so in a suitable, one-to-one setting. It is not appropriate, therefore, to encourage students to talk about personal matters in the classroom. In order to create a safe classroom environment, students need to have **sources of additional support** signposted to them, and it is vital that clear 'ground rules'² are established or reinforced and that the concepts of **confidentiality** and anonymity are covered at the start of the lesson. **Ground Rules** need to be regularly revisited and, if necessary, renegotiated and reinforced.

Signposting and support

Discussions about relationships and sex can be sensitive and may trigger particular thoughts and feelings that the student may find difficult to deal with. Appropriate sources of information, help and support, both in and outside school, should be signposted in lessons and widely across the school. PSHE education teachers should be clear about opportunities for young people to talk about personal situations in a suitable, one-to-one setting.

1. See also the Sex Education Forum's [twelve principles of good RSE](#)

2. Sometimes referred to as 'learning agreement', 'group agreement' or 'working contract'

It is vital that students are given reassurance about the consequences of seeking support. If, in spite of signposting opportunities for confidential matters to be discussed outside the classroom, a disclosure is made in a PSHE education lesson, teachers should follow their school's child protection and safeguarding policies. All staff should be familiar with these policies before embarking on any RSE teaching.

Confidentiality

Confidentiality and young people

The Sexual Offences Act, 2003 confirms that the legal age of consent for sex is 16 for boys and girls regardless of sexual orientation. Any sexual activity involving a child under 13 is very serious and indicates a risk of significant harm to the child. This law intends to protect children and young people from sexual abuse and exploitation but does not intend to prosecute mutually agreed sexual activity between two young people of a similar age where there is no evidence of abuse or coercion. Thus, sexually active young people aged between 13 and 16 have a right to a certain level of confidentiality if there is no perceived safeguarding risk but sexual activity with someone under 13 is automatically a safeguarding issue.

Confidentiality and health professionals

In terms of confidentiality when dealing with sexually active young people, Health Professionals follow the Fraser guidelines which allow confidential medical advice or treatment to be given to young people under the age of consent (16). Although these criteria specifically refer to contraception, the principles can be applied to other treatments, such as abortion.

Confidentiality and teachers

Teachers must work within their school's safeguarding and child protection policies and generally teachers can maintain confidentiality unless they believe or are concerned that there is a significant risk of harm to the young person. It is important to note that sexual orientation and gender identity are not safeguarding issues, so if a young person confides in their teacher about either of these, there is no obligation to pass this information on.

Many schools will have a separate confidentiality policy. This defines what teachers and other adults working in the school can and cannot keep confidential. It is essential that confidentiality is discussed with students so that everyone understands these boundaries. No one working with children in the school can agree confidentiality if a child is thought to be at risk. If your school does not have a confidentiality policy, it is essential that the boundaries of confidentiality are made clear in the Relationships and Sex Education policy.

Confidentiality and external visitors

Any 'visitor' to the classroom is bound by the school's RSE policy and any policy on confidentiality, regardless of whether their organisation has a different policy. Make sure visitors are aware of this and ensure that there are appropriate opportunities for students to access confidential support after the lesson if needed. Ensure that students know where to get help on personal concerns such as abuse and sexual health both inside and outside the school. The RSE policy should therefore be closely aligned to the school's safeguarding policy.

Additional guidance on use of external agencies in RSE is provided at page 18 of the [statutory guidance](#). More detailed information and a related visitor checklist are provided in the PSHE Association's [Selecting and working with visitors and speakers](#) guidance.

Ground rules

Ground rules help to promote discussion in a safe and respectful environment. They also minimise unintended disclosures, disclosures at an inappropriate time and comments of a negative nature made towards other students, whether intentional or not. Such ground rules support broader class rules and the school's behaviour policy. To be effective, students and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary.

Examples of ground rules include:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment.

Below are some areas to introduce when negotiating ground rules with students if they do not arise naturally.

Openness	"We will be open and honest but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or identifying descriptions. We will not put anyone 'on the spot'."
Keep the conversation in the room	"We feel safe discussing general issues relating to relationships and sex within this space and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy."
Non-judgmental approach	"It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put down anybody. 'Challenge the belief not the person'."
Right to pass	"Participation is important; however, we have the right to pass on answering a question or participating in an activity."
Make no assumptions	"We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings."
Listening to others	"We will listen to the other person's point of view and expect to be listened to."
Using language	"We will use the correct terms for the things we will be discussing rather than the slang terms as some people can find them offensive. If we are not sure what the correct term is — we will ask our teacher."
Asking questions	"We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else because this means that our questions may not be taken seriously in the future, even if they are genuine ones. There is a question box available for anonymous questions." ³
Seeking help and advice	"If we need further help or advice we know how and where to seek it confidentially both in school and in the community. We will encourage friends to seek such help if we think they need it."

3. Teachers should make sure this box is available from the start of the lessons and ensure that it is accessible after the lesson so that students can use it anonymously as well.

Non-judgmental approach

It is a [key principle of PSHE education](#) that there is a positive approach to learning, which does not attempt to induce shock or guilt but focuses on what students can do to keep themselves and others healthy and safe. In encouraging students to share their existing understanding about relationships and sex, teachers may notice some preconceived ideas on the subject, based on personal experience or what they have heard or seen from friends, family or the media.

Teachers should not be judgmental when confronted with young people's pre-existing views around issues within RSE, some of which could be in direct contradiction to the standards set out in this document. The teacher's aim should be to 'take students on a journey', encouraging them to consider all aspects of the issue. That said, teachers must be clear that discriminatory views are unacceptable and should enforce school expectations regarding the use of derogatory or prejudice-based language and behaviour.

Use of language

There are many different terms used when talking about relationships and sex. Young people may use slang words, which can be offensive, or be reluctant to say something because they do not know the correct terms, so it is advisable to agree terminology with the class before you start the lessons. Do not introduce students to new slang words, however it may be useful to familiarise yourself with the most common terms (and the acceptable alternative) before the lesson.

Asking and answering questions

Although most students will be able to ask questions within lessons, some may prefer to ask specific questions less publicly. Establishing an anonymous question box is very useful. Ask students to write down questions anonymously and put them into the question box during or after the lesson. Reassure the class that anonymity will be maintained and no one will be identified from their handwriting etc. (Teachers must ensure any other adults in the classroom do not break this commitment.)

If there is a question a teacher does not feel is appropriate to answer in a whole class setting because of age appropriateness or safeguarding concerns, say to the class that if anyone hasn't had their questions answered they should see the teacher after class.

It is very important not to be dismissive or make fun of a student's question, or allow any other students to do so, as that will make all students feel unsafe and less likely to ask questions in the future. Even if it is a "silly" question, reinforce to the class that it is okay to ask anything they are not sure about. Students are at different stages of development so their questions will be different and should be answered equally.

Some students may occasionally ask personal questions about a teacher's private life — firmly and pleasantly refer them back to the group agreement — that personal lives are not disclosed and no one is put on the spot. Some students may ask questions deliberately to try to embarrass teachers but this is normally obvious when it is happening. Perhaps respond with: "please do not ask questions with the aim of embarrassing me, yourself or other members of the class, as you run the risk of none of your questions being taken seriously in the future, even if they are genuine ones."

Tip: To ensure that students do not feel self-conscious about being seen to be asking a question, give each student a piece of paper and ask them to write down a favourite hobby, and then add any questions they have and collect them all in the anonymous question box/envelope. This means that everyone is writing at the same time. Set some time aside at the end of each session to do this.

Grounding teaching in ‘real life’ contexts

Self-reflection is important to learning within RSE. For example, asking ‘what does this mean to me and how do I feel about this?’ Therefore, RSE is best explored in contexts which are relevant to students’ lives.

However, creating some emotional distance is important. For this reason, the lessons use fictional scenarios which students may be able to identify with. In a number of instances, students are encouraged to give advice to characters in these fictional scenarios, but this exploration of ‘something happening to someone else’ is very different from talking about their own experiences.

‘Starting where students are’: students’ prior knowledge, understanding, skills, beliefs and attitudes

For any element of PSHE education to be relevant, meaningful and engaging for students and for assessment for and of learning to be possible, it is important to gauge students’ relevant prior knowledge, understanding, skills, beliefs and attitudes. This is explored in more detail in the assessment section below. Before teaching RSE, it is especially important to understand how students are already making sense of concepts relating to sex and relationships. Baseline assessments have been included in all the lesson plans to help provide learning that meets students’ needs.

The lesson plans are pitched at a particular year group but it is important to tailor lessons appropriately as teachers know their class better than anyone. Within classes there will also be variation of maturity between students and it may be necessary to subtly differentiate a task for such students. For example, if students are discussing a range of scenarios, some students can be given the more “streetwise” scenarios and some extension activities if they finish earlier and provide more detailed or repetitive activities for others.

Teachers can also circulate the class allowing for small group discussions about specific issues rather than whole class feedback. If a student asks a question that is more advanced than the majority of the class, teachers can respond to that student at the end of the lesson individually. However, take care not to make judgements or assumptions about a student’s prior experience or level of maturity.

Reflection and assessment

It is important that students have opportunities to draw together and reflect on their learning, for teachers to feel confident that learning has taken place and for both students and teachers to identify future learning needs. Clear learning objectives (the aim and purpose of the lesson) and intended learning outcomes (what students will be able to demonstrate at the end of the lesson) are provided as the starting point of each lesson plan.

Students’ existing knowledge, understanding, skills, beliefs and attitudes are identified through baseline assessment activities and this insight used to assess students’ progress. Assessment in PSHE education should not only focus on factual knowledge. It should provide opportunities to assess:

- An increase in knowledge (Before I only knew..., now I also know...)
- An increase in understanding (I always knew... but now I can see how it connects to ...and now I can see how I could use this in my life)
- A change or reconfirmation of a belief (I used to feel... but I now feel...)
- A richer vocabulary (Before I would have said ... but now I can say...)
- Increased competence in skills (Before I didn’t how to ... but now I know how to ...)
- Acquiring new strategies (Before I wouldn’t have known how to ... but now I know new/more effective ways to ...)

- An increased confidence (Before I could/would say and do ... but now I feel I am able to say and do ...)
- Changed and challenged assumptions (Before I thought that ... but now I realise that was just a myth or a stereotype).

The lesson plans also include activities to assess and gather evidence of students' progress at the end of the lesson or series of lessons, often by revisiting the baseline activity. These activities provide assessment evidence in their own right. In addition, if success criteria have been established, progress could be assessed against these to make a judgment on whether students are 'working towards', 'working at', or 'working beyond' the intended outcome for that piece of learning.

Opportunities are also built in to allow students to reflect on their own learning and its relevance for their lives. Whilst it should not be 'marked', personal reflection in PSHE education lessons is essential, especially when learning about issues within RSE. Sometimes students may reflect in writing or through discussion but it is often more appropriate for their thoughts not to be recorded. Equally it is important to recognise and respect that students may not feel comfortable sharing all of their reflections with peers or staff.

Normative education in RSE

The internal desire (recognised or unrecognised) for peer acceptance or approval can often be more powerful than external or direct peer pressure. The lesson plans therefore challenge any sense of 'everyone my age does this except me'.

It is also crucially important to explore gender in this context. For example, [The Office of the Children's Commissioner's](#) research on consent refers to a 'gender double standard', demonstrating that young men and young women can develop very different attitudes towards RSE issues such as sex, sexuality, consent and pornography, as a result of wider social attitudes and norms. It also demonstrates the harmful influence of concepts such as 'man points', where young men behave in certain ways in order to gain the respect of others, for example by pressurising partners to send sexually explicit photos which the young men then pass on to their friends ([NSPCC research](#) refers to this as 'competitive masculinity'). Such competitiveness and pressure could result in young people 'claiming' experiences they have not in fact had, thus influencing the expectations others have of what is 'normal'.

The use of social norms that give young people a more positive and realistic view of their peers' behaviour and correct the assumption that 'everyone else is doing it', has been shown to be particularly effective in altering young people's attitudes. For example, the NSPCC & Children's Commissioner (2017) report 'I wasn't sure it was normal to watch it' found that just 7% of 11-15 year olds were taking and sharing nude pictures which is in sharp contrast to perceptions of the prevalence of sexting. Research has also shown that most young people are not having underage sex, as discussed in the consent lesson in year 7.

Equality and promoting respect for difference and diversity

A key principle of high-quality PSHE education is that it should be inclusive and relevant for all students. However, students' sexual orientation, gender identity and socio-economic, family and cultural background, as well as whether they have special educational needs or disabilities, may also have an impact on their experiences, expectations around sex and relationships, understanding of RSE and vulnerability to situations. Therefore, establishing prior learning and giving as much thought to students' personal circumstances as possible is essential before teaching the lessons.

Teachers should demonstrate positive attitudes to difference and diversity and respond constructively yet firmly to expressions of prejudice. They should be clear that prejudice and bullying are always unacceptable. The environment of learning should emphasise that it is okay to have different beliefs and that shared respect for each other is expected at all times.

The lessons provide opportunities to consider issues such as FGM and forced marriage. Such opportunities are clearly referenced in the lesson plans, along with relevant guidance to address these issues appropriately. Adapt this content to ensure it is suitable and relevant to learners' context.

Differentiating the learning

It is impossible to provide detailed advice on differentiating for all needs and abilities and teachers will know best the needs of their students in relation to accessing this learning. However, the lesson plans include guidance for how some activities can be differentiated to support students with SEND.

The lesson plans also provide ideas for extension and challenge activities. These can be provided for students who complete activities quickly as well as those who need opportunities to further develop their thinking skills.

Where optional differentiated handouts have been created, these are denoted by an additional letter – e.g. Resource 2a.

Supporting young people to access contraception and sexual health services

Most young people under 16 are not having sex but some are. A wide range of services is available to support the health and wellbeing of young people including Contraception and Sexual Health (CASH) and Genito-Urinary medicine (GUM) services. There are also clinics run exclusively for young people. Further details can be found [here](#).

Students should be encouraged within RSE lessons to find out where their local services are.

Ensuring teachers have the right support

The issues explored when teaching RSE may affect teachers personally. Before teaching a lesson on RSE, it may be helpful for teachers to prepare by talking to their line manager or other colleagues about any concerns they might have. 'Team teaching' these lessons may be helpful both in providing support in the classroom and afterwards if it is needed.

A staff briefing or INSET to introduce the lessons can be useful, especially if the school is introducing these lessons for the first time. Lessons should be taught within the context of school policies, including the RSE policy, which will need regular review in the light of curriculum updates.

Practical considerations

It is often helpful to consider the room layout in order to encourage discussion and participation in group activities.

If teaching a lesson using demonstration condoms, ensure they are latex free and/or find out about any students with a latex allergy well in advance of the lesson.

About the lesson plans

Curriculum links

These lesson plans and resources have been created in line with statutory and non-statutory curriculum guidance including:

- [The DfE Statutory RSE and Health Education Guidance](#)
- [The National Curriculum for Science](#)
- [The PSHE Association Programme of Study for KS1-5](#)

These lessons are mapped to the DfE statutory RSE content in Appendix 1, and to the PSHE Association Programme of Study in the lesson overview tables below

Overview of the lessons

Although the lessons specify a year group, bear in mind the time of year lessons are intended for delivery – for example autumn term Year 8's may be at a developmentally different stage than summer term Year 8's. If delivering lessons outside the year group they were written for, ensure continuity and progression are maintained in successive years. Some of the lessons may also be differentiated to provide a refresher session for years 10 or 11.

The lesson plans are based on a one-hour lesson. The activity timings given are a suggestion of the minimum required to deliver them effectively. It is always important for PSHE education lessons to be pacy but it is equally important to meet the students' needs. More may be gained from spending longer on exploring in-depth an activity that has fired up discussion and imagination, so long as a teacher is comfortable leading the discussion and feels the students are progressing towards the lesson objectives.

A comprehensive PowerPoint is available for each lesson to support delivery.

Year seven

- Lesson 1 Puberty
- Lesson 2 Menstrual Wellbeing
- Lesson 3 Healthy Relationships
- Lesson 4 Managing Conflict
- Lesson 5 Introduction to Consent

Year eight

- Lesson 1 Relationship Values
- Lesson 2 Influences on Relationship Expectations
- Lesson 3 Sexual Orientation and Gender Identity
- Lesson 4 Consent – Avoiding Assumptions
- Lesson 5 Introduction to Contraception

Year nine

- Lesson 1 Respectful Relationship Behaviours
- Lesson 2 Capacity to Consent
- Lesson 3 Sexual Health
- Lesson 4 Contraception
- Lesson 5 Managing the Ending of Relationships

Year ten

- Lesson 1 Role of Intimacy and Pleasure
- Lesson 2 The Impact of Pornography
- Lesson 3 Pressure, Persuasion and Coercion
- Lesson 4 Managing Conflict in Relationships
- Lesson 5 Addressing Relationship Abuse

Year eleven

- Lesson 1 Family conflict
- Lesson 2 Long-term commitments
- Lesson 3 Fertility and Routes to Parenthood
- Lesson 4 Pregnancy Outcomes
- Lesson 5 Pregnancy Choices: Abortion

The tables on the next pages summarise the lesson objectives and outcomes and map the lessons against the relevant learning opportunities within the PSHE Association [Programme of Study](#).

Year 7 summary

	Learning objective(s)	Learning outcomes	PoS references
Y7 L1 Puberty	We are learning about how the emotions are affected by puberty, how this may affect relationships and how to manage this.	<ul style="list-style-type: none"> I can describe the main physical and emotional changes experienced during puberty. I can evaluate how relationships can be affected during puberty. I have strategies for managing the emotional aspects of puberty. 	<ul style="list-style-type: none"> H2, H5, H6, H34
Y7 L2 Menstrual wellbeing	We are learning about menstrual (period) wellbeing.	<ul style="list-style-type: none"> I can describe and evaluate a range of menstrual products. I can give advice about managing menstrual wellbeing. I can challenge assumptions and stereotypes about menstruation. 	<ul style="list-style-type: none"> H21, H34
Y7 L3 Healthy relationships	We are learning about the qualities of healthy and unhealthy relationships.	<ul style="list-style-type: none"> I can describe the features of different committed, stable, healthy relationships. I can identify healthy and unhealthy relationship behaviours. I can explain appropriate online relationship behaviour. 	<ul style="list-style-type: none"> R9, R13
Y7 L4 Managing family conflict	We are learning skills to manage relationship conflict in families.	<ul style="list-style-type: none"> I can recognise that disagreements in family relationships are common but that effective communication can improve relationships. I can explain different communication styles and their likely impacts. I can give examples of effective communication. 	<ul style="list-style-type: none"> R1, R2, R16, R19
Y7 L5 Introducing consent	We are learning about what consent means, both legally and ethically, and what it looks like in practice.	<ul style="list-style-type: none"> I can explain what consent means, both legally and ethically, and why it is so important. I can describe how to recognise when a person is consenting and when they are not. I can explain how consent is sought, given and not given in a healthy relationship. I can describe or demonstrate what to say and do to seek the consent of another person. 	<ul style="list-style-type: none"> R11, R12, R16, R18, R23, R24, R25, R26, R27

Year 8 summary

	Learning objective(s)	Learning outcomes	PoS references
Y8 L1 Relationship values	We are learning to develop realistic and healthy relationship values and expectations.	<ul style="list-style-type: none"> I can reflect on and articulate my relationship values I can identify healthy and unhealthy relationship behaviours and suggest ways to respond. 	<ul style="list-style-type: none"> R2, R9, R10
Y8 L2 Influences on relationship expectations	We are learning how to challenge unrealistic relationship expectations.	<ul style="list-style-type: none"> I can justify my views around expectations in relationships. I can explain issues relating to the sharing of sexual images. I can explain how the media can distort relationship expectations. 	<ul style="list-style-type: none"> H3, R2, R7, R8, R11, R14, R29, R30, R43, R44, L21, L24, L25, L27
Y8 L3 Sexual orientation & gender identity	We are learning to understand and respect the spectrum of gender identities and sexual orientations.	<ul style="list-style-type: none"> I can explain the difference between sexual orientation and gender identity. I can demonstrate support for those who have shared their sexual orientation and/or gender identity. 	<ul style="list-style-type: none"> R1, R3, R4, R5, R11, R40, R41
Y8 L4 The importance of consent	We are learning about common assumptions related to consent and how to challenge these.	<ul style="list-style-type: none"> I can identify common assumptions related to consent and explain why these are wrong. I can explain the right to not give/withdraw consent at any time and why this must be respected. I can describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent. 	<ul style="list-style-type: none"> R6, R7, R8, R24, R25, R26, R27, R28
Y8 L5 Introduction to contraception	We are learning about how and why different contraceptives are used.	<ul style="list-style-type: none"> I can describe what is meant by contraception. I can explain how and why condoms are used. I can explain how and why the contraceptive pill is used. I can state where to get contraception from. 	<ul style="list-style-type: none"> H21, H35, H36, R23, R33

Year 9 summary

	Learning objective(s)	Learning outcomes	PoS references
Y9 L1 Respectful relationship behaviours	We are learning about beginning and growing positive relationships to assess readiness for intimacy.	<ul style="list-style-type: none"> I can explain the difference between welcome and unwelcome interest. I can describe respectful behaviour looks like in both everyday and romantic contexts and describe ways to challenge inappropriate behaviour. I can list questions which help a person to assess their readiness for intimacy. I can explain when and how to access support if encountering inappropriate behaviours. 	<ul style="list-style-type: none"> R2, R9, R11, R13, R14, R20, R37, R43
Y9 L2 Freedom and capacity to consent	We are learning about what 'freedom' and 'capacity' to consent mean in different contexts.	<ul style="list-style-type: none"> I can explain what is meant by freedom and capacity to consent. I can recognise contexts where freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given. I can explain why seeking to make someone more vulnerable or misleading them is wrong, and can be a very serious offence. I can explain where, why and how to get advice and support for issues relating to consent. 	<ul style="list-style-type: none"> R20, R24, R25, R26, R27, R28
Y9 L3 Sexual health	We are learning about sexual health, the potential consequences of sex and ways to reduce risk.	<ul style="list-style-type: none"> I can list some of the most common STIs, their symptoms and consequences I can name the contraceptive methods which provide some protection against STI infection and describe where to get contraceptives I know how to access reliable sources of help to support sexual health or relating to unplanned pregnancy. 	<ul style="list-style-type: none"> H21, H35, H36, R23, R32, R33
Y9 L4 Contraception	We are learning about different types of contraception and how they work.	<ul style="list-style-type: none"> I can name the main types of contraception and how they prevent conception and/or protect against STIs. I can describe when, where and how to access contraception, and how to seek help in the event of contraception failure. I have increased confidence in being able to positively negotiate condom use within a relationship. 	<ul style="list-style-type: none"> H21, H35, H36, R12, R16, R23, R24, R26, R32, R33, R34
Y9 L5 Managing the ending of relationships	We are learning how to manage the end of an intimate relationship.	<ul style="list-style-type: none"> I can identify the range of emotions associated with breakups. I can describe ways to manage a break-up safely and appropriately. I can suggest strategies to help manage emotions during a break-up. I can explain how and where to get help for managing difficult relationship breakups. 	<ul style="list-style-type: none"> H2, H6, H9, R18, R19, R21, R22, L21

Year 10 summary

	Learning objective(s)	Learning outcomes	PoS references
Y10 L1 The role of intimacy and pleasure	We are learning about the role of intimacy, readiness and pleasure in consensual relationships.	<ul style="list-style-type: none"> I can recognise what enthusiastic consent looks and feels like. I can assess the importance of readiness for intimacy as an individual and as a couple. I can explain the role that communication and respect play in healthy relationships and consent. 	<ul style="list-style-type: none"> H26, R2, R7, R9, R17, R18, R19, R21,
Y10 L2 The impact of pornography	We are learning about pornography and its impact on understanding consent.	<ul style="list-style-type: none"> I can evaluate the impact of pornography on people's understanding and expectations of consent. I can challenge inaccurate and dangerous messages about sexuality, gender and consent perpetuated by pornography. I can explain the law relating to pornography and sharing explicit images. 	<ul style="list-style-type: none"> H3, R7, R8, R17, R18, R22
Y10 L3 Pressure, persuasion and coercion	<p>We are learning how consent sought through pressure and coercion is wrong and is not genuine.</p> <p>We are learning how to manage pressure to consent.</p>	<ul style="list-style-type: none"> I can recognise when asking for consent becomes inappropriately pressurising or persuasive. I can recognise everyone's right to not give or withdraw consent and challenge victim blaming narratives. I can explain the legal consequences of pressure, persuasion and coercion in relation to consent. I can explain why, when and how to seek advice or support. 	<ul style="list-style-type: none"> H4, R3, R7, R17, R18, R19, R21, R22, R28, R35
Y10 L4 Managing relationship conflict and breakups	<p>We are learning to identify and manage appropriate and inappropriate conflict behaviours.</p> <p>We are learning to manage breakups respectfully and safely.</p>	<ul style="list-style-type: none"> I can evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe. I can differentiate between healthy and unhealthy behaviours when managing conflict in relationships. I can suggest effective ways to respond to inappropriate conflict behaviours. I can explain ways to manage breakups safely, demonstrating awareness of the intense emotions which can be involved. 	<ul style="list-style-type: none"> R3, R7, R17
Y10 L5 Addressing abuse	We are learning how to end and/or get support for abusive relationships.	<ul style="list-style-type: none"> I can identify signs of different types of abuse. I can describe exit strategies and identify support for abusive relationships. I can identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to help-seeking. I can explain how to help others who may be in an abusive relationship. 	<ul style="list-style-type: none"> H6, R3, R7, R11, R12, R17, R28, R29, R30, R31, R32

YEAR 11 SUMMARY

	Learning objective(s)	Learning outcomes	PoS references
Y11 L1 Family conflict	<p>We are learning about the links between emotional wellbeing and relationship conflict, and the implications of this.</p> <p>We are learning to further develop the understanding and skills required to negotiate relationship conflicts safely and effectively.</p>	<ul style="list-style-type: none"> I can explain how the outcome of family disagreements is dependent on each person's conduct. I can explain the link between emotional wellbeing and the health of family relationships. I can describe strategies for preventing and managing family conflict. I can identify when support is needed to ensure personal safety and explain how to access appropriate help. 	<ul style="list-style-type: none"> R1, R3, R7, R17
Y11 L2 Long term commitment	<p>We are learning about different types of commitment and why many people value commitment in relationships.</p>	<ul style="list-style-type: none"> I can describe the options available to people who wish to make a long-term commitment. I can explain how a long-term relationship can become legally binding. I can recognise the unacceptability of forced marriage and identify support for someone who may be at risk. I can explain what commitment means and why this may be important in long-term relationships. 	<ul style="list-style-type: none"> R1, R4, R7, R17
Y11 L3 Fertility, contraception and sexual health	<p>We are learning about ways to promote sexual health and prevent unplanned pregnancy.</p> <p>We are learning about how fertility changes over time and the different routes to becoming a parent.</p>	<ul style="list-style-type: none"> I can identify different types of contraceptives. I can explain how fertility changes over a person's lifetime and some of the factors affecting this. I can explain ways to maintain a healthy pregnancy. I can describe different routes to parenthood. 	<ul style="list-style-type: none"> H31, R23, R24, R26
Y11 L4 Pregnancy outcomes	<p>We are learning about the possible outcomes in the event of an unplanned pregnancy.</p>	<ul style="list-style-type: none"> I can identify the range of options available in the event of an unplanned pregnancy. I can describe the range of emotions someone might feel in the event of an unplanned or unwanted pregnancy. I can evaluate the different influences that might affect decisions about pregnancy. I can recognise that miscarriage can occur. I can describe where and how to access impartial advice and support in relation to pregnancy or miscarriage. 	<ul style="list-style-type: none"> H13, H14, H27, H28, H29, H30, H32, H33, R24, R25
Y11 L5 Abortion	<p>We are learning about the laws related to abortion and support available.</p>	<ul style="list-style-type: none"> I can identify key legal considerations in relation to abortion. I can explain why there are strongly held views on abortion. I can explain where and how to access related medical services and emotional support. 	<ul style="list-style-type: none"> H13, H14, R9, R24, R25, R27

Local support organisations

Medway Domestic Abuse Service A service specific to the Medway area	0800 9179 948	www.oasisdaservice.org/
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Useful national support organisations

Service	Phone / helpline / web chat	Website
Brook Advisory Service Sexual health charity providing information for young people, parents and professionals	0800 802 1234 <i>(helpline)</i> 07717 989 023 <i>(text advice service)</i>	www.brook.org.uk
Bullying UK Advice for young people about bullying, including cyber bullying.	press@familylives.org.uk 0808 800 2222	www.bullying.co.uk
Childline Free confidential and emotional support for young people	www.childline.org.uk/get-support/ <i>(online messaging)</i> 0800 1111	www.childline.org.uk
Domestic Abuse helpline A 24-hour helpline run in partnership between Women's Aid and Refuge to support those experiencing domestic violence, their family, friends, colleagues and others calling on their behalf	08082000247	www.nationaldomesticviolencehelpline.org.uk/
FPA – Family Planning Association Sexual health charity providing information for young people, parents and professionals	0845 122 8690	www.fpa.org.uk
Freedom Charity A UK-based charity which supports victims of forced marriage, FGM and dishonour on the family.	0845 607 0133	www.freedomcharity.org.uk/
PSHE Association The national body for PSHE education teachers and other practitioners, providing training, resources and guidance on delivering high-quality PSHE education	info@pshe-association.org.uk 020 7922 7950	www.pshe-association.org.uk
Rape Crisis Runs Rape Crisis Centres across England and Wales and works to raise awareness of sexual violence	rapecrisis.org.uk/	
Relate Relationship information and advice	www.relate.org.uk/relationship-help/talk-some-one/live-chat-counsellor <i>(online messaging)</i> 0300 100 1234	www.relate.org.uk/
Sex Education Forum Providing guidance and resources on good quality RSE for teachers and other professionals	sexedforum@ncb.org.uk 020 7843 6000	www.sexeducationforum.org.uk/
Stonewall The lesbian, gay, bisexual and transgender charity offering support to young people and schools	info@stonewall.org.uk 0800 050 20 20	www.stonewall.org.uk/
Think U Know Advice and info for young people and teaching resources about online and mobile safety	www.thinkuknow.co.uk/	
Young Minds A charity offering support for the emotional health and wellbeing of young people	youngminds.org.uk/contact-us/parents-help-line-enquiries/ 0808 802 5544	www.youngminds.org.uk