

# RELATIONSHIP & SEX EDUCATION POLICY



## Mission Statement

We will be uncompromisingly focused on ensuring every individual is successful.

1. **Excellence** – We will provide students with opportunities in which to excel, to empower them to make free choices as a foundation for the best possible future; with outcomes in line with or better than their peers nationally.
2. **Equality** – We will provide high quality teaching and learning, delivering a broad, knowledge rich curriculum, where high aspirations are the norm and success is celebrated, to all students regardless of their background, ethnicity, religion, gender, educational need.
3. **Truth** – We will pursue truth open-mindedly, seeking to help students to enquire, question and challenge, helping them to be well-rounded, resilient, confident, independent learners with a love for learning.
4. **Respect** – We will create a safe community that has at its core an understanding of deep respect for self, for others and for the environment; strong relationships are key.

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<b>PSHE Lead:</b>	Danny Murray
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This policy will be formally reviewed bi-annually.	

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## 1. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Statutory RSE and Health Education "The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance p.8

## 2. Rationale & Ethos

South Dartmoor Community College believes in equal opportunities for everyone. All members of the school are expected to show consideration for all fellow members by promoting a caring environment in which the young person receives an education that combines PSHE (that includes elements of Citizenship, Character Education and careers), RSE and Health Education. We will ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

It is within this context that all pupils are entitled to an age-appropriate relationship and sex education (RSE and Health Education) programme as an integral part of our whole school PSHE programme that incorporates all new Statutory requirements outlined by the government in "The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education.

Through the provision outlined in this policy we also aim to raise students' self-esteem and confidence, developing communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

RSE and Health Education encompasses the development of adolescents in matters concerning human relationships and sexual activity based upon a comprehensive programme of study; embracing moral, spiritual, cultural values, attitudes and behaviour as well as knowledge in line with the school ethos. The lessons do not encourage early sexual experimentation, they teach young people to understand human sexuality, respect themselves and others and to understand the law. South Dartmoor Community College recognises that parents have a vital role to play in this matter and that this policy must be seen as a working partnership between home and school.

## 3. Defining what we mean by relationships and sex education

In this school Relationships and Sex Education refers to:

- The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing

- The development of skills, knowledge and strategies children need to keep themselves safe, happy and well both online and in the real world.
  - Teaching the characteristics of positive, healthy and respectful relationships – including learning about how to effectively communicate consent, how to recognise consent from others and a person's right to withdraw consent.
  - Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity.
  - Teaching about healthy, respectful, non-exploitative and non-coercive behaviours including harmful sexual behaviours (Ofsted June 2021 report.)
  - Teaching about the concepts and laws relating to the age of sexual consent both in established and new relationships, sexual exploitation, domestic abuse, grooming, rape, forced marriage, FGM and honour-based violence – including how these can impact current and future relationships.
  - Developing an understanding of sexuality, gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including: a) Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes) b) Gender identity c) Home background (e.g. different family make-up) d) Ethnicity e) Gender f) Special educational needs and disability.
  - Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; ensuring access to up to date and correct factual information.
  - Effective teaching and learning that supports pupils to develop safe, fulfilling and healthy sexual relationships at the appropriate time – including learning about the choice to delay first sex and the right to enjoy intimacy without having sex.
  - Teaching about the impact of viewing harmful and / or sexually explicit material – including the extent to which pornography presents a distorted picture of sexual behaviours, damaging the way people see themselves in relation to others and negatively affecting how they behave towards sexual partners.
  - Teaching about safer sex and sexual health, to ensure pupils are equipped to make safe, informed healthy choices as they progress through adult life – including learning about fertility, pregnancy and avoiding unplanned pregnancy.
  - Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services
- Defining what we mean by Physical Health and Wellbeing Education In this school Health Education refers to:
- Mental Wellbeing.
  - Internet Safety and Harm.
  - Changing Adolescent Body.
  - Health and prevention.
  - Physical Health over Fitness.
  - Healthy Eating.
  - Drug, Alcohol and Tabaco.
  - Basic First Aid.

#### **4. Our aims for PSHE RSE and Health Education**

- To provide a safe environment where questions of a sexual nature can be asked and answered openly without embarrassment and to encourage mature attitudes to natural bodily functions.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- To enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent assertive decision-makers.
- To promote healthy relationships and the idea of mutual responsibility within these relationships.

- To enable pupils to develop the ability to form positive, non-exploitative relationships.
- To promote self-respect and to help young people to understand that they have rights and should have control over who touches their bodies and to offer strategies for dealing with such situations.
- To counter misleading information and challenge attitudes.
- To provide up to date information regarding the law and sexual behaviour.
- To provide students with the knowledge, confidence and skills to avoid unintended teenage pregnancies.
- To develop an understanding of the implications and responsibilities of parenthood.
- To challenge attitudes and beliefs around gender/ sexual behaviours.
- To ensure RSE fosters gender equality and LGBT+ reducing stigma and discrimination.
- To raise awareness of the health risks associated with sexual activity, including HIV/AIDS.
- To educate pupils about harmful sexual behaviours both in person and online and how these can be reported.
- To inform pupils of where they can go for further information and advice.

## **5. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to send in their thoughts regarding the policy (COVID 19 prevented meetings).
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with the Trust's hub advisory board and ratified.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

At South Dartmoor Community College there is a clear curriculum intent for PSHE, RSE and Health Education. The statutory guidance states that from 2020 all schools must deliver an RSE/ Health Education programme. RSE is also taught within the National Science Curriculum. The PSHE programme includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

South Dartmoor Community College allocates a 60 min PSHE lesson once per fortnight as well drawing upon cross curricular links and content e.g. science – puberty, Physical Education – maintaining a healthy lifestyle. An overview of our PSHE Curriculum Intent and Big ideas The themes are taught by a committed PSHE team; the learning deepens and broadens every year in each year group.

It is important that we implement our PSHE and RSE/ Health Education policy consistently throughout the school, and provide effective provision throughout classrooms. To ensure this:

- The PSHE programme and our lesson plans and schemes of work are based on the PSHE Association Key Themes and PSHE Association accredited resources.
- Lessons are age appropriate; content will be made accessible to all pupils, including those with SEND and use an engaging range of active learning methods that differentiate materials and resources to ensure all pupils are able to access the programme.
- There is confident and consistent use of the correct terminology.
- Those fulfilling in-class support roles also receive training so as to ensure they can help facilitate the access of those pupils they are specifically supporting.
- There will be support and training available to those staff who require guidance on difficult topics.
- Have a proactive and planned approach to involving external professionals (e.g. school health nurse, Police, National Mental Health Organisations) in supporting the delivery and development.
- We encourage teachers to provide and amend additional resources that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.
- We aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.
- This includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

These explicit lessons are reinforced and enhanced in many ways through:

- Assemblies
- Guest Speakers and outside agencies
- Praise and reward system,
- Charter Education, Citizenship and Carers
- Through relationships, student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community. Upholding Inclusion in PSHE and RSE/Health Education including Pupils with Special Educational Needs.

The PSHE and RSE/ Health Education curriculum is inclusive and meets the needs of all our children. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods;
- use of expert guest speakers;
- practical activities;
- using DVDs or video • group and paired activities.

## **7. Using Visitors and guest speakers**

We may invite guest speakers into school to talk on issues related PSHE, RSE and Health Education. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge a pupil's perceptions.

- Other agencies/professionals and visitors will enhance but not replace our teacher-led programme.
- Teachers will always be present during sessions facilitated by other agencies / professionals and visitors.
- We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading.

## **8. Roles and responsibilities**

### **7.1 The governing board**

The Trust's Hub Advisory Board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **8.3 All PSHE Teaching Staff will**

- Ensure that they are up to date with school policy and curriculum requirements regarding PSHE, RSE and Health Education. Any areas that they feel are not covered or inadequately provided for should be reported back to the PSHE Lead.
- Attend and engage in professional development training around PSHE, RSE and Health Education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the DSL. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to the PSHE lead and on their experience of teaching PSHE, RSE and Health Education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE, RSE and Health Education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area, they should speak to the PSHE lead.

### **8.4 Students**

Pupils should support one another with issues that arise through PSHE, RSE and Health Education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

We ask pupils for feedback on the school's PSHE, RSE and Health Education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be



reviewed by senior leaders and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

## **8.5 Parents/carers**

The school expects parents/carers to share the responsibility of PSHE, RSE and Health Education and support their children's personal, social and emotional development. We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE, RSE and Health Education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed.

## **9. Section 4: Withdrawal from RSE**

The school aims to keep parents/carers informed about all aspects of the PSHE, RSE and Health Education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school. South Dartmoor Community College believes that parents and carers should play an active role in shaping the education their children receive whilst at school.

To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, PSHE, RSE and Health Education balance the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff. We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of Statutory Relationships and Sex Education. However, parents do not have the right to withdraw their child from the relationship elements of the RSE curriculum or those elements on human growth and reproduction which fall under the Science National Curriculum.
- If a parent wishes to withdraw their child from sex education, they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once discussions have taken place, except in exceptional circumstances the school will respect the parents' request 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 will make arrangements to provide the child with sex education during one of those terms.
- As a school we will encourage (and support where possible) parents to deliver sex education to their child at home instead.
- If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **10. Policy development – Monitor, review and evaluation**

The delivery of RSE is monitored by Danny Murray through:

- Our DDI process, Book looks, student voice, lesson observation, data trawls, planning scrutinies, learning walks.
- Pupils and staff have opportunities each term to evaluate lessons and approaches by means of: self-reflection/review / learning walks:



- Yearly feedback from pupils.
- Yearly communication with parents/carers about the PSHE, RSE.
- Feedback from staff.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Head Teachers annually. At every review, the policy will be approved by the Trust hub advisory board.

## Appendix 1: Curriculum map

### Year 7

	British Values	Year 7 – Term 1		British Values	Year 7– Term 2		British Values	Year 7– Term 3
Lesson 1	D RL TCR MR IL	Me and my identity – influence on identity What it is to be unique British identity and values	Lesson 1	IL	My dreams & Goals Risk / Strategies	Lesson 1	MR IL	Relationship & Changes How to rebuild positive relationships Supportive relationships
Lesson 2	TCR MR IL	Peer Pressure and belonging	Lesson 2	MR IL	Coping strategies Blame Managing setbacks	Lesson 2	MR IL	Conflict & Discernment Managing conflict in friendship groups Discernment and the media
Lesson 3	RL IL MR	My Online identity Online Safety Rules	Lesson 3	IL	Making choices / Influences Responsible/irresponsible Risk – Gambling	Lesson 3	RL MR IL	Assertiveness in relationships (Aggressive, assertive, passive) Consent to use social media Assertive action against sexting
Lesson 4	D RL TCR MR IL	Understanding stereotypes, prejudice and discrimination	Lesson 4	IL	Anxiety and stress Signs Strategies to combat	Lesson 4	IL	Puberty Changing body
Lesson 5	TCR MR IL	Challenging discrimination and bullying	Lesson 5	IL	Healthy choices Positive impact of healthy eating, sleep, Physical exercise What are vaccines Medication safety	Lesson 5	IL	Having a baby Conceptions and development Feelings and choices around having a baby Babies and responsibilities
Lesson 6	D RL	The structure of government	Lesson 6	RL IL	Understanding Substances Harmful substances / drug classification Why people choose to use substances Law and substances	Lesson 6	IL	How Media can impact self-esteem/body image Strategies to build self esteem Emotional changes during puberty

### British Values key

D	=	democracy
RL	=	Rule of Law
TCR	=	Tolerance of different cultures and religions
MR	=	Mutual respect
IL	=	Individual Liberty

### Year 8

	British Values	Year 8 – Term 1		British Values	Year 8– Term 2		British Values	Year 8– Term 3
Lesson 1	MR IL	Family Family influences & expectations Managing expectations	Lesson 1	IL	My Long-term goals How these might change Digital footprint – online identity can affect job/goals/ dreams	Lesson 1	IL	Relationships with yourself/social media Positive stable relationships

Lesson 2	TCR MR	First impressions, Faiths and Beliefs Britain as multicultural society	Lesson 2	IL	Value of money Financial decisions Good debt/bad debt	Lesson 2	RL TCR MR IL	Personal space and culture Using social media Safety and the Law
Lesson 3	TCR MR	Race, religion & Multi cultural Britain Hate incidents/ crimes Benefits of multi culturalism	Lesson 3	IL	Money and earnings Earnings of people in the UK Budget management World poverty	Lesson 3	RL MR IL	Coercion & relationships What is an unhealthy power balance Where to access support
Lesson 4	D RL	Social injustice & social inequality	Lesson 4	MR IL	Managing stress Combating stressful situations	Lesson 4	MR IL	Intimate relationships and feelings associated.
Lesson 5	TCR MR	Bullying & how to combat it Self-awareness Banter/positive language	Lesson 5	IL	Me and My Health Dimensions of wellness Long term physical wellness Oral hygiene Diseases, vaccination & antibiotics	Lesson 5	MR IL	Romantic relationships Positive behaviour in relationships Feelings and attraction Sexuality & feelings
Lesson 6	D RL	Understanding the cabinet Media How to identify fake news	Lesson 6	RL IL	Substance use and misuse Law around substance misuse and possession Role of substance misuse in CCE (child criminal exploitation) and county lines, money mulling & Avoidance	Lesson 6	RL MR IL	Pornography/Reality Risk behaviour specifically around alcohol / sex The Law

## Year 9

	British Values	Year 9 – Term 1		British Values	Year 9– Term 2		British Values	Year 9– Term 3
Lesson 1	MR IL	Relationships Friendships-peer approval Intimate relationships Assessing support & advice	Lesson 1	IL	My plans and Goals SMART targets Living in the moment	Lesson 1	MR IL	Mental Health & emotions Stigma & Mental Health How to support or access support
Lesson 2	MR IL	Self-identity/social groups Social Media/Risk Social risks-gangs, drugs, sex	Lesson 2	IL	Mental Health, Self-esteem. What is mental Health? Resilience/help Factor/Media manipulation Social Media & mental health	Lesson 2	IL	Change and resilience Sleep – Facts Importance of mental/physical health
Lesson 3	MR	Positive/negative self-	Lesson 3	IL	Substances	Lesson 3	RL	Power & assertiveness

	IL RL	identity Positive identity & positive relationships Consent and the Law			RL	Substance use and misuse Law around substance misuse and possession Support plans for how to get help information			MR IL	Equality in relationships Understanding choice and saying “no” Assertiveness skills in a relationship Consent & Law
Lesson 4	RL TCR MR	Prejudice & discrimination Equalities Act		Lesson 4	RL IL	Grooming & Exploitation -(Radicalisation, CCE) Knife crime		Lesson 4	RL IL	CSE Online sexual grooming Sexting Where to access help
Lesson 5	RL TCR MR IL	Bullying & LGBTQ+		Lesson 5	RL IL	Taboo FGM, Brest ironing & honour-based abuse		Lesson 5	RL IL	Pornography/reality Ideal bodies/low self esteem Law & online social media
Lesson 6	RL	The Law & the justice system		Lesson 6	D IL	Being a good citizen- Contributing to society/First Aid including drug/alcohol poisoning.		Lesson 6	RL MR IL	Contraception & consequences. Sexual Health Informed decision / help law

## Year 10

	British Values	Year 10 – Term 1			British Values	Year 10– Term 2			British Values	Year 10– Term 3
Lesson 1	D RL TCR MR IL	Human Rights & the Equality Act		Lesson 1	IL	Mental/physical health Balance – wheel of life Digital footprint-Online identity can affect job/goals/dreams		Lesson 1	D RL IL MR	Relationships with peers Teen Violence Gangs Anti-social Behaviour
Lesson 2	MR	Grief and Loss Physical & mental response to grief How to get support with grief		Lesson 2	IL	Health MOT Checking your bits Detriments to health Protecting my health		Lesson 2	RL MR IL	Healthy relationships Connections Love & how this is portrayed in the media & society Love & loss
Lesson 3	RL MR IL	Risk in real life & online Online identity Netiquette Online data use The Law online		Lesson 3	IL	Substances and the body Prescribed drugs Mental Health disorders Who can help? Nature & Mental Health		Lesson 3	MR IL	Different types and stages of relationships Ending a romantic relationship & consequences
Lesson 4	RL IL	Financial terms Financial risk & how to mitigate Financial fraud – money mulling Equality in the workplace Equalities Act		Lesson 4	TCR MR IL	Disease Stem cell therapy Organ donation STI's & treatment		Lesson 4	D RL IL	Change, society & how this affects us How change is reflected in the media Climate change
Lesson	D	Multiculturalism,		Lesson	TCR	Being and adult,		Lesson 5	RL	Sexuality & gender

5	RL TCR MR IL	society & inequality Benefits of multiculturalism	5	MR IL	relationship law, legal status and law Unacceptable behaviour coercive DV, HBV, FM	MR IL	Gender stereotypes
Lesson 6	MR	Different relationships and impact Power/Change in relationships Coercive control – physical /Mental resilience	Lesson 6			Lesson 6	Changes – Physical Emotional How to manage change

## Year 11

	British Values	Year 11 – Term 1		British Values	Year 11– Term 2		British Values	Year 11– Term 3
Lesson 1	RL TCR MR IL	Relationships and the Law Unacceptable behaviour Coercive DV, HBV, FM	Lesson 1	IL	Jobs & aspirations Skills for the future Employment opportunities My job plan	Lesson 1	RL MR IL	Intimate relationships – Relationship stages The role the media plays in unrealistic expectations of sex and relationships Safe sexual relationships
RL	RL MR IL	Law & why age limits Use of drugs in relationships Confusion between love & abuse	Lesson 2	TCR MR IL	Relationship, parenting when and why	Lesson 2	MR IL	Diverse relationships Challenges involved in “coming out” Media-stereotyping people and relationships
Lesson 3	RL	Being an internet citizen & the Law Illegal online activity Consequences of viewing pornography	Lesson 3	IL	Recognising & managing stress levels Healthy choices Positive impact of healthy eating, sleep, physical exercise	Lesson 3	RL ML IL	Power & relationships Identity when a relationship is not balanced in power How to manage or end unsafe relationships
Lesson 4	IL	Keeping yourself and other safe in an emergency situation	Lesson 4	IL	Personal hygiene & health – STI’s, self-examination	Lesson 4	D RL TCR MR IL	FGM, Honour based violence, forced marriage What is a hate crime? Hate crimes within LGBT & communities.
Lesson 5	MR IL	Managing anxieties and lifestyle choices	Lesson 5	RL MR IL	Dealing with pressure in relationships, coercion, rape, consent laws	Lesson 5		
Lesson 6	RL IL	Finances – how to budget, avoid debt. Consequences of gambling & debt	Lesson 6	TCR MR IL	Having children Contraception, fertility, feelings about having children.	Lesson 6		

## Appendix 2: Lesson structure

1. GTW (Get to Work Task) example below:

1. <b>Key word:</b> A challenging key word recently learnt will go here	3. <b>Last unit / month:</b> A concept from the last unit, which presented challenge will go here (ensures interleaving)
2. <b>Last lesson:</b> A concept from last lesson, which presented challenge will go here	4. <b>Book target:</b> A common target, which students need to address as a result of proportional marking goes here.

2. Spider diagram, based on the big question proceeds after the GTW, students input the knowledge they know. At the end of the lesson, students input acquired knowledge in different coloured ink. Progression can be clearly demonstrated.

3. After students have inputted their spider diagrams, colleagues will ask where students can get further guidance, support and advice from by looking at the 'support sheet'

4. The main part of the lesson, will consist of colleagues following the South Dartmoor Community College lesson expectations criteria. (see appendix 3)

## Appendix 3: Help sheet

### WHERE CAN I GET FURTHER GUIDANCE, SUPPORT AND ADVICE FROM?

<b>Friends</b>	<b>Friends</b> – make sure you can trust them as a reliable source!
<b>Family members</b>	<b>Family members</b>
<b>School, Head's of Year, tutor</b>	<b>School, Head's of Year, tutor</b> – Every adult at school will be DBS checked – who do you have a really good relationship with
<b>Visit your local GP</b>	<b>Visit your local GP</b>
<b>Childline</b>	<b>Call Childline 0800 111 or visit <a href="http://www.childline.org.uk">www.childline.org.uk</a></b>
<b>National Citizen Service</b>	<b>National Citizen Service <a href="https://www.citizensadvice.org.uk">https://www.citizensadvice.org.uk</a></b>
<b>NHS</b>	<b>NHS <a href="https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/">https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/</a></b>
<b>Anti-bullying charity</b>	<b>Anti-bullying charity-</b> VISIT <a href="http://WWW.BULLYING.CO.UK">WWW.BULLYING.CO.UK</a> (CONFIDENTIAL, PROFESSIONAL EMPATHETIC ADVICE)
<b>Kidscape</b>	<b>Kidscape</b> VISIT <a href="http://WWW.KIDSCAPE.ORG.UK">WWW.KIDSCAPE.ORG.UK</a> (PREVENTING BULLYING, PROTECTING LIVES)
<b>Mental Health org.</b>	<b>Mental Health org. VISIT <a href="http://www.mentalhealth.org.uk/">www.mentalhealth.org.uk/</a></b> (Offering support and research for all forms of MH)
<b>The Mix</b>	<b><a href="#">The Mix</a> (formerly Get Connected):</b> offers free confidential help and support for under 25-year-olds + has a telephone counselling service. Helpline: 0808 808 4994 (1-11pm every day)
<b>Kooth:</b>	<b><a href="#">Kooth</a>:</b> this is an online counselling service that some Health and Local Authorities use to provide support to young people in some parts of the country. Check the website for areas covered.
<b>Young Minds:</b>	<b><a href="#">Young Minds</a>:</b> is a charity focusing on the emotional and mental wellbeing of young people. They have information for young people and parents.
<b>organisation for counselling</b>	<b>British Association for Counselling and Psychotherapy (BACP) <a href="http://www.bacp.co.uk">www.bacp.co.uk</a></b> ,0870 443 5252 - organisation for counselling in the UK



sexual health clinic <b>or</b> <b>Gum Clinic</b>	For your nearest in Devon <a href="tel:03003033989">0300 303 3989</a>
young people's service	Their helpline number is <b>0808 800 2222</b> .
Rape Crisis	free helpline on 0808 802 9999.
<a href="#">Addiction Helpline</a>	Telephone: 0808 163 9632
Samaritans	116123 – suicidal thoughts and severe anxiety / depression