



# WHITWORTH COMMUNITY HIGH SCHOOL

## RELATIONSHIP & SEX EDUCATION POLICY (JUNE 2020)

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# 1. Policy Aims and Objectives

## Aims

Whitworth Community High School (WCHS) aims to provide an exceptional Relationships and Sex Education (RSE) that will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE at WCHS is about providing pupils with the knowledge, skills, and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

RSE at WCHS is an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values, and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships now and in the future.

We want to ensure that the school provides students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. The RSE programme at WCHS will help students feel empowered about making lifestyle choices in the future, which will enable them to become an active member of society.

The theme of consent underpins all of our RSE workshops and modules. Pupils are introduced to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

## Objectives

Whitworth Community High School's RSE Programme seeks to:

- A. Be age-appropriate and differentiated to the needs of the pupils including SEN, autistic, visually impaired pupils and any other disabilities that require a bespoke curriculum.
- B. Present information in an objective, balanced and sensitive manner.
- C. Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding, and abuse.
- D. Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT+ inclusive)**.
- E. Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent.
- F. Reinforce the importance of **loving relationships**, rooted in **mutual respect**.
- G. Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent.
- H. To represent all types of families and to explore the different methods for starting a family.
- I. To ensure that BAME, LGBT+ and people with disabilities are positively represented in our curriculum.
- J. Ensure pupils can identify the qualities of **healthy and unhealthy relationships**.

- K. Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**.
- L. Make pupils aware of how and where to **seek help** if they are in an unhealthy or abusive relationship.
- M. Provide pupils with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT+ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes.
- N. Prepare pupils for the journey from **adolescence to adulthood**.
- O. Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases.
- P. Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage **in safe sexual activity** by exploring a range of **contraception**.
- Q. Place paramount importance on **online safety** and the risks of using social media and the internet for sexual purposes.
- R. Develop pupils' understanding of the **danger** of pornographic material.
- S. Ensure pupils have a clear understanding and respect of asexuality identity.

## 2. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance from the PSHE Association (September 2018).

*From September 2020 the guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.*

Further guidance can be found below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## 3. Policy Context and Rationale

This policy covers our school's approach to RSE and was produced by Taqeer Khan (PSHCE Coordinator and Staff Governor) with guidance provided by the PSHE Association and DfE advice. The

policy has gone through a consultation process with students, parents, governors, teaching staff, and associate staff. The consultation took the form of surveys and discussions with staff, governor meetings, and parent/carer meetings in the 2019/20 academic year.

Students have been involved in the creation of this policy with student council meetings, and online surveys asking for students' needs and requirements Year 10 students were also asked about RSE needs by external agencies such as the LCC and school nurse.

Key needs identified by KS4 students, in particular, was that they wanted advice on contraception and where to go for sexual health advice outside of school. This has helped inform the teaching and learning of RSE at WCHS with more signposting during lessons. The needs of pupils will be reviewed after the teaching of RSE content in the academic year 20/21.

## 4. Policy Availability

Parents/carers will be informed about this policy through letters home, using online messaging services such as EduLink One, the school website in the policy section, and prior to the teaching of RSE content in the form of a letter by T Khan.

This policy is available (to parents and carers) on request and if parents/carers require this policy in a specific format they should contact [office@whitworth.lancs.sch.uk](mailto:office@whitworth.lancs.sch.uk) and we will endeavour to fulfil that request in a timely manner.

## 5. Safeguarding and Effective Practice

We will create a safe and supportive learning environment using the following methods;

- A. During RSE lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- B. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting and involve various stakeholders if appropriate.
- C. Teachers should establish a set of ground rules so that young people are aware of parameters.
- D. Pupils will never be asked to disclose their sexual orientation or personal information about themselves or others.
- E. Teachers and pupils will show respect for all genders, sexualities and different types of families.
- F. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.
- G. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.

- H. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
- I. Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.
- J. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
- K. If a member of staff learns from an under 16-year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

This policy is informed by the Whole School Policy for Safeguarding & Child Protection and the government's Keeping Children Safe in Education 2019.

The schools' policy can be found below:

<https://www.wchs.co/userimages/Website/2019%20%26%2020%20-%20Up-dates/Policies/Whole%20School%20Safeguarding%20%26%20Child%20Protection%20Policy%20-%20Approved%20FGB%2025.11.19.website08.01.20%20TO%20INCLUDE%20COVID%2019%20ADD EDNDUM.pdf>

The governments Keeping Children Safe in Education can also be found below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

## 6. Teaching and Learning

### Roles and Responsibilities

The RSE programme will be led by T. Khan and will be taught by a variety of staff that all have experience of teaching RSE. Any new staff will be provided with in school training by T. Khan and guidance will be given on where to find further information. Teaching staff will be supported by having resources provided for them and guidance on where they can find additional resources if they need to adapt to the changing needs of a class or student. These resources may come from the PSHE Association, Brook and the Proud Trust.

### The Curriculum

Our RSE programme is an integral part of our whole school PSHCE education provision and will cover the statutory guidance provided by the DfE and PSHE Association. All content covered can be found in appendix one and schemes of learning. RSE is taught as part of one of the core themes in PSHCE - relationships - and the PSHCE curriculum map shows when it is taught each year. PSHCE as a subject is taught as a weekly one hour lesson in year 7, year 9, year 10 and 11. Some RSE content will also be covered as part of assemblies, for example, LGBT+ history month. Also, RSE will link with learning in Sociology (draws on Unit 3, the sociology of the family - see Sociology schemes of learning), Religious Studies (links to topics such as abortion and euthanasia), Science (biology lessons on the functions of sexual organs) and History (Medicine Through Time, with a particular focus on STD's and STI's).

Students will be encouraged to reflect on their own learning and progress through regular AfL checks in the form of peer and self-assessments. Assessment in RSE will be in line with the school assessment and marking policy and the PSHCE assessment policy of baseline assessments, in class verbal feedback and end of topic knowledge checks. Any gaps in knowledge and misconceptions will be followed by DIRT feedback or adaptation of future lessons to challenge and correct any misconceptions. An overview of the learning in each year group can be found in the PSHCE schemes of learning.

We will ensure RSE is matched by WCHS's aim of promoting the needs and interest of all students, irrespective of gender, culture, ability or personal circumstance by following and implementing the school's Equality Policy (2019). The WCHS Equality Policy states **'For our school this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.'**

The full policy can be found below:

<https://www.wchs.co/userimages/Policies%20pdfs/2018%20and%2019/Equality%20Policy%20-%20June%202019%20-%20%20APPROVED24.6.19.website%203.7.19.pdf>

To help achieve this aim in the RSE scheme of work, teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all students can fully access RSE education provision.

WCHS promotes diversity and inclusion and will consider all pupils' needs by identifying vulnerable students and overcoming barriers using the internal (PSHCE teachers, form tutors, pastoral team, TA's, progress leaders and DSL) and external (parents/carers, social services, Lancashire County Council, police etc.) stakeholders to help achieve this.

The school recognises the right for all pupils to have access to RSE education learning which meets their needs. We will ensure that pupils with SEND needs receive access to PSHCE through coordinating with the SENCO to produce differentiated work and support for SEND students. We will not exclude access to PSHCE for any pupil by following the SEND policy. This is supported by the SEND policy, which states '**Special provision usually means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults (it may also entail in-class work or targeted group interventions by Teaching Assistants, such as literacy catch-up groups, or work on areas like social skills or speaking and listening, to teach skills, address learning gaps, boost achievement or exploit strengths).**' The full policy can be found below:

[https://www.wchs.co/userimages/Policies%20pdfs/2018%20and%2019/SEND%20Policy%20January%202019%20\(website%2031.01.19\).pdf](https://www.wchs.co/userimages/Policies%20pdfs/2018%20and%2019/SEND%20Policy%20January%202019%20(website%2031.01.19).pdf)

In line with our equality and SEND policies, our RSE programme will be taught through a range of teaching methods and interactive activities, including tasks such as carousels, debates, speed dating and other methods that can be found in the schemes of learning. Lessons will be differentiated by the teacher depending on the needs of the class. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the school ethos of equipping '**all learners with the skills needed to succeed in a changing world. We aim to encourage all our students to achieve their potential through a culture of high expectations for everyone.**'

The intended outcomes for each year group can be found in appendix two. However, the key skills students will have developed in the RSE programme when they leave WCHS are:

- A. Empathy and compassion.
- B. Respect for others.
- C. Managing peer influence.
- D. Clarifying own values.
- E. Identifying thinking traps.
- F. Identifying links between values and beliefs, decisions and actions.
- G. Developing and maintaining a healthy self-concept.
- H. Identifying and accessing help and support.

## Monitoring, Reporting and Evaluation

Teachers will critically reflect on their work in delivering RSE through regular learning walks, faculty review (Innovation faculty), mini observations, full observations, work scrutiny and if required additional monitoring or paired observation if the need arises. Full monitoring protocol can be found in the Teaching and Learning Protocol below:

<https://www.wchs.co/userimages/Website/2019%20%26%2020%20-%20Updates/Policies/T%26L%20Protocol%202019%20-%20website%2030.10.19.pdf>

Students will have an influential voice in helping adapt and amend planning if certain needs arise from pupil voice and questions during lessons, as well as student feedback after lessons.

## 7. Involving Parents and Carers

### a. The right to withdraw your child from RSE

WCHS works closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the online learning platform Google Classroom. This allows parents to see what students are learning and signposting for parents and students. This is an opt-in service that parents will be made aware of prior to the teaching of RSE.

However, parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE at WCHS which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at WCHS as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

### b. Teaching of LGBT+ relationships

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and educate pupils about healthy relationships.

Pupils will receive teaching on LGBT+ content during their time at WCHS. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone.

As per the government, RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Further advice and guidance for parents/carers

If you require further advice or guidance please use the links below that will help you understand the guidelines for teaching RSE in secondary education.

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

## 8. Review Date

The PSHEC coordinator will review this policy on/by August 2021 to ensure that it continues to meet the needs of pupils, staff and parents so that it is in line with current DfE advice and guidance.

# Appendix 1 - All students will have the following knowledge when leaving WCHS

<p><b>Families</b></p>	<ul style="list-style-type: none"> <li>● that there are different types of committed, stable relationships.</li> <li>● how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>● why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>● the characteristics and legal status of other types of long-term relationships.</li> <li>● the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.</li> <li>● how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships including friendships</b></p>	<ul style="list-style-type: none"> <li>● the characteristics of positive and healthy friendships (both on and offline) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn, they should show due tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
<p><b>Online and media</b></p>	<ul style="list-style-type: none"> <li>● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.</li> <li>● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>● not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>● what to do and where to get support to report material or manage issues online.</li> </ul>

	<ul style="list-style-type: none"> <li>● the impact of viewing harmful content.</li> <li>● that specifically sexually explicit material e.g. pornography often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>● how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.</li> <li>● how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).</li> </ul>
<b>Intimate and sexual relationships including sexual health</b>	<ul style="list-style-type: none"> <li>● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>● the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>● that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>● the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>● the facts around pregnancy including miscarriage.</li> <li>● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

# Appendix 2 - RSE Learning Outcomes for Each Year Group

## Year 7

- explain what is meant by 'values' and clarify their personal core values within relationships;
- Recognise the extent to which all members of the group share many of the same core values;
- Identify and acknowledge their own positive qualities;
- Recognise how these personal attributes could be ingredients of positive relationships;
- Understand that self-esteem is important in how they relate to others;
- Identify positive qualities in friendships and, in particular, what they value in friends;
- Recognise how their friends make them feel about themselves;
- Understand the positive role friends can play in someone's life
- Describe the difference between closeness in friendships and sexual attraction, including recognition of diversity in sexual attraction;
- Explain the features of positive and stable relationships and those of unhealthy relationships;
- Describe different levels of intimacy and their consequences;
- Describe how the media portrays romantic relationships;
- Describe the possible impact of the media portrayal of relationships on people's expectations of their own relationships.
- Explain the roles and responsibilities of parents, carers and children in families;
- Describe the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children;
- Recognise the factors that lead to stability in long-term relationships (e.g. shared expectations, give and take, negotiation, empathy etc.);
- Recognise the possible tensions and challenges that can arise when family relationships change;
- Identify sources of support for young people if family relationships change.

## Year 9

- Recognise the importance and value of the emotional and caring components in relationships;
- Understand the value of supportive and honest relationships, including the importance of open communication;
- Show understanding of the range of conflicting thoughts and feelings that young people might have about starting sexual activity;
- Describe how the pressures to start participating in sexual activity may vary for boys and girls;
- Describe the social norms for young people and sexual activity;
- Evaluate what it means to be 'ready' for sex, both as an individual and as a couple;
- Explain the benefits of delaying sexual activity;
- Recognise that sexual social norms are often mischaracterised or exaggerated
- Explain what consent is and how it can be recognised in different contexts;
- Explain the reasons for a legal age of consent and why this is 16 in the UK;
- Evaluate understand the consequences of disregarding the legal age of consent;
- Understand that everyone has the right to give or not give consent for every sexual experience and that they have a legal and moral responsibility to seek consent from sexual partners;
- Explain that people have a right to change their mind and/or to withdraw consent;
- Explain how biological arousal and strong feelings/emotions can affect decision- making but that neither is an excuse to ignore withdrawal of consent;

- Practise the language and skills needed when a person doesn't want to give, or wants to withdraw, their consent.
- Explain possible consequences of unprotected sex, particularly STIs;
- Explain how to reduce the risk of spreading STIs and recognise the prevalence of the commonest STI – Chlamydia;
- Explain that many STI's can have few, if any, initial symptoms which can increase the spread of infection to other partners;
- Explain that the cue to seek help should be knowing when a risk has been taken, rather than the onset of symptoms;
- Explain the effectiveness of condoms, the importance of each of the aspects of correct condom use and describe or demonstrate the correct way to use a condom;
- Recognise the importance of negotiating safer sex and suggest ways to assertively do this;
- Identify sources of sexual health information, support and provision and explain how and when to access them.
- Explain the differences between contraception choices (e.g. barrier/chemical, long/short term);
- Identify circumstances that might lead to unprotected sex and how to manage these;
- Explain the potential long term consequences of unprotected sex, particularly pregnancy and unplanned parenthood;
- Identify the choices available following unprotected sex and explain what emergency contraception is, its availability and how to use it;
- Evaluate the choices available following unintended pregnancy, including the option of termination;
- Understand that both partners are responsible for ensuring contraceptive use;
- Explain how to negotiate contraceptive use with a partner and reach a mutual decision about contraception choices;
- Identify sources of contraceptive information, support and provision and explain how to access them.

## Year 10

- Identify common sex myths and assumptions held about different genders;
- Describe ways in which these myths are inaccurate or misleading;
- Suggest why myths exist and where they originate from;
- Identify misconceptions about what people want from a relationship, including from a sexual relationship;
- Understand how such myths can put pressure on young people to behave in certain ways;
- Evaluate the difference between myths and actual social norms for young people;
- Evaluate the extent to which pornography has contributed to sex myths;
- Recognise that online pornography is associated with extreme and unrealistic imagery;
- Challenge the myths perpetuated by pornography.
- Describe the features of a coercive or exploitative relationship, including the process of grooming;
- Explain what choice, freedom, and capacity to consent mean;
- Discuss legal and moral issues related to consent in increasingly complex situations;
- Understand that consent should never be assumed and should never be treated as a 'one-off';
- Understand that if someone does not have the freedom or capacity to agree by choice, no one has the right to assume they are consenting;
- Understand that it is not the victim's fault or responsibility if someone mistakenly assumes consent to do something;
- Evaluate why victim blaming occurs and why it is wrong;
- Understand that seeking to make someone more vulnerable or misleading someone to elicit trust is wrong, and can be a very serious offence;

- Justify their assessment of when to get help in difficult relationships, including those where a person has promised not to tell anyone;
- Identify support services for people who have experienced exploitation or rape.

## Year 11

- Identify their own core values in relation to intimate relationships and sexuality;
- Recognise that there is diversity in sexual attraction and developing sexuality and explain how people's sexuality can develop over time;
- Describe the difference between gender identity, gender expression and sexual orientation;
- Identify personal boundaries in relationships and how to communicate these to a partner in increasingly nuanced scenarios;
- Explain the importance of assertive and open communication with a partner;
- Describe and demonstrate strategies for negotiating wants and needs with a partner;
- Explain why it might be difficult to take feedback from a partner about behaviours in relationships and describe strategies for managing this;
- Explain when it is appropriate to compromise and when it is important to stick to core values.
- Describe examples of unwanted attention, including unwanted attention from strangers;
- Analyse how people feel when someone is paying them unwanted attention;
- Describe or demonstrate strategies for managing situations where someone's attentions are making them feel uncomfortable;
- Explain what is meant by the terms 'trolling', 'harassment' and 'stalking';
- Explain what to do if they feel someone is harassing or stalking them;
- Evaluate the similarities and differences between online and offline harassment;
- Explain the consequences of harassment for both the victim and the perpetrator;
- Suggest what someone should do if they are concerned about harassment on or offline.
- Understand that everyone has the right to be in a healthy relationship and that physical and emotional violence in relationships is always unacceptable;
- Recognise that physical and emotional abuse in a relationship is always wrong, can take many forms and that both men and women can be abusive partners or victims of abuse;
- Identify warning signs that someone may be experiencing abuse in their relationship;
- Understand that people who have suffered abuse have done nothing wrong and need the right support;
- Identify the range of people and organisations that can support those in unhealthy, exploitative or abusive relationships and explain how to access this support;
- Explain strategies for helping someone who is unable or not ready to seek help for themselves;
- Explain the term 'honour' based violence and who is most at risk;
- Explain why 'honour' based violence occurs;
- Suggest how to safely seek help for themselves, or someone they know, if they were concerned about 'honour' based violence;
- Identify what a forced marriage is and how it is distinguished from an arranged marriage or other form of legal marriage;
- Explain why forced marriage is against the law and the consequences of breaking this law;
- Recognise that forced marriage is a cultural practice and is not linked to any specific race or religion;
- Explain that victims and perpetrators of forced marriage can be of any gender;
- Evaluate possible reasons why forced marriages happen;
- Explain why forced marriage is detrimental to physical and emotional wellbeing;
- Recognise the range of risks and challenges faced by someone who is trying to resist a forced marriage;
- Recognise signs that they, or someone they know, might be at risk of a forced marriage;

- Identify where and how to seek support if they are concerned about themselves or someone they know.