



PATRON
HM THE QUEEN



Hassocks

Relationship and Sex Education Policy

2021-22

Owner: C Burchill

Consulted with Parents – September 2021

Written – September 2021

Reviewed -September 2022

Rationale and ethos

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by the Vice Principal through consultation with the Principal and parents. This is in line with guidance from the PSHE association and Department for Education. Parents will be informed about the policy through SchoolPost. The policy will also be available on the school website

RSE is defined by the PSHE Association as 'learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. At LVS Hassocks, we believe that relationships and sex education is important for our students and our school to ensure we are delivering a curriculum suitable to prepare students for life in a wider context.

We view the partnership of home and school as vital. Our school's overarching aim for our students is to allow each individual to fully question and express their own understanding of relationships. As a specialist school for those with autism, we have a focus on allowing students time to process the abstract concepts presented in this curriculum and allow a safe environment for them to explore topics in a secure way. We ensure RSE fosters gender equality and LGBT+ equality by recognising students' rights to use their chosen pronouns; we also ensure conversations around sexuality are treated with respect and openness.

The intended outcomes of our programme are that students will:

- know and understand the emotional and physical aspects of relationships. They will also explore how these may change over time.
- understand they have a right to feel safe in any relationship. This includes ensuring they understand the importance of consent.
- understand they have a responsibility to respect others in any relationship. They will understand what respect entails within any relationship
- develop the attributes of young people who can recognise and practise healthy relationships

Aims The aims of Relationships and Sex education (RSE) at LVS Hassocks are to:

- Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- To recognize what is acceptable and unacceptable behaviour in relationships.
- Identify when relationships are not right and understand how such situations can be managed.

Our programme aims to support students in their personal development with regard to attributes such as:

- Kindness.
- Integrity
- Generosity
- Honesty

At LVS Hassocks we recognise the increasing impact of social media and the digital world. Our RSE programme places emphasis on ensuring that our students know how to keep themselves, and their personal information safe online.

By the end of secondary school all students will have an in depth understanding of how to develop and maintain strong, healthy relationships in the wider world.

Roles and responsibilities

1. The Governing Body will approve the RSE policy and hold the Principal to account for its implementation.
2. The Governing Body will hold the Principal to account for the implementation of this policy.
3. The Vice Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE.
4. Staff are responsible for:
 - a. Delivering RSE in a sensitive way (modelling positive attitudes to RSE.)
 - b. Monitoring progress
 - c. Responding to the needs of individual students
 - d. Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE.
 - e. RSE will be embedded in the PSHE curriculum in a weekly timetabled session. RSE delivery will be the responsibility of the individual form tutors in conjunction with the Vice Principal.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Vice Principal

Legislation (statutory regulations and guidance)

We recognise the prime role of parents and carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum science. If a parent/carer has any concerns about the RSE provision at LVS Hassocks we will take time to address concerns and allay any fears that you may have.

If you do choose to withdraw your child we will work with the parent/carer to explore possible alternative provision. Once a child is three terms away from their sixteenth birthday they have the right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of these terms.

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover statutory content through the course of the academic year.

The DFE recognises 5 elements to relationships and sex education:

1. Families
2. Respectful relationships

3. Online and media
4. Being safe
5. Intimate and sexual relationships.

Learning outcomes:

Families

Students should know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status – for example, 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.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Students should know:

- The characteristics of positive and healthy friendships, in all contexts including online, such as:
- Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
- Reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

Students should know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being safe

Students should know:

1. 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
2. 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.

Intimate and sexual relationships, including sexual health

Students should know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crimes
- FGM

Curriculum delivery

Our RSE programme will be planned and delivered during PSHE lessons. In addition, where appropriate within the timetable (such as Science or Healthy Studies), students may receive further support around RSE. As a specialist school for children with autism, teachers are aware that aspects of RSE may arise in other circumstances and will be given support from the Vice Principal and therapy teams if the content being covered needs additional support.

Our RSE programme will be taught through a range of teaching methods and interactive activities. Any selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. Any resources will be checked to ensure suitability for

our students depending on their needs. Students will be encouraged to reflect on their own learning and progress by ensuring that curiosity and reflection are consistent within lessons. An overview of the learning in each year group can be found at the end of this document.

Equality

LVS Hassocks delivers RSE with regards to the Equality Act 2010 and observance of protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. At LVS Hassocks we believe that all people should have access to RSE that is relevant to their particular needs.

To achieve this we will:

- Will be mindful of preparing for adult outcomes as set out in the SEND Code of Practice.
- Be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Will foster healthy peer-to-peer communication and behaviour between boys and girls.
- Promote respect for and understanding of the views of different ethnic and cultural and religious groups in line with safeguarding and the school's duty to keep students safe and deliver certain elements of the RSE curriculum.
- LGBT content will be integrated into the RSE programme rather than a stand alone lesson or unit.
- Actively tackle homophobic bullying.

Safe and Effective practice

We will ensure a safe learning environment by ensuring RSE is taught within form groups with the form teacher. This will ensure sensitive topics are covered with adults that students are comfortable and familiar with. Teachers will remind students of the ground rules at the beginning of each session to ensure an appropriate environment is set. Distancing techniques such as anonymity, changed names and case studies are used because this allows students to engage with personal topics whilst avoiding uncomfortable situations. Students' questions will be answered by ensuring a culture of sensitivity is consistent. Any sensitive issues will be handled by the form teacher and passed on to the Designated Safeguarding Lead should the form teacher believe this to be an appropriate action. Students will be able to raise questions anonymously by using the Time to Talk strategy. All staff teaching RSE will be supported by the Vice Principal

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy if any concerns arise. Visitors/external agencies which support the delivery of RSE will be required to make themselves known to the DSL. They will also be made aware of the needs of students by the Vice Principal if it is appropriate and relevant to the session being delivered. They will be required to follow the visitor's protocol.

Engaging parents/carers, Governors and Student Voice

At LVS Hassocks, we work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support. As part of our whole school approach to RSE, we will ensure Parents are given suitable notice of topics in advance of these subjects being taught.

Governors will be informed of the RSE policy and curriculum through email, Governor visits and Governor Meetings. Student voice will be used to review and tailor our RSE programme to match the diverse needs of students through the school council.

RSE policy review date

This policy will be reviewed in August 2022 by the Vice Principal

Parent Form: withdrawal from Relationship and Sex Education.

TO BE COMPLETED BY PARENT

Name of child	Tutor Group
Name of parent	Date
Reason for withdrawing from sex education	

Parent Signature:

Any other information you would like the school to consider.

Received by the School and actions taken:

RSE is taught as part of the PSHE curriculum. Below indicates when these aspects will be taught and which section of RSE is covered. The RSE topic is highlighted in bold. Under the RSE subsection, it also indicates which topics will be covered.

Year	Term	Topic Areas	RSE Subsection
7	Autumn	<ul style="list-style-type: none"> • Keeping safe online: My online profile 	<p>Online and media:</p> <ul style="list-style-type: none"> • Rights, responsibilities and opportunities online, expectations of behaviour • Online risks, including that any material someone provides to another has the potential to be shared online • the difficulty of removing potentially compromising material placed online <p>The Law</p> <ul style="list-style-type: none"> • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
	Spring	<ul style="list-style-type: none"> • Understanding friendships and relationships: What makes a positive relationship? • Families: what do they look like? • Puberty: Changes to my body 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> ○ Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict • Reconciliation and ending relationships, this includes different (non-sexual) types of relationship <p>Families</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. <p>Intimate and sexual relationships:</p> <ul style="list-style-type: none"> • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause

	Summer	<ul style="list-style-type: none"> • Healthy eating and body image • Equal not same: understanding our differences • The online world: what is it saying? 	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage • That in school and in wider society people can expect to be treated with respect and show due respect to others, • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help <p>The Law</p> <ul style="list-style-type: none"> • Extremism and radicalisation • Hate crimes
8	Autumn	<ul style="list-style-type: none"> • What is peer pressure? • Remembering rules: keeping safe online and in the real world • My privacy: what I share online 	<p>Being safe:</p> <ul style="list-style-type: none"> • 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. <p>Online and media</p> <ul style="list-style-type: none"> • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them <p>The Law</p> <ul style="list-style-type: none"> • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • Pornography

	Spring	<ul style="list-style-type: none"> • Romantic feelings and sexual attraction: what it means to like someone • Introducing puberty: changing bodies • Changing relationships: how friendships and relationships can change. 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> ○ Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict • Reconciliation and ending relationships, <p>The Law</p> <ul style="list-style-type: none"> • Violence against women and girls • FGM <p>Intimate relationships including sexual health</p> <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships • That all aspects of health can be affected by choices they make in sex and relationships, • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
	Summer	<ul style="list-style-type: none"> • Body image: Influences around me • My world: understanding diversity and the environment 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect and show due respect to others <p>The Law</p> <ul style="list-style-type: none"> • Sexuality • Gender identity

9	Autumn	<ul style="list-style-type: none"> • Managing pressure: what does bullying look like? • Public and Private: who owns my photos? 	<p>Respect and Relationships</p> <ul style="list-style-type: none"> • About the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control <p>The Law</p> <ul style="list-style-type: none"> • Violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) <p>Online and media</p> <ul style="list-style-type: none"> • That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
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	Spring	<ul style="list-style-type: none"> • Understanding romantic feelings: How do I know I like someone? • Understanding Puberty: Changes to adulthood. • Intimate relationships: consent and contraception 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships <p>Families</p> <ul style="list-style-type: none"> • The characteristics and legal status of other types of long-term relationships. <p>Intimate relationships including sexual health</p> <ul style="list-style-type: none"> • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy <p>Being Safe</p> <ul style="list-style-type: none"> • 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 • 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.
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	Summer	<ul style="list-style-type: none">• Understanding drugs, alcohol and tobacco: the dangers of illegal substances• The world around me: my responsibilities	<p>The Law</p> <ul style="list-style-type: none">• Substance misuse <p>The Law</p> <ul style="list-style-type: none">• Extremism and radicalisation• Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)• Hate crimes
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10	Autumn	<ul style="list-style-type: none"> • Prejudice and discrimination: Our roles and responsibilities • Gangs: Exploring the world of peer pressure • My online self: protecting my privacy and staying safe online 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • How stereotypes can cause damage • That in school and in wider society people should show and receive respect • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • The legal rights and responsibilities regarding equality and that everyone is unique and equal. <p>The Law</p> <ul style="list-style-type: none"> • Violence and exploitation by gangs • Extremism and radicalisation • Criminal exploitation <p>Online and media</p> <ul style="list-style-type: none"> • That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
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	Spring	<ul style="list-style-type: none"> • My world: changing relationships • Puberty: physical and emotional changes • Intimate relationships, consent and contraception: What is intimacy? • Long-term relationships/parenthood: duties and responsibilities 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality and that everyone is unique and equal. <p>Intimate relationships</p> <ul style="list-style-type: none"> • The facts about the full range of contraceptive choices, efficacy and options available • How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment <p>Being Safe</p> <ul style="list-style-type: none"> • 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 • 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. <p>Families</p> <ul style="list-style-type: none"> • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed. <p>The Law</p>
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			<ul style="list-style-type: none"> • Marriage • Consent, including the age of consent
	Summer	<ul style="list-style-type: none"> • Drugs, alcohol & tobacco: Impacts on relationships • Diversity in the community: supporting one another 	<p>Intimate sexual relationships;</p> <ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour <p>The Law</p> <ul style="list-style-type: none"> • Substance misuse • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage • Showing respect in the wider community

<p style="text-align: center;">Year 11 (202223)</p>	<p style="text-align: center;">Autumn</p>	<ul style="list-style-type: none"> • Challenging discrimination and our responsibilities • Public and private: Sexting and sharing private information 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage <p>The Law</p> <ul style="list-style-type: none"> • Sexuality • Gender identity • Extremism and radicalisation • Hate crimes <p>Being safe</p> <ul style="list-style-type: none"> • 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. <p>Online and Media</p> <ul style="list-style-type: none"> • That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
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	Spring	<ul style="list-style-type: none"> • Developing relationships: being a responsible partner • Puberty: Sex and Reproduction • Healthy and unhealthy relationship behavior: the law • Intimate relationships, consent and contraception: STIs and safe sex 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships, • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality <p>The Law</p> <ul style="list-style-type: none"> • Marriage • Consent, including the age of consent • Violence against women and girls • Pornography • Abortion <p>Families</p> <ul style="list-style-type: none"> • Why marriage is an important relationship choice for many couples and why it must be freely entered into. <p>Intimate relationships</p> <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, • How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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	Summer	<ul style="list-style-type: none"> • Drugs education: understanding dangers • Life online: impacts on my future 	<p>Intimate sexual relationships;</p> <ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour <p>The Law</p> <ul style="list-style-type: none"> • Substance misuse <p>Online and media</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
Sixth Form	Autumn	<ul style="list-style-type: none"> • Being part of a community: changes to your rights post-18 • Managing pressure: Gang culture and the law 	<p>The Law</p> <ul style="list-style-type: none"> • Substance misuse • Violence and exploitation by gangs • Extremism and radicalisation • Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • Hate crimes • FGM

	Spring	<ul style="list-style-type: none"> • Developing relationships: being a supportive and responsible partner • Puberty: Sex and Reproduction • Healthy and unhealthy relationship behavior: harassment and the law • Family planning: pregnancies, parenthood and responsibilities 	<p>Respectful relationships</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships • Reconciliation and ending relationships, this includes different (non-sexual) types of relationships • The legal rights and responsibilities regarding equality and that everyone is unique and equal <p>Intimate relationships</p> <ul style="list-style-type: none"> • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy <p>How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>Families</p> <ul style="list-style-type: none"> • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.
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		Summer	<ul style="list-style-type: none"> • Drugs, alcohol & tobacco: habits and addictions • Diversity/rights and responsibilities: Developing a responsible society 	<p>The law</p> <ul style="list-style-type: none"> • Substance misuse <p>Respectful relationships</p> <ul style="list-style-type: none"> • 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
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