

## RSE – Key Stage 3

### **Intent:**

At Brayton Academy, RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. The scheme of learning focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: Families, Respectful Relationships, including friendships online, being safe in intimate and sexual relationships, including sexual health. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, Lesbian, Gay, Bisexual, Transgender parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The aims of teaching RSE is to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Promote and support Fundamental British Values
- Teach students the correct vocabulary to describe themselves and their bodies

Students will develop knowledge on the following topics by the end of secondary:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships, including sexual health
- Consent
- The Law

**Year 7**

In year 7, all students will have one lesson a week of RSE, with a focus on respectful relationships, including friendships, forming and maintaining respectful relationships, internet safety, mental and emotional wellbeing and social media.

**Year 8**

In year 8, all students will have one lesson a week of RSE, with a focus on changing adolescent bodies and menstruation, drugs and alcohol, and consent.

**Years 9**

In year 9, all students will have one lesson a week of RSE, with a focus on health and wellbeing, addictions, sexual health, positive relationships and social influences.

Term	Year 7			Year 8		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Summer 2	<b>Intro to RSE (Transition week)</b>	To know what topics RSE will cover.	Peer and self-assessment	<b>Physical health and fitness</b>	The importance of a healthy lifestyle and the benefits of physical activity and exercise.	Peer and self-assessment
		To understand the importance of RSE in and out of school.	Topic quizzes		To know the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Topic quizzes
		To recognise the guidelines of respect and understanding that are expected within RSE lessons.	Purple pen			Purple pen
			Verbal feedback		To understand the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	Verbal feedback

<p><b>Respectful relationships, including friendships - forming and maintaining respectful relationships</b></p>	<p>To know the indicators, behaviours and qualities of positive, healthy relationships and unhealthy relationships, including online</p> <p>To understand the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>How to safely and responsibly form, maintain and manage positive relationships</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</p>	<p><b>Changing adolescent body &amp; menstruation</b></p>	<p>The importance of a healthy lifestyle and the benefits of physical activity and exercise</p> <p>To understand what puberty is, what happens and why.</p> <p>To understand what periods are, the menstrual cycle and PMS.</p> <p>To understand the pressures around male body image</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</p>
<p><b>Diversity and Discrimination, including racism and homophobia</b></p>	<p>To identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>To understand we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.</p> <p>To understand the unacceptability of prejudice-based language and behaviour, offline and online - sexism, homophobia / transphobia</p> <p>To understand the unacceptability of prejudice-based language and behaviour, offline and online - racism, faith-based prejudice</p> <p>To recognise the need to promote inclusion and challenge discrimination, and how to do it safely, including online</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</p>	<p><b>Families and Relationships</b></p>	<p>To know that that there are different types of committed, stable relationships.</p> <p>To understand why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>To understand 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); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>To recognise characteristics of abusive behaviours eg grooming, violent, coercive, manipulative.</p> <p>To know that that there are different types of committed, stable relationships.</p> <p>To understand why marriage is an important relationship choice for many couples and why it must be freely entered into.</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</p>

**Community and Democracy**

To understand what is equality of opportunity in life and work in the UK compared to other countries. Career choices that are underrepresented in terms of gender, race and social class in the UK and why that is. How we challenge stereotypes and discrimination in work. To understand their role in their community, how their actions reflect that. TO know what democracy is, and in the context of the Fundamental British Values.

Peer and self-assessment  
Topic quizzes  
Purple pen  
Verbal  
feedback

**Dangers of Being Online**

To recognise online grooming and radicalisation. To know where to seek advice and what to do.  
To understand the consequences of sharing sexual images of others without consent.  
To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media.  
To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them.  
To understand how to manage any request or pressure to share an image of themselves or others, and how to get help.

Peer and self-assessment  
Topic quizzes  
Purple pen  
Verbal  
feedback

**Financial Decision Making**

Understanding ethical and unethical business practices and consumption in other countries.  
Identifying people’s different financial values.  
Link to ethical trading and cost of living crisis.  
As a teenager, what can/do they spend their money on? What is a good example of a sound financial choice for students in Year 7?  
What are bad examples? Online gambling, in-app purchases etc. How to reduce the risks of online gambling. Focus on legal risks of this as well as financial risks.

Peer and self-assessment  
Topic quizzes  
Purple pen  
Verbal  
feedback

**Drugs, alcohol**

The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics  
To evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use  
Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers  
To understand about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use  
To understand the personal and social risks and consequences of substance use and misuse including occasional use  
To understand the law relating to supply, use and misuse of legal substances  
To understand about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with

Peer and self-assessment  
Topic quizzes  
Purple pen  
Verbal  
feedback

					their use	
<b>Term 3 Summer</b>	<b>Mental and Emotional Wellbeing</b>	<p>how to recognise the early signs of mental wellbeing concerns.</p> <p>To know common types of mental ill health (e.g. anxiety and depression).</p> <p>To understand the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>To understand how to talk about emotions accurately and sensitively, using appropriate vocabulary.</p>	<p>Peer and self-assessment Purple pen</p> <p>Verbal feedback</p>	<b>Intimate and sexual relationships, including sexual health</b>	<p>To manage strong feelings that relationships can cause (including sexual attraction)</p> <p>To understand that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances - everyone has a choice</p> <p>To understand the law relating to sexual consent and how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>To understand that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected.</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</p>

Term	Year 9		
	Topic	Knowledge	Skills/Assessment
HT1 (pre summer)	<b>Physical Health</b>	<p>To know the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>the purpose of defibrillators and when one might be needed life-saving skills, including how to administer CPR. about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p>	<p>Peer and self- assessment</p> <p>Topic quizzes Purple pen Verbal feedback</p>
Term 1 Autumn	<p><b>Sexual health</b></p> <p><b>Respectful Relationships</b></p>	<p>To understand the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>To know the facts about the full range of contraceptive choices, efficacy and options available.</p> <p>To understand 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.</p> <p>To know 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).</p> <p>To recognise that specifically sexually explicit material e.g. 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</p> <p>To know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>To recognise what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>To understand 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).</p> <p>To recognise the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and</p>	<p>Peer and self- assessment</p> <p>Topic quizzes Purple pen Verbal feedback</p>

**Term 2  
Spring**

the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

To know practical steps they can take in a range of different contexts to improve or support respectful relationships.

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.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

what constitutes sexual harassment and sexual violence and why these are always unacceptable.

**Social influence**

To recognise the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviour

To understand the motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

To recognise the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

To know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

To understand the law relating to the supply and possession of illegal substances.

To know the physical and psychological consequences of addiction, including alcohol dependency.

To know the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

The legal protection of inclusion and protected characteristics of race and religion/belief to ensure a safety and a sense of belonging.

How social media may mis-represent or target information in order to influence opinions that are not inclusive. Human Rights and 'freedom of expression'; hate speech.

How to recognise and respond to extremism and radicalisation.

**Being Online and  
Extremism**

Peer and self- assessment

Topic quizzes Purple pen Verbal  
feedback

**Mental Wellbeing**

To know how to recognise the early signs of mental wellbeing concerns.

To understand common types of mental ill health (e.g. anxiety and depression).

To know ways of managing emotions in regard to loss and grief.

To know different coping mechanisms for anxiety.

Peer and self- assessment

Topic quizzes Purple pen Verbal feedback

**Financial Decision Making**

How to effectively budget and manage savings options as a young person.

Understand finance options as an adult, including pension and insurance.

To know how to prevent and manage debt.

To understand how data is generated, collected and shared and the influence of targeted advertising in affecting their money habits.

To recognise influences related to gambling and online money spending habits.

To understand the law and illegal financial activity.

**RSE - Key Stage 4**
**Implementation:**
**Year 10 / 11**

In year 10 & 11, all students will have one assembly (adapted for each year group) and a form time discussion point video on RSE, with a focus on Health and wellbeing - self-concept, Health and wellbeing - drugs, alcohol and tobacco / mental and emotional wellbeing / health-related decisions, Living in the wider world - Choices and pathways, financial choices and work and career and rights and responsibilities, Relationships - positive relationships, relationship values, forming respectful relationships and Living in the wider world - media literacy and digital resilience.

**Skills and assessment:** via class discussion and student verbal feedback

Term	Year 10	Year 11
<b>Summer 2</b>	<b>Summer Safety</b> To understand the dangers of bodies of water and be aware of the risks involved.  To know the dangers of sun tanning and its links to cancer.  To understand the law in relation to trespassing etc.	<b>Financial Literacy</b> How to effectively budget and manage savings options as a young person. Understand finance options as an adult, including pension and insurance. To know how to prevent and manage debt. To understand how data is generated, collected and shared and the influence of targeted advertising in affecting their money habits.

**Term 1  
Autumn**

**Sexual Health,  
Consent,  
Parenthood**

To understand that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.

To know about the purpose, importance and different forms of contraception and where to get advice.

To understand how the different STIs, including HIV/AIDS, are transmitted, how risk can be reduced through safer sex, and the importance of and facts about testing.

**Drugs and  
Alcohol**

To know what drugs and other substance are illegal and the symptoms and consequences.

To understand the relationship between gambling and debt.

To understand the media's perception of gang culture and how that might influence young people to become involved in drugs and alcohol.

To know the impact of drugs and alcohol on individuals, families and wider communities (including gang culture)

How to seek help for substance abuse and addiction

**Sexual Health,  
Consent,  
Parenthood**

Check understanding of prior knowledge in Y10 of consent, contraception, and STIs.

Fertility, including how it varies and changes

Pregnancy, birth and miscarriage

Unplanned pregnancy options, including abortion.

How to get further advice, how and where to access sexual health advice.

**Drugs and  
Alcohol**

To know what drugs and other substance are illegal and the symptoms and consequences.

To understand the relationship between gambling and debt.

To understand the media's perception of gang culture and how that might influence young people to become involved in drugs and alcohol.

To know the impact of drugs and alcohol on individuals, families and wider communities (including gang culture)

How to seek help for substance abuse and addiction

**Term 2  
Spring**

**Sex and the Law**

To know what is asexuality, abstinence and celibacy, including respect for different religious/cultural views.

TO recognise the opportunities and risks of forming and conducting relationships online including attitudes towards sharing nudes

To understand gender identity, gender expression and sexual orientation – differences between and how to refer to people. Legal protection as a protected characteristic

To recognise unwanted attention, including online. What constitutes 'unwanted attention' - why you shouldn't do it.

To know how to challenge harassment and stalking including online. What are the legal processes for this to protect people?

**Mental Health  
and Wellbeing**

To know how to access support and how to overcome challenges in seeking support (including cultural/religious challenges)

To know how to challenge stigma, stereotypes and misinformation,

**Extremism**

To know what is asexuality, abstinence and celibacy, including respect for different religious/cultural views.

TO recognise the opportunities and risks of forming and conducting relationships online including attitudes towards sharing nudes

To understand gender identity, gender expression and sexual orientation – differences between and how to refer to people. Legal protection as a protected characteristic

To recognise unwanted attention, including online. What constitutes 'unwanted attention' - why you shouldn't do it.

To know how to challenge harassment and stalking including online. What are the legal processes for this to protect people?

**Mental Health  
and Wellbeing**

To know how to access support and how to overcome challenges in seeking support (including cultural/religious challenges)

To know how to challenge stigma, stereotypes and misinformation,

**Term 3  
Summer**

**Physical Health**

especially around men's mental health and toxic masculinity

To understand how to manage the impact of the media on attitudes, expectations and behaviours, including body image.

To understand the signs and symptoms of stress, worry and anxiety.  
To know coping mechanisms and where to access help.

To know about blood, organ and stem cell donation and the impact of faith.

To understand how to manage change, loss, grief and bereavement.

To know how mental health can affect physical health and to recognise the symptoms.

To understand the importance of sleep and how this can affect both physical and mental health.

especially around men's mental health and toxic masculinity

To understand how to manage the impact of the media on attitudes, expectations and behaviours, including body image.

To understand the signs and symptoms of stress, worry and anxiety.  
To know coping mechanisms and where to access help.

















