

## 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 and media Being safe 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
- 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

### Implementation:

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 all students will have one lesson a week of RSE, with a focus on physical health and fitness, changing adolescent bodies, FGM and menstruation, families and online media.

### Years 9

In year 9, all students will have 3 lessons of RSE every 10 weeks, with a focus on health and wellbeing, choices and pathways exploring enterprise skills and employability, work and career, rights and responsibilities and financial choices, positive relationships and social influences.

Term	Year 7			Year 8		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	<b>Respectful relationships, including friendships - forming and maintaining respectful relationships</b>  <b>Internet Safety - media and literacy resilience</b>	To know the indicators, behaviours and qualities of positive, healthy relationships and unhealthy relationships, including online	Peer and self-assessment  Topic quizzes	<b>Physical health and fitness</b>  <b>Changing adolescent body &amp; menstruation</b>	The importance of a healthy lifestyle and the benefits of physical activity and exercise	Peer and self-assessment  Topic quizzes
		To understand the importance of trust in relationships and the behaviours that can undermine or build trust	Purple pen  Verbal feedback		To understand what puberty is, what happens and why.	Purple pen  Verbal feedback
		How to safely and responsibly form, maintain and manage positive relationships			To understand what Period are, the menstrual cycle and PMS.	
		To recognise bullying, and its impact, in all its forms			To understand the pressures around male body image	
		To recognise the different types of Cyber-bullying			To understand what FGM and breast ironing is, why is it so serious and what can be done to help?	
		To recognise and understand the different types of families				
		To understand the impact of social media and body image, and how to promote positive body image				
		To recognise and understand the different factors that can affect sleep and why sleep is important.				

		<p>To understand the impact of keeping good mental health and how.</p> <p>To understand the impact of sharing photos online via social media and how to stay safe online.</p> <p>To understand and recognise the warning signs of online grooming and how to remain safe online.</p>				
<b>Term 2</b>	<p><b>Mental and emotional</b></p> <p><b>Respectful relationships, including friendships - bullying, abuse, discrimination and social influences</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>The characteristics of mental and emotional health and strategies for managing these</p> <p>To recognise the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns</p> <p>To understand the causes and triggers for unhealthy coping strategies - self harm/eating disorders</p> <p>To recognise when they or others need help with their mental health and wellbeing</p> <p>To understand the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>To understand the unacceptability of prejudice-based language and behaviour, offline and online - sexism, homophobia / transphobia</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</p>	<p><b>Families</b></p> <p><b>Online and media</b></p>	<p>To recognise the different types of relationships, including legal marriage and forced marriage</p> <p>Strategies that can be used to prevent and manage family conflict</p> <p>To understand how to manage conflict in relationships</p> <p>To be able to identify healthy and unhealthy relationships</p> <p>To understand the different types of abuse in a relationship</p> <p>To understand there are different types of families and what these are</p> <p>How to safely and responsibly form, maintain and manage relationships online</p> <p>Strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>The characteristics of abusive behaviours – grooming</p> <p>The characteristics of abusive behaviours - emotional abuse</p> <p>The characteristics of abusive behaviours - violence &amp; exploitation</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</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>To recognise peer influence and to develop strategies for managing it</p> <p>To understand the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p>			<p>To recognise warning signs online and how to report abusive behaviours or access support for themselves or others</p>	
Term 3	<p><b>Online and media</b></p>	<p>To recognise the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>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.</p> <p>To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>To understand the consequences of sharing sexual images of others without consent</p> <p>To understand how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>How to identify risk and manage personal safety in increasingly independent situations, online</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</p>	<p><b>Drugs, alcohol &amp; tobacco</b></p> <p><b>Intimate and sexual relationships, including sexual health - forming and maintaining respectful relationships, including consent</b></p>	<p>The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>To evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>To understand about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>To understand the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>To understand the law relating to supply, use and misuse of legal substances</p> <p>To recognise the indicators of positive, healthy relationships and unhealthy relationships</p> <p>To understand the importance of trust in relationships and the behaviours that can undermine or build trust</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</p>

		<p>The impact that media and social media can have on how people think about themselves - body image and mental health</p> <p>Ways of assessing and reducing risk in relation to health, wellbeing and personal safety online</p> <p>Simple strategies to help build resilience to negative opinions, judgements and comments</p>		<p>To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>To further develop and rehearse the skills of team building</p> <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>	
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Term		Year 9	
	Topic	Knowledge	Skills/Assessment
Term 1	<b>Living in the wider world - Choices and pathways</b>	<p>To understand what enterprise is and what are enterprising skills and qualities</p> <p>To recognise employability and work skills</p> <p>To understand the importance and benefits of being a lifelong learner</p>	<p>Peer and self-assessment</p> <p>Topic quizzes</p> <p>Purple pen</p> <p>Verbal feedback</p>
	<b>Living in the wider world - Work and career, rights and responsibilities and financial choices</b>	<p>To understand the importance and benefits of being a lifelong learner / The benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>To understand the about routes into work, training and other vocational and academic opportunities, and progress routes / To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p>To understand the options available to them at the end of KS3, sources of information, advice and support, and the skills to manage decision-making process</p> <p>Different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>About the different work roles and career pathways, including clarifying their own early aspirations</p> <p>About young people's employment rights and responsibilities and to manage emotions in relation to future employment</p> <p>To assess and manage risk in relation to financial decisions that young people might make and about values and attitudes relating to finance, including debt.</p> <p>To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions and to manage emotions relating to money.</p> <p>To recognise financial exploitation in different contexts e.g., drug and money mules, online scams.</p> <p>To recognise financial exploitation in different contexts e.g., drug and money mules, online scams - services available for support</p>	

Term 2	<b>Puberty and sexual health</b>	About the purpose, importance and different forms of contraception; how and where to access contraception's and advice.	Peer and self-assessment
	<b>Positive relationships</b>	To understand that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	Topic quizzes
		The communication and negotiation skills necessary for contraceptive use in healthy relationships	Purple pen
		The risks related to unprotected sex and to gauge readiness for sexual intimacy	Verbal feedback
		To clarify and develop personal values in friendships, love and sexual relationships	
		The consequences of unintended pregnancy, sources of support and the options available	
		About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	
		To understand the difference between biological sex, gender identity and sexual orientation	
		To recognise that sexual attraction and sexuality are diverse	
		To understand how media portrays relationships and the potential impact of this on people's expectations of relationships	
To understand the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex			
To manage the influence of drugs and alcohol on decision-making within relationships and social situations			

**Social influences**

To recognise and manage internal and external influences on decisions which affect health and wellbeing

Peer and self-assessment

**Health & wellbeing**

Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

Topic quizzes

To understand the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

Purple pen

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

Verbal feedback

Strategies to manage pressure to join a gain, exit strategies and how to access appropriate support

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 understand that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent

To recognise peer influence and to develop strategies for managing it

To understand what a growth mind-set is

To understand and explore strategies to manage anxiety

To understand and explore strategies to manage stress

**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		
	Topic	Assembly Knowledge	Form time knowledge	Topic	Assembly Knowledge	Form time knowledge
<b>Term 1</b>	<b>Health and wellbeing – self-concept</b>	To make informed lifestyle choices regarding sleep, diet and exercise	Different types of relationships	<b>Health and wellbeing - self-concept</b>	To make informed lifestyle choices regarding sleep, diet and exercise	Different types of relationships
	<b>Health and wellbeing – drugs, alcohol and tobacco / mental and emotional wellbeing / health-related decisions</b>	Internal and external influence. Strategies to develop assertiveness, resilience and peer influences.	Important relationships in life	<b>Health and wellbeing - mental and emotional wellbeing / health-related decisions / gambling</b>	Internal and external influence. Strategies to develop assertiveness, resilience and peer influences.	Important relationships in life
		Drugs, alcohol and tobacco (vape). Health related decisions, consequences to do with mental and physical health	How have your important relationships changed over time?		Drugs, alcohol and tobacco (vape). Health related decisions, consequences to do with mental and physical health	How have your important relationships changed over time?
		Looking after mental health. Strategies for exams, stress and anxiety. How to make informed lifestyle choices.	Tips on how to manage changes within relationships		Looking after mental health. Strategies for exams, stress and anxiety. How to make informed lifestyle choices.	Tips on how to manage changes within relationships
		Industrial external influences Ways in which advertising can influence health and harmful behaviours – social media link.	Homophobia		Industrial external influences Ways in which advertising can influence health and harmful behaviours – social media link.	Homophobia
	Addiction – Gaming, smoking, drugs, social media – impact on lifestyles and mental health.	What kind of expectations do we have about		Addiction - Gaming, smoking, drugs, social media – impact on lifestyles and mental health. <b>CAREERS MEETINGS</b>	What kind of expectations do we have about how bodies should look? Are they realistic?	

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<b>Term 2</b>	<p><b>Living in the wider world - Choices and pathways, financial choices and work and career and rights and responsibilities</b></p> <p><b>Relationships - positive relationships, relationship values, forming respectful relationships</b></p>	<p>Education and employment pathways. Reviewing strengths, interests, skills, qualities, values and how to develop these. Links to options and subject choices / post 16. Importance of different subject areas.</p> <p>Employer values and different routes into work - training and vocational pathways, university, apprenticeships. Skills and attributes that employers value. Social media within employment – positive and negative.</p> <p>Employment rights and responsibilities - Equality act and responsibilities of employers. Confidentiality in the workplace. Different styles of employment (zero hours / full time / part time).</p> <p>How to make financial decisions - benefits of saving and budgeting. Link to cost-of-living crisis.</p> <p>Exploitation - CSE, financial exploitation, drugs / county lines and online scams.</p>	<p>How drugs and alcohol can influence our behaviour and choices?</p> <p>Why might it be difficult to talk about sex?</p> <p>Practical tips for communicating online</p> <p>Communicating what you want online</p> <p>Sexting - Lawyer shares</p> <p>Exploring your sexuality</p> <p>Consent definition - Lawyer shares</p>	<p><b>Living in the wider world - Choices and pathways, financial choices and work and career and rights and responsibilities</b></p> <p><b>Forming and maintaining respectful relationships</b></p>	<p>Education and employment pathways. Reviewing strengths, interests, skills, qualities, values and how to develop these. Links to options and subject choices / post 16. Importance of different subject areas.</p> <p>Employer values and different routes into work - training and vocational pathways, university, apprenticeships. Skills and attributes that employers value. Social media within employment – positive and negative. Employment rights and responsibilities - Equality act and responsibilities of employers. Confidentiality in the workplace. Different styles of employment (zero hours / full time / part time).</p> <p>How to make financial decisions - benefits of saving and budgeting. Link to cost-of-living crisis.</p> <p>Exploitation - CSE, financial exploitation, drugs / county lines and online scams.</p>	<p>How drugs and alcohol can influence our behaviour and choices?</p> <p>Why might it be difficult to talk about sex?</p> <p>Practical tips for communicating online</p> <p>Communicating what you want online</p> <p>Sexting - Lawyer shares</p> <p>Exploring your sexuality</p> <p>Consent definition - Lawyer shares</p>

**Relationships - consent and contraception and parenthood**
**Living in the wider world - media literacy and digital resilience**
**Living in the wider world - Bullying, abuse, discrimination and social influences**
**College visits – experience days.**

The opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.

The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships.

The legal rights, responsibilities and protections provided by the Equality Act 2010

The legal and ethical responsibilities people have in relation to online aspects of relationships

To recognise unwanted attention (such as harassment and stalking online), way to respond and how to seek help.

About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them and to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity

To recognise when a relationship is abusive and strategies to manage this. The challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

The impact of attitudes towards sexual assault and the challenge victim-blaming, including when abuse occurs online

The different types of intimacy - including online - and their potential emotional and physical consequences (both positive and negative)

About the concept of consent in maturing relationships

To recognise the impact of drugs and alcohol on choices and sexual behaviour

Consent myths - lawyer shares

Coercive control - Lawyer shares

Coercive control - Lawyer shares

Catcalling - Nicole's Story

Why does sexual harassment happen?

**Relationships - consent and contraception and parenthood**
**Living in the wider world - Bullying, abuse, discrimination and social influences**

The opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.

The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships.

The legal rights, responsibilities and protections provided by the Equality Act 2010

The legal and ethical responsibilities people have in relation to online aspects of relationships

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To recognise the impact of drugs and alcohol on choices and sexual behaviour

Consent myths - lawyer shares

Coercive control - Lawyer shares

Coercive control - Lawyer shares

Catcalling - Nicole's Story

Why does sexual harassment happen?

How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner. To overcome barriers such as embarrassment and misconceptions about sexual health and the use of sexual health services

About specific STIs, their treatment and how to reduce the risk of transmission. How to respond if someone has, or may have, an STI

The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support. The choices and support available in the event of an unplanned pregnancy, and how to

About the current legal position on abortion and the range of beliefs and opinions about it.

Evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours.

To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs - county lines. organised crime, including cybercrime.

To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang.

Factors which contribute to young people becoming involved in serious organised crime, including cybercrime.

Strategies for protecting and enhancing their personal and professional reputation online

How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner. To overcome barriers such as embarrassment and misconceptions about sexual health and the use of sexual health services

About specific STIs, their treatment and how to reduce the risk of transmission. How to respond if someone has, or may have, an STI

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To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang.

Factors which contribute to young people becoming involved in serious organised crime, including cybercrime.

Strategies for protecting and enhancing their personal and professional reputation online

That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why

		<p>That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events.</p> <p>How personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences.</p> <p>The law relating to 'honour'- based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>To assess the causes and personal consequences of extremism and intolerance in all their forms and to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>			<p>and how this may influence opinions and perceptions of people and events.</p> <p>How personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences.</p> <p>The law relating to 'honour'- based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>To assess the causes and personal consequences of extremism and intolerance in all their forms and to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>	
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