

Family			Sci	ence				PSH	E				RE					IT					Othe	er	
																					(ass	embl	y/tall	k/hand	(tuok
	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
Recognise different			✓			✓	✓	✓	✓	✓				\checkmark	\checkmark						\checkmark		\checkmark	\checkmark	
types of committed,																									
stable relationships.																									
Understand what								✓	✓	✓				✓	✓								\checkmark	\checkmark	
marriage is and their																									
importance for																									
bringing up children																									
Identify why marriage								✓	\checkmark	✓				\checkmark	\checkmark										
is an important																									
relationship choice																									
for many couples																									
Have knowledge of								✓	✓	✓				✓	✓										
the roles and																									
responsibilities of																									
parents with respect																									
to raising of children																									
Identify and								✓	✓	✓				✓	√										
understand the																									
characteristics of																									
successful parenting.																									
Be able to judge			✓			✓	√	√	✓	\checkmark											\checkmark		√	√	
when a family, friend,																									
intimate or other																									
relationship are																									
unsafe																									



Understand how to seek help or advice, including reporting concerns about		√		√	√	√	√	√						√	√	√	
others.																	



Respectful relationships, including friendships	Science								PSH	E				RE					IT			(ass	sembl	Othe		dout)
	7	8	9	10	11		7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
Understand the legal rights and responsibilities regarding equality (be aware of the protected characteristics the Equality Act 2010)			√				√	√	√	✓	✓		✓	√	✓	√										
Be aware as an individual you can be expected to be treated with respect.			√				√	V	\	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\	\											√	\	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
Understand that you should show respect to others Have tolerance of other people's beliefs.					√		√	√	√	√	√	\	√	\	√	√						√	√	√	√	✓
The characteristics of positive and healthy friendships (in all contexts, sexual, Nonsexual and online) Trust,			√				√	√	✓	√	✓	√	√	√	√	√						✓	√	√	√	√



Respect																			
Honesty																			
Kindness,																			
Generosity																			
Boundaries																			
Privacy																			
Consent																			
The management of																			
conflict																			
Reconciliation																			
Ending relationships.																			
Understand different				✓	√	√	√	√	✓	✓	\checkmark	√			√	√	✓	√	√
types of bullying																			
(including																			
cyberbullying)																			
The impact of bullying,				✓	✓	✓	√	√		√	✓	✓			✓	√	✓	√	√
responsibilities of																			
bystanders to report																			
bullying and how and																			
where to get help.																			
Recognise that some		✓		√	√	√	√	√			√	√							
types of behaviour																			
within relationships																			
are criminal, including																			
violent																			
behaviour																			



• Coercive control.																		
Understand what constitutes sexual harassment and sexual violence and why these are always unacceptable	√			√							√						√	✓
Understand the practical steps that you can take to improve or support respectful relationships			,		✓	✓								✓	✓	\	✓	√
Understand how stereotypes, in particular those based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g how they might normalise nonconsensual behaviour or encourage prejudice)			,		✓ ·	V	✓	✓	\	\	√			V	✓	√	√	✓ ·



Online and media			Sci	ence				PSH	IE				RE					IT					Othe		
		1		1	ı				1	T			1	1	ı			T	1	1			i e		dout)
	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10		7	8	9	10	11
Be aware of						\checkmark	√	\checkmark	\checkmark	√			\checkmark			√		✓		\checkmark	\checkmark	√	✓	✓	\checkmark
individual's rights,																									
responsibilities and																									
opportunities online																									
Be aware of online						√	√	√	✓	√			√			✓	✓	√	√	√	√	√	√	√	√
risks																									
Understand how								√	✓	√						✓		√	√	√	√	✓	✓	✓	✓
information and data is																									
generated, collected,																									
shared and used																									
online.																									
Understand the risks of						✓	✓	√	√	√						✓					√	√	√	√	✓
sharing material online																									
i) provide																									
material to																									
others that																									
they would																									
not want																									
shared																									
further																									



not to share personal																			
material which is sent																			
to them																			
Understand that		\checkmark		,		√	\checkmark	\checkmark	✓						\checkmark	√	√	√	√
sharing and viewing																			
indecent images of																			
children (including																			
those created by																			
<u>children)</u>																			
> Is a criminal																			
offence																			
Carries severe																			
penalties																			
including jail.																			
Be aware of the				,	/	√	√	√	√			√			√	√	√	√	√
difficulty of removing																			
potentially																			
compromising material																			
placed online																			
Identify what and				,		√	√	\checkmark	✓			√			\checkmark	√	√	√	✓
where to go to report																			
material or manage																			
issues online																			
Have an understanding							√	\checkmark	√										
that e.g. pornography																			
presents a distorted																			



1		1		1	1	1		1		1	1	1	ı	1		I	I	l		
picture of sexual																				
behaviours																				
Be aware that							✓	√	✓											
pornography																				
i) Negatively																				
affect how																				
individuals																				
behave																				
towards																				
sexual																				
partners.																				
ii) can damage																				
the way																				
people see																				
themselves																				
in relation																				
to others																				



Being safe			Sci	ence				PSH	E				RE					IT			(ass	sembl	Othe		dout)
	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
The concepts of, and laws relating to, > sexual consent, > sexual exploitation, > abuse, > grooming, > coercion, > harassment, > rape, > domestic abuse, > forced marriage, > honour-based violence > FGM How the above can affect current and			✓ ✓			✓ ✓	✓ ✓	✓	✓	✓				V	V										
How people can			✓			✓	✓	✓	✓	✓															
actively communicate and recognise consent from others,																									



including sexual consent																
How and when consent can be withdrawn (in all contexts, including online)		√		√	√	√	√	√		√	√					



Intimate and sexual relationships,			Sci	ence				PSH	E				RE					IT			(ass	embl	Othe y/talk	r :/hanc	dout)
including sexual health	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
Recognise the characteristics and positive aspects of healthy one-to-one intimate relationships	√			<u> </u>	√	-		√	<u> </u>	√						-									
Understand that our physical emotional mental, sexual and reproductive health wellbeing can be affected by choice in relationships			√	✓				✓	✓	✓															
Understand that they have a choice to delay sex or to enjoy intimacy without sex.			√	√				\	√	√															
Be aware of and understand how a range of strategies can be used to managing			√	√			√	√	√	√															



sexual pressure including understanding peer pressure, resisting pressure pressure pressurising others.																			
Be aware of how the use of alcohol and drugs can lead to risky sexual behaviour.		√	✓		✓	<	✓	\	✓						<	✓	✓	<	√
Be aware of the full range of contraceptive choices/options available			√	√				√											
Understand how risk can be reduced through safer sex (including through condom use)			√	√				→											
Understand how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted	√	>	✓	✓				>											



Knowledge of the impact STIs can have on those who contract		√	√			√									
them and how they are treated.															
The facts about					✓	✓									
reproductive health															
including the															
menopause															
Understand potential					\checkmark	\checkmark	√								
impact/barriers of															
lifestyle on fertility for															
men and women															
Understand that there					\checkmark	\checkmark									
are choices in relation															
to pregnancy															
including															
keeping the															
baby,															
adoption,															
abortion and															
where to get															
further help Be aware of the facts					√	√									
						•									
around pregnancy including miscarriage															
including iniscarriage															
Understand how to get					\checkmark	✓									
further advice,															



including how and													
where to access													
confidential sexual													
reproductive health													
advice and treatment													

Events/Activities which support the RSE curriculum

Anti-Bullying Week theme - Whole school activities

Show Racism the Red Card workshops and assemblies

E-safety assemblies and presentations

School Diversity Week

Raising awareness and engaging in Anti-Bullying Week themes such as 'All Different, All Equal', 'Choose Respect', 'Change Starts with Us'. Included a competition, a whole school activity, a themed display, non-uniform day and an assembly delivered by a member of SLT on International Stand Up to Bullying Day

FAB Award (Friends Against Bullying) - gained every year for past 4 years - Includes pupils delivering a presentation about what we do for Anti-Bullying Week.

Pride Event - The event had two main aims: 1) To support teachers in delivering the Equality Duty section of the new PSHE curriculum/ whole school offer in particular relation to supporting students or families who are LGBTQ+. 2) To run workshops with young people who have an interest in LGBTQ+ issues to support their emotional well-being, share their experiences with other young LGBTQ+ people and share their ideas about what schools could do to improve their offer

The Diana Award and the anti-bullying ambassadors

Bright Futures delivered assemblies on VAWG to all year groups and to deliver a specific session to year 10 and 11 girls.

We are now an Anne Frank Link School and 3 year 9 pupils have been chosen as Anne Frank Ambassadors



We are now a UCL Centre for Holocaust Education Beacon School

Bespoke lessons for each year group by an in-house specialist team

Safer Streets – presentations and workshops by the Police Violence Reduction Unit

Anne Frank workshops on racism and homophobic abuse

Humanutopia events with years 7 and 10 focusing on friendship and self reflection

