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Relationships and Sex Education Policy (RSE) for Secondary Schools

1. **Name of School:** Uppingham School
Date of Policy: January 2024
Date of Review: September 2024

This policy was developed in response to: **Relationships Education, Relationships and Sex Education and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (published 2019, updated July 2020)**

This policy has links to the Anti-bullying Policy, PSHEE (Wellbeing) Policy and also to the Child Protection Policy.

This policy should be read in reference to the following documents:

- Equality Act (2010)
- Keeping Children Safe in Education (2021)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019)

The policy was developed by RHK (Assistant Head Pastoral) in consultation with KMW (Senior Deputy Head), RKGH (Director of Wellbeing) and the working group for policy development.

Overall responsibility for the RSE policy lies with the Trustees and the Headmaster, although the direction and delivery of RSE is overseen by the Assistant Head: Pastoral and the Director of Wellbeing.

2. The consultation process has involved:

- Consultation with wider school community e.g. Woodfield, Pupils, Parents, Matrons, DSLs, Chaplain, Director of Wellbeing, Head of Lower School, Heads of Department.
- Consultation with external agencies eg RSE conferences, Medical professionals, Bish training, Leicester City Council (Alison Spooner)
- A regular parental review will take place every three years.

3. What is Relationships and Sex Education?

The term Relationships and Sex Education RSE- is used in this policy rather than sex education. This is to stress that we go beyond the provision of biological information and also focus on attitudes and values, developing self-esteem and helping to provide the skills needed to manage relationships.

According to the DfE guidance (2019),

“Today’s children and young people are growing up in an increasingly complex world and living seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’

4. Principles and Values

Uppingham School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to our community and aim to support each individual as they grow and learn.

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- Be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage the respecting of different views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationships and Sex Education at Uppingham School has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience
- learning the value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of children
- learning about the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- learning to respect and value difference and diversity including diverse family models, genders and sexualities
- learning about the rights and responsibilities to oneself and others
- understanding responsibility for one's own safety and that of others both in the real and digital world
- understanding the importance of equality concerning genders and sexuality
- learning that violence and coercion in relationships is unacceptable

Skills

- learning to recognise one's own emotions and those of others
- learning to manage emotions and relationships with confidence and sensitivity
- learning to manage change
- developing self-respect
- learning how to use appropriate language in the real and the digital world
- learning to be empathetic to others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to identify risk in relationships both in the real and digital world
- learning how to recognise and avoid exploitation and abuse
- learning how to keep oneself safe and how to extricate oneself from an unsafe situation
- developing critical thinking
- learning to make and carry out informed decisions
- developing decision-making skills both in the real and the digital world
- developing an appreciation of the consequences of choices both in the real and digital world
- learning to manage conflict and developing negotiation skills
- learning how to cope with and resisting unwelcome peer pressure
- learning to communicate openly and respectfully about relationships and sex
- learning how to ask for help and accessing advice/services

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Knowledge and Understanding

- learning and understanding emotional and physical development at appropriate stages
- learning about the impact of stereotyping and negative language – learning about and understanding reproduction
- learning about a safe and healthy lifestyle based on accurate information – understanding the positive benefits of loving, rewarding and responsible relationships
- learning protective behaviours
- understanding the nature of consent
- learning about the impact of coercion and violence
- knowing where to seek appropriate help and advice.

5. Aims

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be discerning in their relationships and sexual behaviours and are more likely to have fulfilling relationships.

There is no evidence to suggest that RSE makes students more likely to enter into sexual activity.

Uppingham School believes that pupils have an entitlement to age and circumstance appropriate RSE.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.
- Understand how there may be links to other issues in PSHEE and to be able to manage the pressures a 'party atmosphere' may bring.

6. Organisation and Content of Sex and Relationship Education

Uppingham School specifically delivers Relationships and Sex Education through its Wellbeing Programme (lessons and talks), although some aspects are also delivered in academic lessons such as in RS lessons and Science lessons in KS3, and KS4. There are also parts of the programme that are delivered in the boarding Houses by external professionals, matrons, tutors and Heads of House (HSMs).

Much of the Relationships and Sex Education at Uppingham School takes place within timetabled Wellbeing lessons. Wellbeing teachers generally deliver the Wellbeing Curriculum with support from professionals, the Director of Wellbeing and the Assistant Head Pastoral where appropriate. In the Fourth Form, Lower Fifth and Upper Fifth, pupils have one Wellbeing lesson a week. L6th pupils participate in a talks programme each week.

Tutors and HsMs work closely with their pupils over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each

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student's individual circumstances. Therefore we endeavour to ensure that Tutors and HSMs provide more bespoke and personalised RSE education in the Houses when appropriate.

RSE lessons are set within the wider context of the Wellbeing curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of fertility and puberty are also included. The Science National Curriculum is largely followed by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Pupils in all year groups also receive talks from internal and external speakers on a yearly cycle which include RSE topics (eg consent). The content of these talks is dependent on feedback from the pupil surveys and also allows us flexibility to address current issues in the School or nationally.

A focus on the importance of relationships is also a crucial part of our RISEupp Framework, which is a whole school pastoral framework designed to allow pupils to work towards positive wellbeing.

RSE Programme

At the start of the Fourth Form, all pupils' previous RSE is audited through the use of a survey. Pupils are asked what they have been taught in previous schools and how confident they feel in each area.

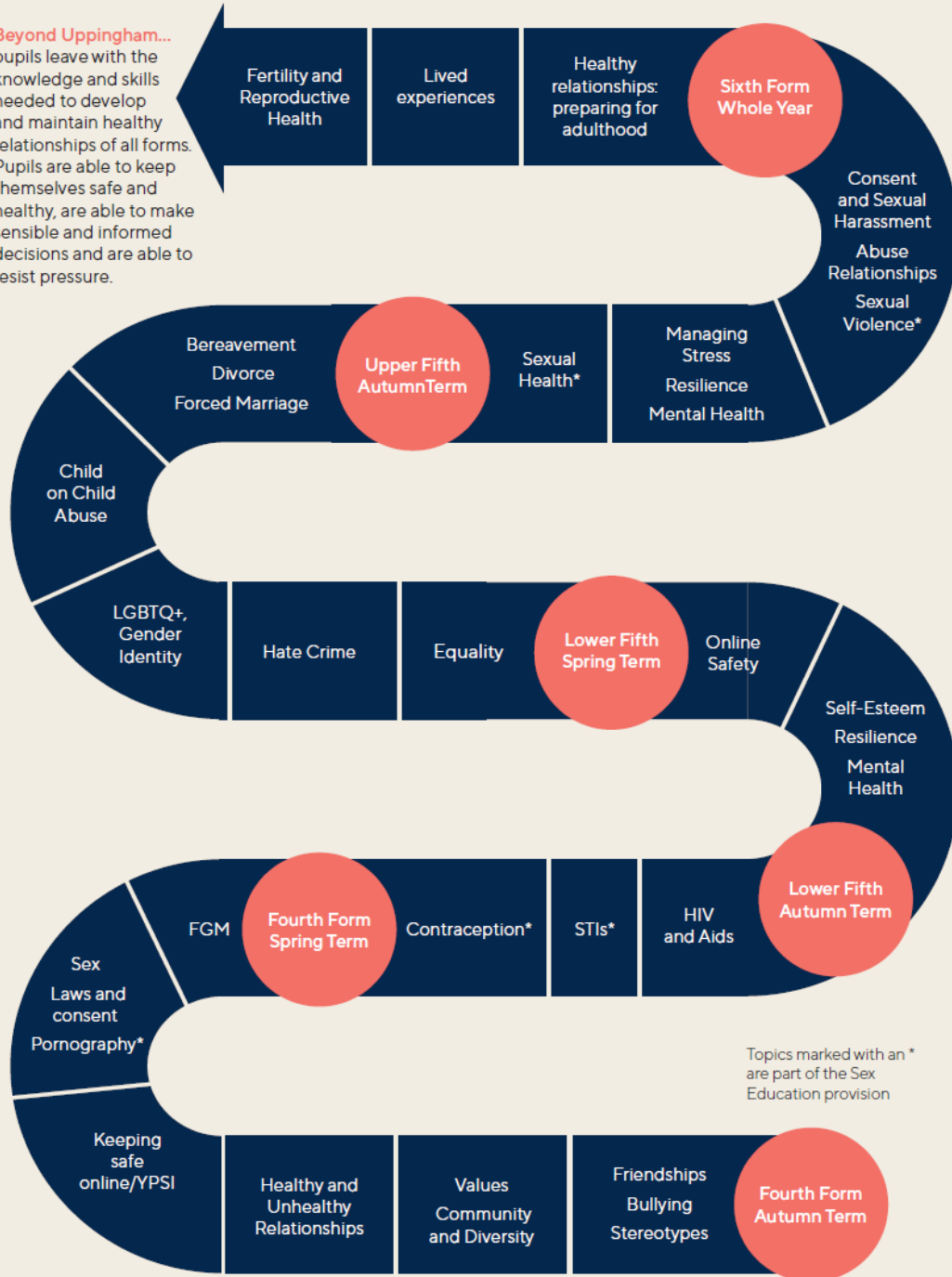
This is because of the nature of a 13+ entry boarding school with a diverse and multi-national intake. The results of this survey help inform the programme of additional speakers and workshops and therefore the timing and content of lessons/sessions may vary year on year although the broad topics remain the same.

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RSE Roadmap

Beyond Uppingham...

pupils leave with the knowledge and skills needed to develop and maintain healthy relationships of all forms. Pupils are able to keep themselves safe and healthy, are able to make sensible and informed decisions and are able to resist pressure.



Topics marked with an * are part of the Sex Education provision

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Safe and Effective Practice

It is imperative that RSE is conducted in an environment which is open and safe for pupils. As such, teachers, nurses and those helping to deliver aspects of RSE are expected to establish clear ground rules and boundaries, being sensitive to the needs of the group and any individual needs. Particular attention should be given to ensure there is fair treatment of any pupil with SEND, or a protected characteristic, and pupils should be signposted to who they can speak to should they have any concerns about any aspect of RSE (these can be found on the Safeguarding Hub or the 'Advice and Support' posters on house notice boards.)

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Those delivering RSE sessions should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male.

In-house sessions which are delivered by, or overseen by a school nurse, are valuable in signposting pupils to the confidential sexual health services offered by Woodfield Health Centre and the Uppingham Surgery.

Wellbeing teachers receive regular guidance in department meetings about the delivery of sensitive topics.

Methodology and Resources

A wide range of teaching methods are used so that pupils can participate actively in their own learning. Quizzes, case studies, scenarios, role plays, guest speakers, group discussion and debate are all utilised throughout the RSE Programme. Teaching resources are kept up to date and are selected carefully for their appropriateness to the pupils.

If a teacher is uncomfortable with delivering part of the curriculum, support is offered by the Assistant Head: Pastoral, Director of Wellbeing or by more experienced teachers/HSMs/Tutors.

Monitoring and evaluation

The programme is regularly evaluated by the Assistant Head: Pastoral and the Director of Wellbeing and the views of pupils and teachers are used to make changes to the programme on a regular basis. Current issues/news items are also incorporated into the curriculum to make it relevant to pupils.

Informal assessment is carried out during Wellbeing lessons and comprises of questionnaire feedback and summary sheets. We also include assessment points during Wellbeing lessons but these are not reported on formally. Pupils are encouraged to reflect on their learning throughout the course. 4th Form matron meetings and reports also allow pupils the chance to reflect on their progress within the RISEupp framework.

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7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular topics in mixed groups. Our RSE education therefore allows for some elements of RSE to be delivered in single sex groups in Boarding Houses.

Students with Special Needs

We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them. LGBTQIA+ content is included throughout our curriculum from the Fourth Form upwards and fully integrated into our lessons and resources. Our pastoral support will also take into account the needs of gay, lesbian, transgender or bi-sexual students. We shall actively tackle any homophobic bullying.

Gender

Both boys and girls have the right to equal RSE at Uppingham School and we consider topics and approaches that actively engage both. We shall also be proactive in combating sexism and sexist bullying. By delivering selected parts of the curriculum in mixed sex groups, pupils are able to listen to, and engage, with the views of people of differing genders to themselves.

8. Working with Parents/carers and the wider community

Uppingham School works closely with parents/carers when planning and delivering RSE sessions and aims to inform parents in advance of what will be covered in Wellbeing lessons. Parents are given opportunities to fill in surveys and participate in forums when necessary.

9. Right of Withdrawal of Students from Sex Education within RSE

Parents have the right to withdraw their children from some or all of the sex education delivered as part of statutory RSE. This does not include those parts which are in the wider statutory curriculum (i.e. in Science lessons).

Parents are encouraged to discuss their decisions with the Assistant Head: Pastoral and the Headmaster at the earliest opportunity. Once those discussions have taken place, except in exceptional circumstances, Uppingham School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, Uppingham School will make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headmaster may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, Uppingham School will ensure that the pupil receives appropriate, purposeful wellbeing education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

Parents are welcome to review any RSE resources the school uses.

10. Safeguarding, Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

It is recognised that effective RSE may give rise to disclosure and any safeguarding or child protection concerns arising within, or as a result of RSE should be reported immediately to the DSL or a member of the Safeguarding team.

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In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be referred to the Designated Safeguarding Lead under the School's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where Child Protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the School's confidentiality policy.

11. Support available to pupils

The school takes its role in the promotion of pupil welfare seriously. Staff endeavour to make themselves approachable and provide caring and sensitive pastoral support to pupils. Staff may be approached through the pastoral system and offer support if appropriate. Health care is provided on site and if necessary, pupils can be referred to internal or external counselling provision. The school will keep up to date with the development of local services and national agencies/helplines.

12. Ensuring provision of RSE during periods of remote learning

Where possible, RSE lessons will be delivered remotely by the class teacher or group facilitator and resources will be adapted to ensure they are appropriate for pupils isolating or working from home. Where lessons are judged to include sensitive material that is not suitable to teach remotely, we will arrange catch up sessions for those pupils/year groups when they return to school, even if this carries over into the next academic year. We will also offer parents support in having conversations with their children whilst they are at home.

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APPENDIX A: The RSE Curriculum (taught as part of an overall Wellbeing Curriculum)

FOURTH FORM AUTUMN HALF TERM 1					
Lesson	Learning Objectives	Learning Outcomes	Suggested Activities & Resources	Wellbeing Curriculum Links	Cross-Curricular Links
What does it mean to be an Uppinghamian? What is Wellbeing?	<ul style="list-style-type: none"> - To consider the culture and ethos of the school - To evaluate the concept of starting a new school - To reflect on what Wellbeing means in the context of Uppingham School 	<ul style="list-style-type: none"> - All students will reflect on the benefits and challenges of starting a new school - All students will understand and be able to discuss what Wellbeing means in the context of Uppingham School. 			
Who am I? What are my personal values?	<ul style="list-style-type: none"> - To consider what shapes your own identity - To evaluate personal strengths, positive qualities and values - To reflect on my identity in order to enhance personal development 	<ul style="list-style-type: none"> - All students will be able to discuss what makes them, them. - All students will use critical thinking skills to evaluate their own strengths, qualities and values. - All students will consider one change that they will try and make enhance their own personal development. 		L5th – Positive Role Models; Mental Health Awareness; Volunteering U5th – Mental Health and Coping Strategies; Resilience	

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<p>British Values</p>	<ul style="list-style-type: none"> - To know what the 4 British values are. - To understand the BVs and relate it to personal values, stating the positives and negatives surrounding each one. - To evaluate the impact British Values have; both individually and from a wider perspective, giving examples to support. 	<ul style="list-style-type: none"> - All students will be able to identify what all 4 British Values are. - All students will be aware of the background surrounding British Values, where they originated from and why they came to light. - All students will consider the positives and negatives of each one in a specific context (e.g. school perspective, as a country, etc). 			<p>4th form Worldviews Sow, IGCSE Religious Studies, A Level Religious Studies.</p>
<p>Diversity and Community</p>	<ul style="list-style-type: none"> - To learn what diversity means. - To understand the culture and diversity of Great Britain. - To reflect on the culture and diversity in our school. - To consider the communities we are a part of. 	<ul style="list-style-type: none"> - All students will be able to evaluate the impact each British Value has on individuals, communities & schools by having these in place. - All students will understand the different cultures that make up our school. 		<p>L5th – Equality, Diversity and Inclusion; Hate Crime; Women’s Rights; Careers and Employability;</p> <p>U5th – Forced Marriage and Honour-Based Abuse</p>	<p>4th Form Worldviews Sow, IGCSE Religious Studies, A Level Religious Studies.</p>

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LGBTQ+ and Gender Identity	<ul style="list-style-type: none"> - To explore a topical issue associated with LGBTQ+ issues around the world. - To understand the difference between sex and gender. - To evaluate the impact discrimination can have on individuals and communities around the world. 	<ul style="list-style-type: none"> - All students will have developed an in-depth knowledge of one area of conflict with regards to LGBTQ+ around the world. - All students will be able to explain the difference between sex and gender. - All students will reflect on the impact that these issues can have on individuals and wider communities around the world. 		L5th – Equality, Diversity and Inclusion; Hate Crime; Protected Characteristics	IGCSE Religious Studies - Gender, LGBTQIA+, Stereotyping, religion. A Level Religious Studies - Sexual Ethics, Gender and Society, Gender and Theology, Pluralism and Society/Theology. L6th Politics: Hate crime, LGBT+ rights are a core of our modules on the Judiciary and political participation. Civil rights, growth in and also threats to.
Anti-Bullying 1 and the Bystander Effect	<ul style="list-style-type: none"> - To define what is meant by the terms bullying and bystander. - To understand the actions that can be taken to challenge bullying. - To evaluate the impact bullying can have on physical and mental wellbeing. 	<ul style="list-style-type: none"> - All students will be able to describe the terms bullying and bystander. - All students will understand strategies to challenge bullying. - All students will know at least place to go for support in school. 		L5th – Equality, Diversity and Inclusion; Hate Crime; Protected Characteristics	Anti-Bullying Week - November IGCSE religious Studies – Bullying
FOURTH FORM AUTUMN HALF TERM 2					
Healthy and Unhealthy Relationships	<ul style="list-style-type: none"> - To maturely discuss relationships. - To consider a range of factors that influence relationships. - To explore different types of relationships and reflect on what makes a healthy relationship. 	<ul style="list-style-type: none"> - All students will have considered the impact that relationships can have on our lifestyles. 		L5th – Mental Health; Positive Role Models; Women’s Rights, Abortion Laws, CCE;	Sexual Health Services RSE Talk - November IGCSE Religious Studies - Marriage, same sex relationships, different types of families. A Level

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		<ul style="list-style-type: none"> - All students will reflect on the qualities that build positive relationships. - All students will evaluate qualities that can negatively impact on relationships and lifestyles. 		<p>Radicalisation and Extremism.</p> <p>U5th – YPSI; Coercive Control</p>	<p>Religious Studies - Sexual Ethics, Gender and Society, Natural Moral Law.</p>
<p>Youth Produced Sexual Imagery</p>	<ul style="list-style-type: none"> - To understand what Youth Produced Sexual Imagery is. - To understand the legal, social and emotional consequences linked to YPSI. - To know where to go for signposting and further support around YPSI. 	<ul style="list-style-type: none"> - All students will be able to define Youth Produced Sexual Imagery. - All students will be able to explore a range of scenarios and the associated risks and consequences. - All students will reflect on the impact that healthy relationships can have and the wider impacts of YPSI. 		<p>U5th – YPSI</p>	
<p>Fantasy v Reality – pornography and the online world</p>	<ul style="list-style-type: none"> - To know what pressures there are on people to have idealised body types, images and relationships. - To understand the dangers and risks surrounding watching pornography. - To analyse the impact pornography has on individuals and their perceptions of sexual relationships. 	<ul style="list-style-type: none"> - All students will be able to define what is meant by pornography. - All students will be able to explain myths associated with pornography. - All students will analyse the consequences of 		<p>U5th – Consent and Sexual Harassment</p>	<p>4th Form Worldviews SoW - focus on stereotyping, role of the media; critical thinking</p>

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		watching pornography.			
Consent and Sexual Harassment	<ul style="list-style-type: none"> - To define what is meant by consent. - To know and understand what consent means in a variety of different contexts. - To identify language and behaviours that communicate wants, needs and consent in a variety of contexts. 	<ul style="list-style-type: none"> - All students will be able to define the term consent and understand what is meant by consent. - All students will be able to identify a range of scenarios where consent needs to be given. - All students will reflect on how consent can be given and also revoked. 		U5th – Consent and Sexual Harassment	4th Form Worldviews SoW - Sexism. A Level Religious Studies - Sexual Ethics. Gender and Society - feminism
Female Genital Mutilation	<ul style="list-style-type: none"> - To know what FGM means. - To understand the laws around FGM both nationally and globally. - To be able to evaluate the impact of FGM. 	<ul style="list-style-type: none"> - All students will be able to define what FGM means. - All students will understand the laws around FGM in different countries. - All students will be able to explain the physical and emotional impact that FGM can have. 		U5th - CSE	4th Form Worldviews SoW - Sexism. A Level Religious Studies - Sexual Ethics. Gender and Society - feminism

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<p>Assessment 1: Letter to the Editor</p>	<ul style="list-style-type: none"> - To reflect on all the topics studied this half term. - To take ownership of a chosen topic and construct an intricate letter explaining your views. 	<ul style="list-style-type: none"> - All students will write a letter to the editor of a newspaper. - All students will express an opinion that is balance and well-rounded and shows good cultural awareness. 			
FOURTH FORM SPRING TERM HALF TERM 1					
<p>Healthy Lifestyles: How to self-check and what to look out for (including cancer)</p>	<ul style="list-style-type: none"> - To learn what cancer is and that it can happen to anyone. - To understand how cancer occurs using some correct terminology. - To be able to distinguish between facts and myths relating to cancer. 	<ul style="list-style-type: none"> - All students will understand what cancer is. - All students will be able to distinguish between facts and myths. 			<p>L5th Biology - Non-communicable diseases</p>

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<p>Healthy Lifestyles: Mental Health</p>	<ul style="list-style-type: none"> - To develop our awareness of mental health & mental health conditions - To consider the language we use when discussing mental health - To reflect on the impact that mental health has on people's lives 	<ul style="list-style-type: none"> - All students will have a greater understanding of a range of mental health issues - All students will thoughtfully consider the language that we use around mental health - All students will know where to go for support and guidance around mental health concerns for themselves or others. 		<p>L5th – Growth Mindset; Perfectionism; Positive Role Models; Mental Health Awareness.</p> <p>U5th – Managing Exam Stress and Resilience</p>	<p>Wellbeing Week – February</p> <p>Time to Talk Day - February</p>
<p>Assessment 2: Healthy Lifestyles Quiz</p>	<ul style="list-style-type: none"> - To reflect on the content covered around all aspects of a healthy lifestyle. - To be able to confidently answer questions on diet, exercise, sleep, hygiene, self-checking and mental health 	<ul style="list-style-type: none"> - All students will have the opportunity to review their learning about healthy lifestyles and receive feedback. 			

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FOURTH FORM SPRING TERM HALF TERM 2					
Puberty, Hygiene and the Impact	<ul style="list-style-type: none"> - To recap the changes that the body goes through during puberty. - To explore the wider impact that puberty can have on individuals. 	<ul style="list-style-type: none"> - All students will consider the language they use when discussing sensitive topics. - All students will discuss the changes that the body goes through during puberty. - All students will consider the wider implications that puberty can have on individuals, physically, socially and on mental health. 			L5th Biology - hormones and reproduction; IGCSE Religious Studies - contraception. A Level Religious Studies - Sexual Ethics, Gender and Society and Theology
Contraception	<ul style="list-style-type: none"> - To know the different forms of contraception - To understand what categories they fall into and why, offering examples - To evaluate the effectiveness of the different contraceptives, analysing the positives and negatives of them 	<ul style="list-style-type: none"> - All students will be able to list different forms of contraception. - All students will understand why a range of contraceptive offers are available. - All students will understand signposting, guidance and what the law says about sexual relationships and contraception. 		U5th – Healthy and Unhealthy Relationships; Sexual Health	IGCSE Religious Studies - Contraception, abortion, marriage. L5th Biology - hormones and reproduction.

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<p>STIs</p>	<ul style="list-style-type: none"> - To know some of the STIs that you can catch through having different forms of sexual activity. - To understand and explain the risks and symptoms associated with catching either a viral, bacterial or parasitical STI. - To be able to evaluate and compare the long and short term impact that a variety of STIs can have. 	<ul style="list-style-type: none"> - All students will be able to name a range of STIs and describe at least one in detail. - All students will be able to assess the risks and symptoms associated with a particular STI. - All students will be able to compare different STIs evaluating the long and short term impact they can have. 		<p>U5th – Healthy and Unhealthy Relationships; Sexual Health</p>	<p>L5th Biology - infectious disease; IGCSE Religious Studies - Contraception</p>
<p>HIV and Aids</p>	<ul style="list-style-type: none"> - To know the three ways in which HIV can be contracted. - To explain how someone can protect themselves from contracting HIV. - To analyse the impact of living with HIV. 	<ul style="list-style-type: none"> - All students will develop an understanding of how HIV can be contracted. - All students will explain the signs and symptoms of HIV and explain the testing process as well as how someone can protect themselves. - All students will evaluate the long and short term impact that living with HIV can have on individuals. 		<p>U5th – Sexual Health</p>	

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Pregnancy and Childbirth	<ul style="list-style-type: none"> - To develop an understanding of the process of conception, pregnancy and childbirth. - To explain the physical changes that the body goes through at different stages. - To evaluate the impact on mental health and wellbeing as well and lifestyle. 	<ul style="list-style-type: none"> - All students will be able to name the key stages that the body goes through during conception, pregnancy and childbirth. - All students will be able to explain physical changes that the body goes through at different stages of pregnancy. - All students will reflect on the impact that pregnancy and childbirth can have on individuals. 		L5th – Women’s Rights; Abortion Laws. U5th – Sexual Health	IGCSE Religious Studies - Contraception, abortion, marriage, fertility treatments
FOURTH FORM SUMMER HALF TERM 2					
Bereavement and Divorce	<ul style="list-style-type: none"> - To know what bereavement and grief means. - To understand that people grieve in different ways and for different periods of time. - To understand that people can experience grief through life events like divorce too and it can impact young people. 	<ul style="list-style-type: none"> - All students will know the definition of bereavement. - All students will understand that people grieve in a variety of different ways. - All students will know where to go for support and how to support others. 		L5th – Mental Health Awareness. U5th – Marriage and Divorce; Healthy and Unhealthy Relationships	

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Fake News	<ul style="list-style-type: none"> - To learn what fake news means. - To understand why people create fake news. - To evaluate the impact that fake news can have and the dangers associated. 	<ul style="list-style-type: none"> - All students will understand the concept of fake news and how to approach. - All students will be able to discuss the potential impact of fake news and how people could be misled. 		L5th – Hate Crime; Positive Role Models	4th form Worldviews SOW - critical thinking, assessing sources, fake news, religious practices and beliefs.
Online Safety - Privacy Settings/Digital Footprint	<ul style="list-style-type: none"> - To consider all of the potential issues of being online - To evaluate your own privacy settings and digital footprint - To be able to explain to others how to keep safe online 	<ul style="list-style-type: none"> - All students will have a greater understanding of potential issues. - All students will be aware of their own digital footprint 		L5th – Hate Crime; CCE; YPSI; Consent and Sexual Harassment	ICT induction - 4th - How to use social media, email etc responsibly and who to report to if they feel targeted.

UPPINGHAM

LOWER FIFTH AUTUMN HALF TERM 1					
Lesson	Learning Objectives	Learning Outcomes	Suggested Activities & Resources	Wellbeing Curriculum Links	Cross-Curricular Link
Positive Role Models	<ul style="list-style-type: none"> - To consider what being a positive role model constitutes and the characteristics needed. - To identify different positive role models in your lives. - To be able to discuss and evaluate why negative role models attract a following and the impact it can have. 	<ul style="list-style-type: none"> - All students will understand what a role model is. - All students will identify three positive role models in their life. - All students will be able to evaluate the impact of negative role models. 		4 th – Healthy Lifestyles. U5th – Healthy and Unhealthy Relationships	Anti-Bullying Week – November
LOWER FIFTH SPRING TERM HALF TERM 1					
Equality, Diversity and Inclusion	<ul style="list-style-type: none"> - To understand what is meant by the terms equality, diversity and inclusion. - To understand EDI in communities and companies in the world of work. - To evaluate the impact of EDI initiatives and develop their own. 	<ul style="list-style-type: none"> - All students will be able to explain what equality, diversity and inclusion means and give examples. - All students will have researched different communities and companies that promote EDI. 		4 th Form – LGBTQ+; Anti-Bullying	Guest Speaker: Anti-Racism – November L6th Politics: Hate crime, LGBT+ rights are a core of our modules on the Judiciary and political participation. Civil rights, growth in and threats to.
Protected Characteristics and Hate Crime	<ul style="list-style-type: none"> - To understand the definition of hate crime 	<ul style="list-style-type: none"> - All students will be able to define hate crime and give examples. 		4 th Form– LGBTQ+; Anti-Bullying	IGCSE Religious Studies - Gender, LGBTQIA+, Stereotyping, religion. A Level

UPPINGHAM

	<ul style="list-style-type: none"> - To explore the wide-reaching impacts that hate crime and discrimination can have on individuals and communities. - To understand where support is available to report hate crime and discrimination. 	<ul style="list-style-type: none"> - All students will evaluate the impact that hate crime and discrimination can have. - All students will understand where signposting and support is available around hate crime and discrimination. 			<p>Religious Studies - Sexual Ethics, Gender and Society, Gender and Theology, Pluralism and Society/Theology.</p> <p>4th form Worldviews - Religion causing oppression, sexism etc. IGCSE Religious Studies - War and Peace, Social Justice. A Level Religious Studies - Challenges of Secularism, Gender and Society.</p> <p>L6th Politics: Hate crime, LGBT+ rights are a core of our modules on the Judiciary and political participation. Civil rights, growth in and also threats to.</p>
Women's Rights Around the World	<ul style="list-style-type: none"> - To consider the rights of women around the world in relation to abortion. - To evaluate the wider impact of the issues on individuals, communities and societies. - To reflect on the world in which some women are living, compared to our own. 	<ul style="list-style-type: none"> - All students will have a well-rounded overview of issues around the world in relation to women and abortion. - All students will engage with a range of views across the debate around abortion rights. - All students will reflect thoughtfully on the impact of this topic. 		<p>4th Form– Pregnancy and Childbirth; FGM.</p> <p>U5th – Healthy and Unhealthy Relationships; Consent and Sexual Harassment; Forced Marriage and Honour-Based Abuse</p>	<p>4th Form worldview SoW. IGCSE Religious Studies - human rights.</p>

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Abortion Laws	<ul style="list-style-type: none"> - To consider the rights of women around the world in relation to abortion. - To evaluate the wider impact of the issues on individuals, communities and societies. - To reflect on the world in which some women are living, compared to our own. 	<ul style="list-style-type: none"> - All students will have a well-rounded overview of issues around the world in relation to women and abortion. - All students will engage with a range of views across the debate around abortion rights. - All students will reflect thoughtfully on the impact of this topic. 		4 th Form– Pregnancy and Childbirth; Bereavement and Grief	4th form worldview SoW. IGCSE Religious Studies - human rights.
Assessment 2: Equality, Diversity and Inclusion Essay	<ul style="list-style-type: none"> - To reflect on all the topics studied this half term. - To take ownership of a chosen topic and construct an intricate letter explaining your views. 	<ul style="list-style-type: none"> - All students will write an essay with factual explanations of challenging topics - All students will express an opinion that is balanced and well-rounded and shows good cultural awareness. 			Wellbeing Week - February
LOWER FIFTH SUMMER HALF TERM 1					
Drugs Awareness (Revisited)	<ul style="list-style-type: none"> - To recap the definition and classification of drugs - To understand the effect that drugs can have - To evaluate why people might take drugs and where to go for signposting around drug taking 	<ul style="list-style-type: none"> - All students will be able to define what a drug is. - All students will be able to list the effects that different drugs can have. - All students will know where to go for signposting and support around drugs. 		4 th Form– Drugs Awareness; Cannabis Debate; Gambling and Addiction U5th – Festival/Party Drugs	U6th Politics: Judiciary module. Court cases involving substance abuse

UPPINGHAM

County Lines	<ul style="list-style-type: none"> - To know what exploitation is and how it can manifest itself in different contexts with a focus on County Lines. - To understand what makes some people more vulnerable to exploitation and how we can look for signs of this. - To analyse the wider impact that exploitation can have on society. 	<ul style="list-style-type: none"> - All students will be able to define County Lines. - All students will be able to identify signs of exploitation. - All students will reflect on factors that can protect someone from exploitation. 		<p>4th Form– Drugs Awareness; Cannabis Debate;</p> <p>U5th – Festival/Party Drugs; Child Sexual Exploitation</p>	
Child Criminal Exploitation	<ul style="list-style-type: none"> - To know what criminal exploitation is in a variety of contexts. - To understand what makes some people more vulnerable to exploitation and what the signs of this are. - To analyse the wider impact that exploitation can have on society. 	<ul style="list-style-type: none"> - All students will be able to define exploitation. - All students will be able to identify some signs that suggest someone could be being exploited and know where to go for support. - All students will consider the impact that exploitation can have and what can protect us from it. 		<p>4th Form– Drugs Awareness; Cannabis Debate;</p> <p>U5th – Festival/Party Drugs; Child Sexual Exploitation</p>	
Radicalisation and Extremism (Prevent)	<ul style="list-style-type: none"> - To understand what the terms radicalisation and extremism means. - To understand the factors that could make somebody 	<ul style="list-style-type: none"> - All students will be able to define what radicalisation and extremism mean. - All students will understand the Prevent strategy and relevant signposting. 		<p>4th Form– Fake News; Online Safety.</p> <p>U5th – Child Exploitation</p>	<p>4th Form Worldviews - Religion causing oppression. IGCSE Religious Studies - War and Peace. A Level Religious Studies - Challenges of Secularism.</p>

UPPINGHAM

	<p>vulnerable to extremism.</p> <ul style="list-style-type: none"> - To know the potential indicators that somebody has been radicalised. 				
Knife Crime	<ul style="list-style-type: none"> - To identify the consequences of knife crime and why young people become involved - To describe the long and short term consequences of carrying knives - To explore how methods to prevent knife crime 	<ul style="list-style-type: none"> - All students will identify both long and short term consequences of knife crime. - All students will explore why young people might get involved in knife crime and why it's difficult to prevent. - All students will evaluate why some crime prevention methods don't deter knife crime. 		<p>4th Form– Drugs Awareness; Cannabis Debate;</p> <p>U5th – Festival/Party Drugs; Child Sexual Exploitation; Personal Safety on a Night Out</p>	
LOWER FIFTH SUMMER HALF TERM 2					
Volunteering	<ul style="list-style-type: none"> - To consider how volunteer work can be beneficial to ourselves and the people we are helping. - To identify volunteering opportunities that are available to young people. - To reflect on the impact that volunteering can have on individuals and communities. 	<ul style="list-style-type: none"> - All students will be able to identify times when they have volunteered and the impact that it has had. - All students will explore a range of volunteering opportunities both in and out of school. - All students will reflect on the impact that volunteering can have. 			

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Blood and Organ Donation	<ul style="list-style-type: none"> - To know a range of facts and information about blood donation. - To understand the importance of blood donation. - To reflect on the impact that blood donation can have on individuals. 	<ul style="list-style-type: none"> - All students will be able to define what blood donation is and why it's important. - All students will understand the process of blood donation in the UK. - All students will reflect on the impact that blood donation can have. 		4 th Form– HIV and AIDS	U5th Biology - Stem cells
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UPPER FIFTH AUTUMN HALF TERM 1

Lesson	Learning Objectives	Learning Outcomes	Suggested Activities & Resources	Wellbeing Curriculum Link	Cross-Curricular Link
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UPPER FIFTH AUTUMN HALF TERM 2

Relationships: Healthy vs Unhealthy + YPSI	<ul style="list-style-type: none"> - To contextualise the content taught previously on healthy relationships and youth produced sexual imagery at a different stage of life. - To understand the laws around sharing images. - To be able to discuss different scenarios with healthy outcomes. 	<ul style="list-style-type: none"> - All students will be able to identify what makes a relationship healthy or unhealthy. - All students will know the law and risks around the sharing of indecent images. 		4 th Form – Healthy Relationships; YPSI; Pornography; Consent and Sexual Harassment; Contraception	
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Relationships: Coercive Control	<ul style="list-style-type: none"> - To learn the definition of coercive control. - To understand that abuse does not have to be physical/visual. - To be able to identify coercive control in different scenarios. 	<ul style="list-style-type: none"> - All students will know what is meant by the term coercive control. - All students will understand what emotional abuse can look like and the impact it can have. - All students will be able to identify controlling behaviours. 		4 th Form– Healthy Relationships; YPSI; Pornography; Consent and Sexual Harassment; Contraception	Guest Speaker: Controlling Behaviours - November 4th Form Worldviews SoW - Sexism. A Level Religious Studies - Sexual Ethics. Gender and Society - feminism
Relationships: Consent/Sexual Harassment	<ul style="list-style-type: none"> - To build on the topics of pornography and domestic abuse to look at sexual violence and coercive relationships. - To understand the laws around consent and sexual violence. - To reflect on the impact that sexual violence can have on individuals and their relationships. 	<ul style="list-style-type: none"> - All students will be able to define sexual violence and understand the links between pornography and domestic abuse. - All students will understand the laws in place for sexual violence and the reasons that those are there. - All students will produce a piece of reflective work that explores the impact that sexual violence can have. 		4 th Form– Healthy Relationships; YPSI; Pornography; Consent and Sexual Harassment; Contraception	4th Form Worldviews SoW - Sexism. A Level Religious Studies - Sexual Ethics. Gender and Society - feminism
Relationships: Sexual Health (recap contraception and STIs)	<ul style="list-style-type: none"> - To know the different forms of contraception - To understand what categories they fall into and why, offering examples - To evaluate the effectiveness of the different contraceptives, 	<ul style="list-style-type: none"> - All students will be able to list different forms of contraception. - All students will understand why a range of contraceptive offers are available. - All students will understand signposting, guidance and what the law says about sexual 		4 th Form– Healthy Relationships; YPSI; Pornography; Consent and Sexual Harassment; Contraception	IGCSE Religious Studies - Contraception, abortion, marriage. L5th Biology - infectious disease;

UPPINGHAM

	analysing the positives and negatives of them	relationships and contraception.			
Assessment 2: Relationships Quiz	<ul style="list-style-type: none"> To answer questions on different aspects of healthy and unhealthy relationships. 	<ul style="list-style-type: none"> All students will be able to evaluate their progress on relationships education and receive feedback. 			
UPPER FIFTH SPRING HALF TERM 1					
Forced Marriage and Honour Based Abuse	<ul style="list-style-type: none"> To recap key information around forced marriage and honour-based abuse To understand that forced marriage and honour-based abuse are illegal in the UK To know how you might see signs or indicators or forced marriage and honour-based abuse 	<ul style="list-style-type: none"> All students will look at examples of case studies that explore forced marriage and honour-based abuse. All students will understand the links between them and that they are illegal. All students will know where to go for signposting and support. 		<p>4th Form– Consent and Sexual Harassment.</p> <p>L5th – Equality, Diversity and Inclusion; Women’s Rights; Abortion Laws; CCE; Role Models</p>	<p>IGCSE Religious Studies - Marriage, same sex relationships, different types of families.</p> <p>IGCSE Religious Studies - Contraception, abortion, marriage.</p> <p>A Level Religious Studies - Sexual Ethics, Gender and Society, Natural Moral Law.</p> <p>4th form Worldviews SoW - Sexism. A Level Religious Studies - Sexual Ethics.</p> <p>Gender and Society - feminism</p>
Child Sexual Exploitation (refer back to FGM as additional)	<ul style="list-style-type: none"> To understand the different forms that CSE can come in To develop an understanding of what can make us vulnerable as individuals as well 	<ul style="list-style-type: none"> All students will be able to recognise different forms that CSE can take. All students will explore how to keep themselves and others safe. All students will know where to go for further information, support and 		<p>4th Form– Consent and Sexual Harassment; YPSI; Online Safety</p> <p>L5th – CCE; Drugs; County Lines</p>	Wellbeing Week - February

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	<p>as what can protect us</p> <ul style="list-style-type: none"> - To know where to go for further information and support about CSE concerns 	<p>reporting of incidents of CSE.</p>			
Marriage and Divorce	<ul style="list-style-type: none"> - To know what marriage constitutes. - To understand the different reasons why people may marry and divorce and to be up-to-date on the laws in the UK and around the world. 	<ul style="list-style-type: none"> - All students will be able to explain what marriage and divorce is and the different reasons for both. - All students will be able to explain the law in the UK around marriage and why the law is as it is. 		<p>4th Form– Bereavement and Divorce.</p> <p>L5th – Role Models; Mental Health.</p>	<p>IGCSE Religious Studies - Marriage, same sex relationships, different types of families.</p> <p>IGCSE Religious Studies - Contraception, abortion, marriage.</p> <p>A Level Religious Studies - Sexual Ethics, Gender and Society, Natural Moral Law.</p>
UPPER FIFTH SPRING HALF TERM 2					
Life Skills – Personal Safety on a Night Out	<ul style="list-style-type: none"> - To recognise the law regarding alcohol consumption. - To know key ways to stay safe on a night out. - To know what risks there are and how to minimise these. 	<ul style="list-style-type: none"> - All students will understand the laws related to alcohol consumption in the UK. - All students will be able to identify risks associated with drinking alcohol and how they can minimise these. - All students will understand practical strategies that they can use to stay safe whilst partaking in nightlife. 		<p>4th Form– Healthy Lifestyles; Drugs; Consent and Harassment; Contraception.</p> <p>L5th – Drugs; County Lines; Knife Crime</p>	

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Party/Festival Drugs	<ul style="list-style-type: none"> - To learn about different types of drugs in the context of a party/festival. - To understand current national statistics and drug use at festivals. - To be able to identify different drugs, know the risks and strategies to keep safe. 	<ul style="list-style-type: none"> - All students will understand the national picture around drugs at parties/festivals. - All students will have some strategies on how to keep safe if going to parties/festivals. 		<p>4th Form – Healthy Lifestyles; Drugs; Consent and Harassment; Contraception.</p> <p>L5th – Drugs; County Lines; Knife Crime</p>	<p>U6th Politics: Judiciary module. Court cases involving substance abuse</p>
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