

# Relationships, Sex and Health Education Procedure (from 2021)

JOHN TAYLOR HIGH SCHOOL



**Approved by:** Charlotte Crutchley

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## 1. Aims

The aims of relationships, sex and health education (RSE) at our school are to:

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

RSE is also a vehicle through which the JTHS Core Values of Respect, Integrity, Kindness and Perseverance can be explored as each student is encouraged to be part of 'One community, striving for personal excellence.' RSE is underpinned by our whole-school aims to provide a curriculum that:

- Is ambitious with well-chosen knowledge that introduces subjects, and explains how this knowledge can benefit human-kind.
- Provides a foundation for further study, careers and a place in a democratic society.
- Allows students to gain knowledge that empowers them to join and participate in challenging discussions as educated people.

## 2. Statutory requirements

As a secondary academy we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At John Taylor High School we teach RSE as set out in this procedure.

## 3. Procedure development

This procedure has been developed in consultation with staff, pupils and parents. The consultation and procedure development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the procedure and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the procedure
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the procedure was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this procedure, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

## 6. Delivery of RSE

RSE is taught within the Personal Development education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE 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

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBTQ+ 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).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE procedure, and will hold the head of school, the deputy head teacher responsible for curriculum and the pastoral teams to account for the implementation of this procedure.

### 7.2 The head of school

The head of school and the deputy head of school responsible for curriculum are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

RSE is delivered by all form tutors as part of morning registration and weekly tutor period.

## **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. This does not include what is taught as part of the science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this procedure and addressed to the head of school.

A copy of withdrawal requests will be placed in the pupil's educational record. The head of school or the deputy head of school responsible for curriculum will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head of school or deputy head of school responsible for curriculum will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the deputy head of school responsible for curriculum, the director of 6<sup>th</sup> form, heads of Upper and Lower School, heads of year and other members of the senior team. This is carried out through learning walks and work scrutinies as part of the school's approach to QA to ensure a consistency of approach across the school.



Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.



This procedure will be reviewed by the deputy head of school responsible for curriculum, the head of Upper and Lower School and the director of 6<sup>th</sup> form annually. At every review, the procedure will be approved by the head of school, and by Governors should there be a need to significantly refine the procedure. The procedure will be refined following obtained via parent, pupil and teacher surveys.

## Appendix 1: Curriculum map



### relationships , sex and health education curriculum map



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 <b>John Taylor High School</b> Home of the John Taylor Teaching School Hub 			<b>Subject Curriculum Map:</b>	<b>Personal Development</b>	<b>Year Group:</b>	<b>Year 7</b>
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	Life Beyond School	Rights, responsibilities and British values	Staying safe offline and online	Health and Wellbeing	Relationship and sex education	Celebrating Equality and Diversity
<b>Content</b>	<ul style="list-style-type: none"> <li>• Getting to Know People</li> <li>• Transition Points in your life</li> <li>• What is your community?</li> <li>• Careers and your future</li> <li>• Importance of sleep and relaxation</li> <li>• Financial Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is politics important?</li> <li>• How is the country run?</li> <li>• Setting up a party</li> <li>• Campaigning</li> <li>• Big debates</li> <li>• Exploring parliament</li> <li>• Who is Rishi Sunak?</li> </ul>	<ul style="list-style-type: none"> <li>• Why not join a gang?</li> <li>• Staying safe on social networks</li> <li>• Fortnite and safety in gaming</li> <li>• Drugs – alcohol, nicotine, e-cigs, vaping and <del>skiska</del></li> <li>• Energy drinks and caffeine</li> <li>• Why not carry a knife?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to puberty</li> <li>• Periods</li> <li>• Wet dreams and erections</li> <li>• Personal hygiene</li> <li>• Menstruation and FGM</li> <li>• Assertiveness, consent and hormones</li> <li>• Self-esteem and empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Consent and Boundaries</li> <li>• What does it mean to be a man in 2023?</li> <li>• Managing friendships and relationships</li> <li>• What makes a good friend?</li> <li>• Respect and relationships</li> <li>• Being positive – self-esteem</li> <li>• Peer pressure and influence.</li> </ul>	<ul style="list-style-type: none"> <li>• What is your identity?</li> <li>• Nature Vs Nurture</li> <li>• The Equality Act</li> <li>• Breaking down Stereotypes</li> <li>• Multicultural Britain</li> <li>• Prejudice and Discrimination</li> <li>• Challenging Islamophobia</li> </ul>
<b>Theme of the Week Topics and Assembly Themes</b>	<ul style="list-style-type: none"> <li>• New School and Routines</li> <li>• Topical News</li> <li>• World Mental Health Week</li> <li>• World Homeless Day</li> <li>• Anti Racism</li> </ul>	<ul style="list-style-type: none"> <li>• International Men's Day</li> <li>• Anti bullying Week</li> <li>• Remembrance</li> <li>• Diwali</li> <li>• Topical News</li> <li>• Christmas</li> <li>• World Aids Day</li> </ul>	<ul style="list-style-type: none"> <li>• Topical News</li> <li>• Healthy Environment</li> <li>• Neglect</li> <li>• Peer on Peer Abuse</li> <li>• Chinese New Year</li> <li>• LGBTQ+ History Month</li> <li>• Race Equality</li> <li>• National Hero Week</li> <li>• Holocaust Memorial</li> <li>• Martin Luther King Day</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Online Safety</li> <li>• International Women's Day</li> <li>• Young Carers</li> <li>• CSE</li> <li>• Ramadan</li> <li>• Safer Internet Day</li> <li>• World Book Day</li> <li>• Neurodiversity</li> <li>• National Careers Week</li> </ul>	<ul style="list-style-type: none"> <li>• Passover</li> <li>• Eid</li> <li>• Sexual Violence and Harassment</li> <li>• CCE</li> <li>• Sexting</li> <li>• County Lines</li> <li>• Pride Month</li> <li>• World Earth Day</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs and Alcohol Awareness</li> <li>• Nutrition and Healthy Lifestyle</li> <li>• Digital Footprint</li> <li>• Letter to Myself</li> <li>• Diabetes Awareness</li> <li>• National Drowning Prevention Week</li> </ul>
<b>Assessment</b>	Assessment takes place at the end of each half term through Microsoft Forms					
<b>Careers</b>	STRIPE Skills – Transferable Employability Skills in morning registration.					



 <b>John Taylor High School</b> Home of the John Taylor Teaching School Hub 			<b>Subject Curriculum Map:</b>	<b>Personal Development</b>	<b>Year Group:</b>	<b>Year 8</b>
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Rights, responsibilities and British values</b>	<b>Celebrating equality and diversity</b>	<b>Relationship and sex education</b>	<b>Staying safe offline and online</b>	<b>Health and Wellbeing</b>	<b>Life beyond school</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>Desert Island (Making Decisions)</li> <li>Criminal, Laws and Society Desert Island Living</li> <li>Desert Island Living Complete</li> <li>How are laws made in society?</li> <li>Prison, Reform and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>LGBT + What is it?</li> <li>LGBT + Homophobia in society</li> <li>Support someone (LGBT focus)</li> <li>LGBT - challenging Homophobia</li> <li>Transphobia</li> <li>LGBT - Coming out</li> </ul>	<ul style="list-style-type: none"> <li>Sexual Orientation</li> <li>What is Gender Identity?</li> <li>What is RSE?</li> <li>Dealing with Conflict</li> <li>Healthy Relationships</li> <li>What is Love?</li> <li>Introduction to Contraception</li> <li>Periods and Menstrual Cycle</li> </ul>	<ul style="list-style-type: none"> <li>County Lines - What is it (Gang Culture)</li> <li>County Lines - Who is at risk?</li> <li>Substance Misuse</li> <li>Grooming (Boys &amp; Girls)</li> <li>Drugs - Alcohol and Society</li> <li>Cyber Bullying and online safety</li> <li>CEOP Lesson</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Wellbeing</li> <li>Child Abuse (Physical and Emotional and Neglect)</li> <li>Types of Bullying &amp; Responding to Bullying</li> <li>What is Mental Health</li> <li>Positive Body Image</li> <li>Healthy Eating and cholesterol</li> <li>Stress - What is it?</li> </ul>	<ul style="list-style-type: none"> <li>What are enterprise Skills? Proud to be me</li> <li>Careers interests and Jobs Boosting Self Esteem</li> <li>Labour Market Information</li> <li>Exploring Careers</li> </ul>
<b>Theme of the Week Topics and Assembly Themes</b>	<ul style="list-style-type: none"> <li>Routines and New Term</li> <li>Drugs and Alcohol Awareness</li> <li>County Lines</li> <li>World Mental Health Week</li> <li>Racism</li> </ul>	<ul style="list-style-type: none"> <li>International Men's Day</li> <li>Anti Bullying Week</li> <li>Remembrance</li> <li>Diwali</li> <li>Neglect</li> <li>World Aids Day</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Martin Luther King Day</li> <li>Holocaust Memorial</li> <li>Chinese New Year</li> <li>National Hero Week</li> <li>LGBTQ+ History Month</li> <li>Race Equality</li> </ul>	<ul style="list-style-type: none"> <li>Nutrition and Healthy Lifestyle</li> <li>Safer Internet Day</li> <li>Mental Health</li> <li>World Book Day</li> <li>International Women's Day</li> <li>Young Carers</li> <li>Neurodiversity</li> <li>National Careers Week</li> <li>Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>Passover</li> <li>Eid</li> <li>CSE</li> <li>Sexual Violence and Harassment</li> <li>Sexting</li> <li>World Earth Day</li> <li>CCE</li> <li>Pride Months</li> </ul>	<ul style="list-style-type: none"> <li>Peer on Peer abuse</li> <li>Diabetes Awareness</li> <li>Online Safety</li> <li>National Drowning Prevention Week</li> <li>Digital Footprint</li> </ul>
<b>Assessment</b>	Assessment takes place at the end of each half term through Microsoft Forms					
<b>Careers</b>	STRIPE Skills – Transferrable Employability Skills in morning registration.					





 <b>John Taylor High School</b> Home of the John Taylor Teaching School Hub 			Subject Curriculum Map:	Personal Development	Year Group:	Year 9
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rights, responsibilities and British values	Life beyond school	Relationship and sex education	Staying safe offline and online	Health and wellbeing	Relationship and sex education
Content	<ul style="list-style-type: none"> <li>Conspiracy &amp; Fake News</li> <li>Extremism in all its forms</li> <li>Terrorism (Far Right &amp; Islamist)</li> <li>What are British Values?</li> <li>The Radicalisation Process</li> <li>How does Counter Terrorism Work?</li> <li>Anti-Semitism</li> </ul>	<ul style="list-style-type: none"> <li>Failure to Succeed</li> <li>Social Media and Online Stress FOMO</li> <li>First Aid - How to Administer CPR (Defibrillators)</li> <li>Importance of Happiness - Improving Mental Health)</li> <li>Anger Management</li> <li>Employment &amp; Financial Management</li> <li>Importance of saving money</li> </ul>	<ul style="list-style-type: none"> <li>Contraception - Fact Hunt / Show &amp; Tell</li> <li>Contraception - Condom lesson</li> <li>Contraception Explored</li> <li>Sexual Harassment &amp; Stalking</li> <li>HIV and AIDS</li> <li>HIV - Discrimination and Prejudice</li> </ul>	<ul style="list-style-type: none"> <li>Volatile Substance Abuse</li> <li>Drugs - Cannabis Products</li> <li>Drugs and their Classifications</li> <li>Drugs - Illegal Drugs (Party Drugs)</li> <li>Drugs Illegal - (Class A and B)</li> <li>Introduction to Drugs Education</li> <li>Different Types of Addictions</li> </ul>	<ul style="list-style-type: none"> <li>What is a Penis - Body confidence</li> <li>What is a vulva - Body Confidence</li> <li>HBT - Bullying in all its forms</li> <li>Dealing with Grief and Loss (&amp; stages)</li> <li>Media and Air brushing (unrealistic Body Image Expectations)</li> <li>How Self Esteem Changes</li> <li>Cancer Prevention + Healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>FGM and the Law</li> <li>Y9 Sexual consent &amp; Law</li> <li>Pleasure and Masturbation</li> <li>Delaying Sexual Activity</li> <li>Why have Sex?</li> <li>Relationships and partners</li> <li>What are STI's? (Main Types)</li> </ul>
Theme of the Week Topics and Assembly Themes	<ul style="list-style-type: none"> <li>New Term and Routines</li> <li>Nutrition and Healthy Lifestyle</li> <li>Genes for Jeans</li> <li>International Day of Peace</li> <li>Black History Month</li> <li>Cadet talk</li> <li>World Homeless day</li> <li>Celebrating difference</li> <li>European day of languages</li> <li>Anti slavery day</li> </ul>	<ul style="list-style-type: none"> <li>International Men's Day</li> <li>Anti Bullying Week</li> <li>Remembrance</li> <li>Diwali</li> <li>World Aids Day</li> <li>Christmas</li> <li>Cancer awareness day</li> <li>Healthy and unhealthy relationships</li> <li>Child on Child abuse</li> <li>World religion day</li> </ul>	<ul style="list-style-type: none"> <li>World religion day</li> <li>MLK day</li> <li>Valentines day</li> <li>Chinese New year</li> <li>E safety day</li> <li>Drug and alcohol abuse</li> <li>Holocaust memorial day</li> <li>Charity</li> <li>Trips</li> </ul>	<ul style="list-style-type: none"> <li>Childrens Mental Health</li> <li>Safer Internet Day</li> <li>International Women's Day</li> <li>Young Carers</li> <li>Ramadan</li> <li>LGBTQ+ history month</li> <li>Careers</li> <li>Downs syndrome day</li> <li>Mothers day</li> <li>Autism awareness day</li> <li>Earth day</li> <li>Autism awareness day</li> </ul>	<ul style="list-style-type: none"> <li>Passover</li> <li>Bid</li> <li>CCE</li> <li>CSE</li> <li>World Earth Day</li> <li>Sexual Violence and Harassment</li> <li>Pride Month</li> <li>Knife crime (Outside speaker)</li> <li>VE day</li> <li>International Day Against Homophobia, Transphobia, and Biphobia</li> </ul>	<ul style="list-style-type: none"> <li>Diabetes Awareness</li> <li>Digital Footprint</li> <li>Online Safety</li> <li>Sexing</li> <li>Armed Forces day</li> <li>Accepting differences</li> <li>Summer Solstice</li> <li>Pride</li> <li>World environment day</li> <li>Fathers day</li> <li>World refugee day</li> </ul>
Assessment	Assessment takes place at the end of each half term through Microsoft Forms					
Careers	STRIPE Skills – Transferrable Employability Skills in morning registration.					

 <b>John Taylor High School</b> Home of the John Taylor Teaching School Hub 			<b>Subject Curriculum Map:</b>	<b>Personal Development</b>	<b>Year Group:</b>	<b>Year 10</b>
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>Relationship and sex education</b>	<b>Staying safe offline and online</b>	<b>Health and Wellbeing</b>	<b>Life beyond school</b>	<b>Right, responsibilities and British values</b>	<b>Celebrating equality and diversity</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>FGM</li> <li>Sexting 'Nudes and Dick Pics'</li> <li>Online Pornography (Myths vs Reality)</li> <li>Domestic Abuse and Domestic Violence</li> <li>Sexualisation of the media</li> <li>Unhealthy Relationships, Sexual Assault and Rape</li> <li>Porn and its Impact on Society</li> </ul>	<ul style="list-style-type: none"> <li>Honour Based Violence</li> <li>Forced Marriage + Breast Ironing + Flattening</li> <li>Online Gambling (Games In App Purchases)</li> <li>Social Media Validation</li> <li>Keeping your data safe (social Networks)</li> <li>Causes of Knife Crime</li> <li>Modern Day Slavery</li> </ul>	<ul style="list-style-type: none"> <li>Child Sexual Abuse (CSE)</li> <li>Screen Time &amp; Safe use of Mobile Phones</li> <li>Suicide (Thought and Feelings)</li> <li>Self Harm (Causes and Support available)</li> <li>Common Types of Mental Ill Health (Anxiety, Stress and Depression)</li> <li>Promoting Emotional Wellbeing (Exercise and Mental Wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>Instagram Generation (Its Ok to feel down)</li> <li>FC - Targeted Advertising - Online</li> <li>Marriage - What is it? (Forced Marriage)</li> <li>Consumer Protection &amp; rights</li> <li>Rights and Responsibilities</li> <li>Employment Rights</li> <li>Understanding a Payslip</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking &amp; Fake News</li> <li>LGBT + British Values</li> <li>What is a cult</li> <li>Exploring British Values</li> <li>Human Rights and their Importance</li> </ul>	<ul style="list-style-type: none"> <li>International Organisations</li> <li>Brexit</li> <li>Aid and supporting other countries</li> <li>Fair Trade</li> <li>Peace and War + Conflict</li> <li>Multicultural Britain</li> <li>Women's Rights</li> <li>#MeToo and Times Up Movement</li> </ul>
<b>Theme of the Week Topics</b>	<ul style="list-style-type: none"> <li>Drug and Alcohol Misuse</li> <li>County Lines</li> <li>Criminal Exploitation Day</li> <li>World Mental Health Day</li> <li>Homelessness</li> <li>Neglect</li> </ul>	<ul style="list-style-type: none"> <li>International Men's Day</li> <li>Remembrance</li> <li>Anti bullying</li> <li>Diwali</li> </ul>	<ul style="list-style-type: none"> <li>Peer on peer abuse</li> <li>Child Sexual Exploitation</li> <li>Sexual Violence and Harassment</li> <li>Sexting</li> <li>Chinese New Year</li> <li>LGBTQ+ History Month</li> <li>Healthy Relationships</li> </ul>	<ul style="list-style-type: none"> <li>National Apprenticeship Week</li> <li>International Women's Day</li> <li>Young Carers</li> <li>Digital Footprints</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Passover</li> <li>Eid</li> <li>Right to Vote</li> <li>Revision Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Great British Spring Clean</li> <li>Nutrition and Hydration Week</li> <li>Healthy Lifestyles</li> <li>Healthy Environment</li> <li>Planning for Year 11</li> <li>Post 16 Options and Next Steps</li> </ul>
<b>Assessment</b>	Assessment takes place at the end of each half term through Microsoft Forms					

 John Taylor High School Home of the John Taylor Teaching School Hub 			Subject Curriculum Map:	Personal Development	Year Group:	Year 11
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Topic	Relationship and Sex Education	Staying Safe Online and Offline	Health and Wellbeing	Life Beyond School	Exam Support/Workshops	
Content	<ul style="list-style-type: none"><li>• Peer on Peer Bullying</li><li>• Fertility - what impacts it</li><li>• Alcohol and Bad Choices</li><li>• Importance of Sexual Health</li><li>• Revisiting Contraception</li><li>• Revisiting STI's</li><li>• Respect and Relationships</li></ul>	<ul style="list-style-type: none"><li>• Virtual Reality, Live Streaming</li><li>• Drugs, New Psychoactive Substances (NPS)</li><li>• Festivals, Drugs &amp; Nitrous Oxide</li><li>• War on Drugs</li><li>• Cosmetic Surgery</li><li>• Drugs Substance Addiction</li><li>• Online Reputation &amp; Digital Footprints</li></ul>	<ul style="list-style-type: none"><li>• * Organ Donation, Blood Donation</li><li>• Teenage Pregnancy Choice</li><li>• Abortion, Laws, Morals &amp; Ethics</li><li>• Testicular &amp; Prostate Cancer</li><li>• Cervical, Breast &amp; Ovarian Cancer</li><li>• Parenthood</li><li>• Love &amp; Abuse</li></ul>	<ul style="list-style-type: none"><li>• Time Management</li><li>• LGBT (rights across the World)</li><li>• Exam Stress &amp; Relaxation</li><li>• Insta Life vs. Real Life</li><li>• CV Writing</li><li>• Writing a Personal Statement</li></ul>	<ul style="list-style-type: none"><li>Exams – mental and physical wellbeing</li><li>Exams – staying focused, attentive and distraction free.</li><li>Exams – Time management and organisation</li><li>Exams – task initiation 'Getting Started!'</li><li>Exams – Strategies for deeper understanding and longer retention.</li></ul>	
Theme of the Week Topics	<ul style="list-style-type: none"><li>• Queen Elizabeth II</li><li>• International Day of Peace</li><li>• CSE</li><li>• Abuse &amp; Neglect</li><li>• Black History Month</li><li>• World Food Day</li></ul>	<ul style="list-style-type: none"><li>• International Men's Day</li><li>• Anti bullying</li><li>• Diwali (half term)</li><li>• Revision and exam prep</li><li>• National stress awareness day</li><li>• Abolition of slavery day</li><li>• Christmas</li></ul>	<ul style="list-style-type: none"><li>• Chinese New Year</li><li>• World Religion day</li><li>• Safer internet day</li><li>• Abuse &amp; Neglect</li><li>• County Lines/ CCE</li><li>• St. Valentine</li></ul>	<ul style="list-style-type: none"><li>• International Women's Day</li><li>• Young Carers</li><li>• Exploring Influence</li><li>• Easter</li></ul>	<ul style="list-style-type: none"><li>• tbc</li><li>• Passover</li><li>• Eid</li><li>• Extremism and Radicalisation</li><li>• Employability Skills</li><li>• Revision and Exam Prep</li></ul>	
Assessment	Assessment takes place at the end of each half term through Microsoft Forms					

 John Taylor High School Home of the John Taylor Teaching School Hub		 Subject Curriculum Map:		Personal Development	Year Group:	12
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Transition and Safeguarding	Rotation Topics		Our Place in the World	Relationships	Preparing for Post 18
Content	<ul style="list-style-type: none"><li>Managing a transitional life phase</li><li>Successfully managing sixth form workload</li><li>Developing memory for success</li><li>Strengths and values</li><li>Goals and next steps</li><li>Safeguarding others</li></ul>	<ul style="list-style-type: none"><li>Managing an online presence</li><li>Gambling</li><li>Social media bias and being a critical consumer</li><li>Travelling the world safely</li><li>Body image and self-esteem</li><li>Managing relationships</li><li>Risk assessing a situation, including first aid.</li><li>Laws and regulations regarding drugs and alcohol</li><li>Sexual health and sexual responsibility</li><li>Responsibility on the road</li></ul>		<ul style="list-style-type: none"><li>The changing job market and what factors influence this</li><li>The important aspects of a CV and why are they important when applying for a job</li><li>The political system and what do the UK's political parties generally believe</li><li>The English legal system</li><li>People's rights in different countries and how does that compare to ours</li></ul>	<ul style="list-style-type: none"><li>My vision</li><li>My opportunities</li><li>Safety in New Relationships</li><li>Friendships</li><li>Relationship Inclusion</li></ul>	<ul style="list-style-type: none"><li>my career goals</li><li>my personal statement</li><li>my UCAS form</li><li>Preparing for exams</li></ul>
Theme of the Week Topics	<ul style="list-style-type: none"><li>Transition</li><li>Workload</li><li>Memory</li><li>Values</li><li>Goals</li><li>Safeguarding</li></ul>	<ul style="list-style-type: none"><li>Rotation topics</li></ul>	<ul style="list-style-type: none"><li>Drugs and Alcohol</li><li>Sexual Health</li><li>Job Market</li><li>CV</li><li>UK Voting</li></ul>	<ul style="list-style-type: none"><li>Politics</li><li>Legal System</li><li>Rights around the world</li><li>Vision</li><li>Opportunities</li></ul>	<ul style="list-style-type: none"><li>Relationships</li><li>Friendships</li><li>Inclusion</li><li>Revision</li><li>Exam Prep</li></ul>	<ul style="list-style-type: none"><li>Career Goals</li><li>Personal statement</li><li>UCAS</li></ul>
Assessment						

 <b>John Taylor High School</b> Home of the John Taylor Teaching School Hub 			Subject Curriculum Map:	Personal Development	Year Group:	Year 13
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Topic	Citizenship and Tolerance + <i>Rotation Topics</i>	Rotation Topics + Mental health	Personal Safety and Beliefs		Preparing for exams	
Content	<ul style="list-style-type: none"> <li>Discrimination</li> <li>Buying and Renting Houses</li> <li>Roles of volunteer work charity in society</li> <li>Consumer Rights</li> <li>Healthy Eating on a student budget</li> <li>Fake News &amp; Digital Literacy</li> <li>Travel Safety</li> <li>Monitoring personal health</li> </ul>	<ul style="list-style-type: none"> <li>See rotation content from Autumn 1 +</li> <li>Managing stress</li> <li>Managing anxiety</li> <li>Mindfulness and mental health</li> </ul>	<ul style="list-style-type: none"> <li>Trial Exams</li> <li>The laws and regulations regarding drugs and alcohol</li> <li>Exam Results</li> <li>My next steps</li> <li>Navigating the risks associated with festivals</li> <li>The dangers of prescription drugs</li> <li>Differing political ideologies</li> <li>Human rights differ across the world</li> <li>Responsibilities on the road</li> </ul>		<ul style="list-style-type: none"> <li>Settling into the next phase</li> <li>Sexual health and sexual responsibility</li> <li>Study</li> </ul>	
Theme of the Week Topics	<ul style="list-style-type: none"> <li>How to be a 'good' person</li> <li>Workers' rights</li> <li>Budgeting scenarios</li> <li>Current affairs</li> <li>Foreign Travel</li> <li>Health whilst abroad</li> </ul>	<ul style="list-style-type: none"> <li>Self regulation</li> <li>Time management</li> <li>Inspiration</li> <li>Supporting others</li> <li>Well being activity</li> </ul>	<ul style="list-style-type: none"> <li>Homelessness</li> <li>Resilience</li> <li>Risk management</li> <li>Student loans</li> <li>Current political issue</li> <li>Voting – party policies</li> </ul>	<ul style="list-style-type: none"> <li>Interviews</li> <li>LGBTQ+</li> <li>Gender identity</li> <li>Neurodiversity</li> <li>Next steps</li> <li>Responsibility in relationships</li> </ul>	<ul style="list-style-type: none"> <li>Exam management – work</li> <li>Exam management – health</li> <li>Revision</li> </ul>	
Assessment						

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul>

Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
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TOPIC

PUPILS SHOULD KNOW

Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC

PUPILS SHOULD KNOW



Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff Signature	