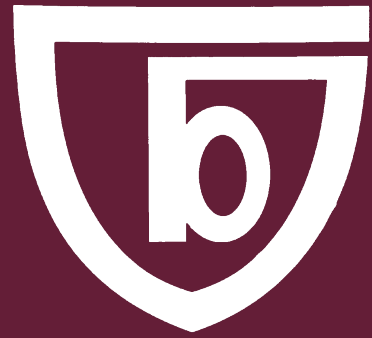




**GREENSHAW**  
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**Brakenhale School**

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# Relationships & Sex Education Policy

January 2024



## Brakenhale School

### Relationships and Sex Education Policy

January 2024

This Policy applies to Brakenhale School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

#### Approval and Review

This policy is the responsibility of:	Headteacher
This policy was approved by the Governing Body on:	1st February 2024
Review:	Annually



## Brakenhale School

# Relationships and Sex Education Policy

### 1. Statutory requirements

Brakenhale School is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Brakenhale School must provide relationships and sex education to all students as per section 34 of the [Children and Social Work act 2017](#). In teaching relationships and sex education the school is required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019.

### 2. Policy Aims

By providing comprehensive RSE Brakenhale School is not encouraging students to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise students' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

### 3. Roles and responsibilities

#### School staff

The school provides regular professional development training in how to deliver relationships and sex education so that all school staff feel comfortable to take PSHE classes and answer questions from students. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the students, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships and sex education is so important.

There are certain members of the school leadership team, such as the Headteacher, Deputy Headteacher, Teacher in charge of PSHE, Designated Safeguarding Lead, who will hold more responsibility for ensuring that the school's relationships and sex education provision is relevant to

our students and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

**Senior leaders and PSHE Lead will:**

- Develop this school policy and review it every year. This policy is developed in consultation with school parents/carers, students and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to relationships and sex education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to students. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that relationships and sex education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our students do and meets their needs.
- Ensure that the knowledge and information regarding relationships and sex education to which all students are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the relationships and sex education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationship and sex education in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships and sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
- Ensure that SRE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of relationships and sex education.

**All staff will:**

- Ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to the Headteacher.
- Attend and engage in professional development training around relationships and sex education provision.
- Encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism (MyConcern).

- Provide regular feedback to their managers on their experience of teaching relationships and sex education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.
- Tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs. If a member of staff needs support in this area they should speak to the Headteacher / PSHE Lead.

### **Students**

Students are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects students to recognise this.

Students should support one another with issues that arise through relationships and sex education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Students who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Students should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related relationships and sex education or otherwise.

Conversations of this nature between staff and students will be held in confidence; however staff must take concerns to the DSL using the online referral system (My Concern) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Students will be asked for feedback on the school's [relationships education / relationships and sex education] provision annually by the PSHE Lead. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's students. In this way, the school seeks to provide students with the education they need on topics they want to learn about.

### **Parents/carers**

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships and sex education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

## **4. Implementation, delivery and curriculum**

We recognise the importance of the school's relationships and sex education policy being implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the students in that class, and responsive to their behaviour and development.

At Brakenhale School there is a clear curriculum intent for PSHE, RSE and Health Education. RSE is also taught within the National Science Curriculum. The PSHE programme includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted

infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

Brakenhale School allocates a 55 minute PSHE lesson once per fortnight for all students as well drawing upon cross curricular links and content e.g. science – puberty, Physical Education – maintaining a healthy lifestyle. An overview of our PSHE Curriculum Intent and Big ideas which are developed through the Schemes of Learning (SOL) can be found in Appendix 1. The themes are taught across the school; the learning deepens and broadens every year in each year group.

It is important that we implement our PSHE and RSE/Health Education policy consistently throughout the school, and provide effective provision throughout classrooms. To ensure this;

- The PSHE programme and our lesson plans and schemes of work are based on the PSHE Association Key Themes and Guidance and Jigsaw PSHE.
- Lessons are age appropriate; content will be made accessible to all pupils, including those with SEND and use an engaging range of active learning methods that differentiate materials and resources to ensure all pupils are able to access the programme
- There will be support and training available to those staff who require guidance on difficult topics
- Have a proactive and planned approach to involving external professionals (e.g. school health nurse, Police, National Mental Health Organisations) in supporting the delivery and development
- We encourage teachers to provide and amend additional resources that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.
- We aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

These explicit lessons are reinforced and enhanced in many ways through:

- Assemblies
- Guest Speakers and outside agencies
- Charter Education, Citizenship and Carers
- Through relationships, student to student, adult to student and adult to adult across the school.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our students to make informed decisions regarding sex and relationships. It is important that students know the difference between fact, opinion and belief.

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, LGBT 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).

### **Guest speakers**

Guest speakers may be invited into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge student's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

### **Terminology**

Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

### **Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the DSL/PSHE Lead.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might include using an anonymous suggestion box or emphasising that the classroom is a safe place.

### **Students with special educational needs**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships and sex.

The school will use a variety of different strategies to ensure that all students have access to the same information.

- interactive teaching methods e.g. contraceptive card game
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities

## **5. Withdrawal from relationships and sex education**

The school aims to keep parents/carers informed about all aspects of the relationships and sex education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of relationships and sex education up to and until three terms before the child turns 16.

Any parent/carer wishing to withdraw their child from relationships and sex education should put this request in writing to the Headteacher who will arrange a meeting to discuss their concerns. Relationships and sex education is a vital part of the school curriculum and supports child

development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

On receipt of a request, the PSHE Lead or an Assistant Headteacher will invite the parents/carers to a meeting, at which he/she will explain clearly what the policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the student will be withdrawn from relationships and sex education and placed in another class where suitable work and supervision will be provided.

After three terms before the child turns 16, the child may choose to no longer be withdrawn from relationships and sex education.

## **6. Complaints**

Parents/carers who have complaints or concerns regarding the relationships and sex education curriculum should contact the school and follow the school's complaints procedure.

## **7. Equal opportunities**

Relationship and sex education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

## **8. Safeguarding and confidentiality**

The school seeks to provide a safe and supportive school community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about students who have approached a teacher for discussion should only be shared where there is a concern through the online referral system with the DSL. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Notify the DSL through the online referral system
- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.



- Encourage the student to talk to their parents or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

Students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the SENDCO to decide what is in the best interest of the child.

### **Advice and treatment**

Staff who are approached by students with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL.

Providing advice on contraception and practising safe sex is a key part of the school's relationships and sex education provision. We also encourage parents/carers to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a student or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure of this type of information.

## **9. Monitoring, review and evaluation**

The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide relationship and sex education that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason we review the relationship and sex education curriculum regularly, and will inform parents/carers of any revisions to this policy or [relationships education / relationships and sex education] curriculum.

We will monitor the effectiveness of our relationship and sex education provision through:

- yearly feedback from students
- yearly feedback from parents/carers
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from students, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

## **10. Support**

Students should feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationship and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.



**Appendix 1**

At Brakenhale we believe PSHE education enables students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. This ranges from making informed decisions about healthy relationships to managing their money. Our intent is to provide our students with a broad and balanced curriculum that promotes an understanding of themselves and others, to manage their wellbeing, to ensure they can build and sustain healthy relationships, and to understand how they will change and develop. The personal development of students is a fundamental part of the academic and pastoral work of the school. As such we want to develop students personally, spiritually, morally, socially and culturally and ensure that they are treated as individuals and respect and uphold the values of British society. We will enable them to build on their prior knowledge and learn new abilities and skills, allowing them to develop deep learning practices.

<b>Big Ideas</b>	<b>Description</b>
<b>Identity and Difference</b>	Understanding identity and difference is integral to students positively and successfully navigating their future. Knowing and accepting themselves is key to knowing and understanding others. Students will learn the benefits and value of different beliefs, cultures, and groups. They will also develop assertiveness skills and an understanding of the law that can help them stay true to their values and challenge inequalities they, or others, may experience.
<b>Wellbeing</b>	Wellbeing has many dimensions, students need to understand each of these to live a happy and healthy life, whether that is physically, socially, emotional, mentally or economically. Understanding the importance of being 'healthy' in these areas is about making positive and well-informed choices. In order to do this students will learn about understanding and assessing risk.
<b>My Relationships</b>	The term relationship is far reaching and multifaceted. Our curriculum develops students' understanding of relationships, the law and sexual activity; embracing moral, spiritual, and cultural values. It not only teaches students how to build and sustain healthy and intimate relationships, but to understand when relationships may have a negative impact on themselves or others.
<b>Developing Me</b>	Students will gain knowledge of the anatomy and physiology of growth and development. They will understand about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; having knowledge of the appropriate factual information. Our curriculum will also ensure understanding of feelings associated with development and change for themselves and others.



**PSHE - Term 1**

**British Values Key**

D = Democracy

RL = Rule of Law

TCR = Tolerance of different cultures and religions

MR = Mutual Respect

IL = Individual Liberty

	British Values	Year 7	British Values	Year 8	British Values	Year 9	British Values	Year 10	British Values	Year 11
Lesson 1	D RL TCR MR IL	Me and my identity – Influences on identity What is it to be unique British identity and values	MR IL	Family Family’s influence and expectations Managing expectations	MR IL	Relationships Friendships – Peer Approval Intimate relationships Accessing support and advice	D RL TCR MR IL	Human Rights and the Equality Act	RL TCR MR IL	Relationships and the law Unacceptable behaviours Coercive, DV, HBV,FM
Lesson 2	TCR MR IL	Peer Pressure and belonging	TCR MR	First impressions, Faiths and beliefs Britain as a multicultural society	MR IL	Self-identity/Social Groups Social Media/Risk Social risks – gangs, drugs, sex	MR	Grief and Loss Physical and mental responses to grief How to get support with grief	RL MR IL	Law and why age limits. Use of drugs in relationships Confusion between love and abuse
Lesson 3	RL IL MR	My Online Identity Online Safety - Rules	TCR MR	Race, Religion and Multicultural Britain Hate incidents/crimes Benefits of multiculturalism	MR IL RL	Positive/negative self-identity Positive identity and positive relationships Consent and the Law	RL MR IL	Risk in real life and online Online identity Netiquette On line data use The Laws - Online	RL	Being an internet citizen and the law Illegal online activity Consequences of viewing pornography
Lesson 4	D RL TCR MR IL	Understanding stereotypes, prejudice and Discrimination	D RL	Social injustice and social Inequality	RL TCR MR	Prejudice and discrimination Equalities Act	RL IL	Financial terms Financial risk and how to mitigate Financial Fraud – (Money mulling) Equity in the workplace Equalities Act	IL	Keeping yourself and others safe in an emergency situation
Lesson 5	TCR MR IL	Challenging discrimination and bullying	TCR MR	Bullying and how to combat it Self-Awareness Banter/positive language	RL TCR MR IL	Bullying and LGBTQ+	D RL TCR MR IL	Multiculturalism, society and inequality Benefits of multiculturalism	MR IL	Managing anxieties and lifestyle choices
Lesson 6	D RL	The Structure of government	D RL	Understanding the cabinet Media How to identify fake news	RL	The Law and the justice system	MR	Different Relationships and impact Power/change in relationships Coercive control -Physical/Mental Resilience	RL IL	Finances- how to budget, avoid debt. Consequences of gambling and debt



**PSHE - Term 2**

	British Value	Year 7	British Value	Year 8	British Value	Year 9	British Value	Year 10	British Value	Year 11
Lesson 1	IL	My Dreams and Goals Risk/strategy	IL	My Long-Term Goals How these might change Digital footprint – Online identity can affect job/goals/dreams	IL	My Plans and Goals SMART Targets Living in the moment	IL	Mental/physical health Balance -Wheel of life Digital footprint – Online identity can affect job/goals/dreams	IL	Jobs and Aspirations Skills for the future Employment opportunities My Job Plan
Lesson 2	MR IL	Coping Strategies Blame Managing setbacks	IL	Value of Money Different relationships and money Financial decisions Good debt/bad debt	MR IL	Mental Health, Self esteem What is mental Health? Resilience/help Factors/media manipulation Social Media & Mental Health	IL	Health MOT Checking your bits Detriments to health Protecting my health	TCR MR IL	Relationships, Parenting when and why
Lesson 3	IL	Making Choices/influences Responsible/irresponsible Risks - Gambling	IL	Money and Earnings Earning of people in the UK Budget management World Poverty	RL IL	Substances Substance use and misuse Law around substance misuse and possession Support plans for how to get help information	IL	Substances and the body Prescribed drugs Mental Health disorders Who can help Nature and Mental Health	IL	Recognising and managing stress levels Healthy Choices Positive Impact of healthy eating, sleep, Physical exercise
Lesson 4	IL	Anxiety and Stress Signs Strategies to combat	MR IL	Managing stress Combat stressful situations	RL IL	Grooming and Exploitation – (Radicalisation, CCE) Knife crime	TCR MR IL	Diseases, Stem cell therapy Organ donation STI's & Treatments	IL	Personal Hygiene and Health – STI's Self-examination
Lesson 5	IL	Healthy Choices Positive Impact of healthy eating, sleep, Physical exercise What are vaccines Medication safety	IL	Me and My Health Dimensions of wellness Long term physical wellness Oral Hygiene Diseases/vaccinations/Anti biotics	RL IL	Taboo FGM, Breast Ironing and Honour Based Abuse	TCR MR IL	Sex – Consent, choice, pressure, support	RL MR IL	Dealing with Pressure in Relationships, coercion consent, Rape Consent Law
Lesson 6	RL IL	Understanding Substances Harmful substances /drug classification Why people choose to use substances Law and substances	RL IL	Substance use and misuse Law around substance misuse and possession Role of substance misuse in CCE and county lines, money mulling Avoidance	D IL	Being a good citizen- Contributing to Society/First Aid including drug/alcohol poisoning	TCR MR IL	Being an adult, relationship Law, legal status and Law Unacceptable behaviours Coercive, DV, HBV,FM	TCR MR IL	Having Children, Contraception, fertility, feelings about having children



**PSHE - Term 3**

	British Value	Year 7	British Value	Year 8	British Value	Year 9	British Value	Year 10	British Value	Year 11
Lesson 1	MR IL	Relationship & Changes How to build positive relationships Supportive relationships	IL	Relationships with yourself/social media Positive/ stable relationships	MR IL	Mental Health and Emotions Stigma & Mental Health How to Support or access support	D RL IL MR IL	Relationships with Peers Teen violence Gangs Anti-social Behaviour	RL MR IL	Intimate Relationships - Relationship stages The role the media plays in unrealistic expectations of sex and relationships Safe sexual relationships
Lesson 2	MR IL	Conflict & Discernment Managing conflict in friendship groups Discernment and the media	RL TCR MR IL	Personal Space and culture Using social media Safety and the Law	IL	Change and Resilience Sleep – Facts Importance for mental/physical health	RL MR IL	Healthy Relationships & Connections Love and how this portrayed in the media and society Love and Loss	MR IL	Diverse relationships Challenges involved in “coming out” Media - stereotyping people and relationships
Lesson 3	RL MR IL	Assertiveness in Relationships Aggressive, assertive, passive Consent to use social media Assertive action against sexting	RL MR IL	Coercion in Relationships What is unhealthy, Power balance Where to access support	RL MR IL	Power and Assertiveness Equality in relationships Understanding choice and saying “no” Assertiveness skills in a relationship Consent and Law	MR IL	Different types and stages of relationships Ending a romantic relationship and consequences	RI ML IL	Power and relationships Identifying when a relationship is not balanced in power How to manage or end unsafe relationships
Lesson 4	IL	Puberty Changing body	MR IL	Intimate relationships And feelings associated	RL IL	CSE Online sexual grooming Sexting Where to access help	D RL IL	Change, society and how this affects us How change is reflected in the media Climate change	D RL TCR MR IL	FGM- Honour based violence, forced marriage What is a hate crime Hates crimes within LGBT& Communities
Lesson 5	IL	Having a baby Conception and development Feelings and choices around having a baby Babies and responsibilities	MR IL	Romantic relationships Positive Behaviours in relationships Feelings and attraction Sexuality and feelings	RL IL	Pornography/ Reality ideal bodies/low self esteem Law – Online & social Media	D RL MR IL TCR	Sexuality and gender Gender stereotypes Pregnancy and Abortion Gender & sexual identity		
Lesson 6	IL	How media can impact Self-esteem/body image Strategies to build self esteem Emotional changes during puberty	RL MR IL	Pornography/Reality Risk behaviour specifically around alcohol -/sex The Law	RL IL	Contraception and consequences Sexual Health Informed decisions/help Law	RL MR IL	Changes- Physical, Emotional How to manage change		