

The Priory School Curriculum Long Term Plan: Relationship and Sex Education

Curriculum Intent: The over-riding aim is to prepare pupils for the experiences and challenges of life after school as they move into further education and the world of work.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Relationships and Families	Respectful relationships, including friendships	Changing adolescent body	Intimate and sexual relationships	The stages of pregnancy	Families – A new baby
Year 10 – Relationship and Sex Education	<p>Pupils should know...</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • 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. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. The characteristics and legal status of other types of long-term relationships. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Recognise different types of committed, stable and healthy relationships. • Recognise key people they can speak to if they have a concern regarding a relationship. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy relationships (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. • 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). • 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. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Recognise different types of committed, stable and healthy relationships. • Recognise key people they can speak to if they have a concern regarding a relationship • Treat others with respect nonconforming individuals to certain stereotypes. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Describe the main changes of the adolescent body during puberty. • Care for themselves during the stages of puberty. • Seek adult support when concerned about body changes during puberty. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • 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. • 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. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • How the use of alcohol and drugs can lead to risky sexual behaviour. • 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). <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Recognise different types of committed, stable and healthy relationships. • Recognise key people they can speak to if they have a concern regarding a relationship. • Describe strategies for identifying and managing sexual pressures. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • The facts around pregnancy including miscarriage. • 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). • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Recognise key people they can speak to if they have a concern regarding reproductive health. • Pupils will be able to recall key facts regarding pregnancy. • Identify key service relating to reproduction in the local community. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Demonstrate behaviours and language appropriate to parenting. • Identify key items a child needs to flourish and thrive. • Identify the impact having a child has on adult life.

Year 11 – Relationship and Sex Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Sexual health and contraception	Online relationships	Pornography and harmful content	Sexual abuse and offensive acts.		
	<p>Pupils should know...</p> <ul style="list-style-type: none"> • 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. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • The facts about the full range of contraceptive choices, efficacy and options available. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Identify symptoms related to different of sexually transmitted infections. • Identify and understand how to use different types of contraceptive. • Recognise key people they can speak to if they have concerns regarding their sexual health. • Identify key services relating to sexual health. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Recognise different types of committed, stable and healthy relationships. • Recognise key people they can speak to if they have a concern regarding a relationship. • Report concerns relating to material or issues online. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • The impact of viewing harmful content. • 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. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Recognise key people they can speak to if they have a concern regarding content seen online. • Report concerns relating to material or issues online. 	<p>Pupils should know...</p> <ul style="list-style-type: none"> • 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. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • 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. • 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). • What constitutes sexual harassment and sexual violence and why these are always unacceptable. <p>Pupils will be able to...</p> <ul style="list-style-type: none"> • Recognise when a relationship become unhealthy or unsafe. • Recall key facts relating to the law. • Identify ways in which people are or are not giving consent. • Recognise key people they can speak to if they have a concern regarding an unhealthy or unsafe relationship. • Report concerns relating to unhealthy, unsafe and abusive relationships. 		