

Relationships and Sex Education Long Term Plan Upper School

<u>Term</u>	<u>Topic</u>	<u>Lesson objectives</u>
Autumn 1	Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships may contribute to happiness and how relationships contribute to bringing up children. • What marriage is and the minimum age. • Why marriage is an important relationship choice for many couples • The characteristics and legal status of other types of long-term relationships • Roles and responsibilities of parents • How to determine whether other sources of information are trustworthy • How to judge when their relationships are unsafe and how to seek help and advice.
Autumn 2	Respectful relationships including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (both on and offline) • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes can cause damage e.g. how they might normalise non-consensual behaviour or encourage prejudice • That they should expect to be treated with respect by others and that they should respect others and others beliefs • The different types of bullying (including cyberbullying), the impact of bullying and how to report it and where they can find help • Certain types of behaviour in a relationship are criminal • What constitutes sexual harassment and sexual violence (FGM) • The legal rights and responsibilities regarding equality and that everyone is unique and equal

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Spring 1	Changing Adolescent Body (Puberty)	<ul style="list-style-type: none">• Key facts about puberty and 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
Spring 2	Online and media	<ul style="list-style-type: none">• The students' rights, responsibilities and opportunities online• The same behaviour applies in all contexts including online• Online risks- that any material someone provides to another has the potential to be shared online and the difficulty of removing bad posts
Summer 1	Being safe	<ul style="list-style-type: none">• How people can actively communicate and recognise consent from others including sexual consent• How and when consent can be withdrawn (including online).• The concepts of laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how they can affect current and future relationships.

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Summer 2	Intimate and sexual relationships including sexual health	<ul style="list-style-type: none">• How to recognise some characteristics and positive aspects of healthy intimate relationships e.g. mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship• All aspects of health can be affected by choices they make in sex and relationships, positive or negative eg. physical, emotional, mental, sexual and reproductive health and wellbeing• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women• That there are a range of strategies for identifying and managing sexual pressure e.g. peer pressure, resisting pressure and not pressuring others• You have a choice to delay sex or to enjoy intimacy without sex• Facts about contraceptive choices and the efficacy and options available• Choices in relation to pregnancy (medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)• How STI's are transmitted including HIV/AIDs. How the risk can be reduced through safer sex/The importance of testing for STI's/The prevalence of STI's, the impact they can have on those who contract them and facts about treatment• How alcohol and drugs can lead to risky sexual behaviour• Where you can find confidential sexual and reproductive health advice and treatment
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