

Sex and Relationships Education (SRE) and Personal, Social, Health and Economic (PSHE) Education Curriculum

Rationale

We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities. The programme also acts to protect children and young people from concerns raised through the pastoral system in school.

Aspects of RSE are a statutory entitlement for young people at Key Stages 4. They provide a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection. We believe it is important to address relationships and sex education in this age group because students are potentially considered to be a vulnerable age. This is further supported by the recent studies into child exploitation and teenage domestic violence.

By the end of Key Stage 4 UTC Students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote wellbeing
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves
- Recognise attributes of positive and negative relationships

Students will know and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones

- Some medical uses of hormones including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans
- How HIV and other sexually transmitted infections affect the body
- The risks of early sexual activity and the link with the use of alcohol
- The link between eating disorders and self-image and sexual identity
- How different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values, those of their family and of society
- How to respond appropriately within a range of social relationships
- The qualities of good parenting and its value to family life
- How to access the statutory and voluntary agencies which support relationships in crisis
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend for their success on maturity and commitment

Students will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others.

Please note some of these outcomes will be achieved through the Science curriculum.

PHSE/RSE Curriculum Plan

Year 10

Term	Unit of Study
Term 1a	Values and Role Models
Term 1b	Consequences and Social Responsibility
Term 2a	Peer pressure and bullying
Term 2b	Staying Safe online inc. social media and sexting (e-safety)
Term 3a	Balanced Lifestyle – Diet, Mental and physical health
Term 3b	RSE- Healthy Relationships, STI's and contraception

Year 11

Term	Unit of Study
Term 1a	Social Responsibility, Group Behaviour and Expectations
Term 1b	Domestic Abuse – Child Sexual Exploitation
Term 2a	Sex and the law (consent, judgement and sexual exploitation)
Term 2b	Mental Health
Term 3a	Healthy Lifestyles – inc. Mental Health, Smoking and Alcohol
Term 3b	

Year 12

Term	Unit of Study
Term 1a	Politics: Democracy and Political Systems. Domestic and Abroad.
Term 1b	Healthy Relationships, Gender Expectations and Discrimination
Term 2a	Drugs Education
Term 2b	Honour Crime and Forced Marriage
Term 3	Careers and Finance

Year 13

Term	Unit of Study
Term 1	Social Compliance
Term 2	Healthy Relationships, Alcohol, Drugs