



**CREATIVE, DIGITAL & PERFORMING ARTS
ACADEMY**

Relationships and Sex Education Policy

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Approved by	Alistair Chattaway
Trustees Approval	To be ratified by the Academy Governing Board – October 2025
Release Date	September 2025
Review Date	September 2026
Description of changes	Updates to safeguarding and the law included in the PSHE curriculum Changes to the Prevent Duty included in the PSHE curriculum

Aims

By the time they leave the Academy our students will be able to make informed decisions with regard to their own health (including sexual health) and personal well-being whilst having regard for the wellbeing and rights of others.

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

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

Our academy is committed to relationships and sex education which:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across Key Stage 4
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as health and advice services, including reliable information online
- Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, questioning) equality and challenges all forms of discrimination in PHSE/RSE lessons and in every-day school life
- Meets the needs of all students with their diverse experiences - including those with special educational needs and disabilities
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

This policy is consistent with all other policies adopted by BOA and is written in line with current legislation and guidance.

Statutory requirements

As a secondary academy we must provide RSE to all students 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**. We follow the statutory guidance outlined in 'Relationships and Sex Education (RSE) and Health Education (for teaching until 31 August 2026)' last updated July 2025.

At BOA we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy 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 policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationship and sex education (RSE) is defined as:

A programme designed to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

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

Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RSE

Organisation

RSE and Health education are coordinated by the Assistant Principal for Pastoral Care who is responsible for the overall planning, implementation and review of the programme.

RSE and Health education will be conducted in accordance with legislation and DfE statutory guidance and will be monitored and reviewed on an annual basis.

The majority of the programme will be delivered by tutors through PSHE and be supported by the delivery of the national curriculum in citizenship, science and physical education. Students can be taught in mixed ability, mixed gender or single sex groupings. There will be additional expert input from external agencies. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Citizenship.

Delivery

Students receive sex education sessions delivered by staff trained by a trained health professionals. Birmingham Ormiston Academy has forged a strong collaboration with Umbrella Sexual Health service in Birmingham. Details of the service and the information available to young people can be found on their website ([Umbrella Health](#)). 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 relationships and what to do if a young person feels unsafe
- Staying safe and understanding consent
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 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, 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).

Roles and responsibilities

The Governing Body (Board of Trustees)

The Board of Trustees will approve the RSE policy and hold the principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

Staff

Staff are responsible for:

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

Oversight of RSE: Assistant Principal (Pastoral Care)

RSE Lead – Stephen Young

Students

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

Parents' right to withdraw

We understand that the teaching of some aspects of the programme may be of concern to parents/carers.

We will ensure that no teachers express their personal views or beliefs when delivering the programme.

Parents/carers will be regularly consulted on the content of the programme, through letters (Appendix 1) and online workshops, and the programme will therefore be planned in conjunction with parents/carers.

We respect the legal right of parents/carers to withdraw their child from all or part of the RSE programme, except for those statutory parts included in the national curriculum for citizenship, P.E and Science. If a parent wishes their child to be withdrawn from RSE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to the Assistant Principal – Pastoral Care

Before granting any such request the Assistant Principal for Pastoral Care will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

During this discussion the Assistant Principal for Pastoral Care will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms.

This process is the same for students with SEND. However, there may be exceptional circumstances where the Assistant Principal may want to take a student's specific needs arising from their SEND into account when making this decision. Additional support may be offered to ensure the best learning outcomes where appropriate.

The academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If a parent withdraws their child from topics that are not included in the statutory National Curriculum, after meeting with the academy to discuss their concerns, then the academy will make alternative arrangements for the student.

A list of the statutory topics included in the national curriculum at the different key stages, can be found in Appendix 3.

Requests for withdrawal should be put in writing using the online Microsoft Form found in Appendix 4 of this policy and will be sent to the Assistant Principal for Pastoral Care.

A copy of withdrawal requests will be placed in the student's educational record.
Alternative work will be given to students who are withdrawn from sex education.

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 Assistant Principal will also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

Equal opportunities

We understand and abide by The Equality Act 2010 and fully respect the rights of students and staff members.
RSE and Health Education Policy 13

Under the provisions of the Equality Act, we will not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We are dedicated to delivering the relationship and sex education (RSE) and health education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

We will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We will model positive behaviours. Our pastoral and behaviour policies support all students.

Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously and reported in accordance with our Safeguarding and Child Protection Policy available on our website.

We will foster an understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help to ensure that students treat each other well and go on to be respectful and kind adults.

Any occurrence incidents contravening the Equality Act 2010 should be reported to a member of academy staff, who will then follow the appropriate Behaviour Policy when the student is on academy premises.

These incidents will be dealt with following the process in our Anti-Bullying Policy or the peer on peer abuse section of the Safeguarding Policy. The principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a student.

Assessment

Whilst there is no formal examined assessment for these subjects, we will have the same high expectations of the quality of students' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress.

Lessons will be planned to ensure that students of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where students need extra support or intervention.

Monitoring arrangements

The delivery of RSE is monitored by the Assistant Principal (Pastoral Care) through monitoring arrangements including planning scrutiny, learning walks and lesson observations.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Assistant Principal (Pastoral Care) annually. At every review, the policy will be approved by the Board of Trustees

Appendix 1

Birmingham Ormiston Academy
1 Grosvenor Street,
Birmingham,
B4 7QD

Dear Parents and Carers,

You will be aware that, as a part of your child's educational experience at Birmingham Ormiston Academy, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. I am writing to let you know that, your child's tutor group will be taking part in lessons which will focus on Relationships and Sex Education (RSE).

The statutory guidance released by the Department for Education stipulates that, *'effective RSE and personal development teaches young people to understand human sexuality and respect themselves and others. It enables young people to mature, build their confidence, self-esteem and understand the reasons for delaying sexual activity.'*

Relationship Education Lessons will include students learning about: Healthy relationships and boundaries, different types of families, staying safe online, menstruation and puberty, consent, contraception, managing conflict, LGBTQ+ community and gender identity, sexually transmitted infections, the effects of pornography on relationship expectations, body image and gender stereotyping, the law and safeguarding of young people, different forms of abuse.

This is part of our school's PSHE education programme which is monitored and reviewed regularly by the staff and governing body. For more detail about our PSHE curriculum offer, please visit the Academy's website. All teaching in PSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for students to ask questions in order to prepare them the modern world.

As a school community, we are committed to working in partnership with parents. There will be opportunities throughout the year to find out more about what your child will learn, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home. You will also receive feedback on your child's engagement with and understanding of the programme.

Birmingham Ormiston Academy respects the legal right of parents/carers to withdraw their child from all or part of the RSE programme, except for those statutory parts included in the national curriculum. Should you wish to discuss withdrawing your child, please find the Notice to Withdraw form in the link below: <https://forms.office.com/e/3awT72Nwa6>

The Assistant Principal will discuss the request with parents and, where appropriate, with the child to ensure that their wishes are understood before granting withdrawal. We will document this process to ensure a record is kept. If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours faithfully,

Alistair Chattaway

Principal

On behalf of Birmingham Ormiston Academy

Appendix 2

Topic Overview

Topic Areas: Positive Healthy Relationships & RSE.

- How to recognise the characteristics of a positive relationship in various contexts
- To identify and discuss healthy friendships and positive communication among peers
- To explore what positive relationships may entail (e.g. mutual respect, loyalty, trust, shared interests, honesty)
- To know the warning signs for unhealthy friendships and relationships including peer pressure, controlling behaviour, isolation or harmful uses of social media
- To recognise that adolescents may enter one-to-one intimate relationships and share key information regarding safe sex, consent and other forms of intimacy.
- To ensure students understand how to stay safe once they become sexually active by providing facts about the full range of contraceptive choices, efficacy and options available
- To examine the prevalence of STIs, facts about treatment and the impact on those who contract them
- Information sharing on further advice and services available to young people. Impartial and factual information provided on how to access confidential sexual and reproductive health advice and treatment. To inform students 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)

Staying Safe - PSHE

- The characteristics of positive and healthy relationships (intimate and friendships), including trust, mutual respect, honesty, boundaries, privacy, consent, loyalty and ending relationships safely.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always harmful and unacceptable. How to report it or find support if they have been affected by sexual violence.
- The law relating to sexual consent, abuse, coercion, harassment, rape and domestic abuse, 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.

Law and Safeguarding

- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- What the law states about pornography
- Violence and exploitation by gangs through CCE - Child Criminal Exploitation (for example, through gang involvement or 'county lines' drugs operations)

Harmful substances, drugs and staying safe

- To understand the facts about legal and illegal drugs and their associated risks.
- To explore the links between drug use, addiction and mental health
- To understand the risks of other available substances including vapes, energy drinks and other caffeine-based products
- To ensure students understand the law relating to supply and

possession of illegal substances

Mental Health

- To recognise that we all have mental health and that our mental health can be impacted by a variety of environmental factors.
- To discuss the features of a healthy and well-balanced life, considering exercise, time outside, being part of a community and voluntary and service-based activities.
- To develop emotional literacy through scenario discussions and activities based on empathy and tolerance.
- To recognise the early signs of mental wellbeing concerns and how to address them
- To identify common types of mental ill health (e.g anxiety, depression, panic attacks)
- To evaluate how our own actions may positively or negatively impact the mental health of others.

Online Safety and the Media:

- The different used of online resources and social media.
- To identify the positive uses of the internet, social media and online platforms
- To explore the difference between healthy and unhealthy online activity
- To spot the signs when online activity/behaviour becomes harmful to yourself or to others
- The use of online platforms to target vulnerable groups of people
- The use of social media platforms to abuse and coerce young people
- Sexting, sending and receiving explicit imagery and the law around child pornography

Prevent, extremism and radicalisation

- To define extremism, radicalisation and terrorism
- To identify the difference between key terms
- The prevent duty and schools' responsibility to keep young people safe
- Groups that are linked to radicalisation and online groups that are linked to radicalising you
- Behaviour changes associated with becoming radicalised and how to spot it
- The response from various agencies if professionals are concerned a young person is becoming radicalised.

Curriculum map Years 10 and 11

Year Group	Term	Topics	External agency engagement and services provided
Year 10	Autumn Term 1	<p>Forming Relationships</p> <p>1.1 Sharing Our Interests 1.2 Introducing Categories of Interest 1.3 BOA ARTIST: Showcasing excellent work</p> <p>2.0 Mapping Interests to Careers</p> <p>2.1 Peer Pressure 2.2 BOA ARTIST: Goal setting and being accountable 3.0 Being an Influencer</p> <p>Positive Relationships, Bullying, Abuse, Discrimination</p>	<p>Positive and Respectful Relationships, Consent</p> <p>Safe and Sound: Loudmouth Education</p> <p>Loudmouth provides a range of programmes and formats that can support safeguarding and relationship education. Loudmouth will be performing a theatre piece called Safe and Sound, followed by a Q&A to students.</p> <p>For more information on the workshop, follow the link below:</p>

		<p>3.1 BOA ARTIST: Professionalism 3.2 Exploring Positive Relationships 3.3 Black History Month Launch</p> <p>4.0 BOA ARTIST: Community and culture 4.1 Black History Month Launch 4.2 Black History Month Launch 4.3 Celebrating World Mental Health Day</p> <p>5.0 BOA ARTIST: Goal setting reflection 5.1 Black History Month 5.2 Recognising our strength 5.3 BOA ARTIST: Supporting our mental health</p> <p>Self-concept: 6.1 Black History Month 6.2 Recognising the strengths of others 6.3 Recognising the Strengths of Others</p>	<p>PSHE Workshop: Relationship Abuse, Consent and Control (loudmouth.co.uk)</p>
Year 10	Autumn Term 2	<p>Bullying, Abuse and Discrimination (D&A-R) 8.0 BOA ARTIST: Resilience 8.1 Stereotypes 8.2 Recognising Discrimination 8.3 Dealing with Discrimination Safely Assembly: Zones of Regulation 9.0 BOA ARTIST: Anti-Bullying Week 9.1 Recognising Different Types of Bullying 9.2 It's Never Just a Joke - The Effects of Bullying Remembrance Assembly</p> <p>10.0 BOA ARTIST: Work Experience 10.1 Work Experience 10.2 Work Experience Assembly: Work Experience</p> <p>Self-Concept, Mental Health and Emotional Wellbeing 11.0 BOA ARTIST: Social Media Ban 11.1 Bodies in the Media 11.2 The Impact of Body Image 11.3 Managing Body Image and Influences Health Related Choices 12.1 Changing Your Appearance: What and why? 12.2 Changing Your Appearance: The Risks 12.3 Tattoos in the Workplace</p> <p>Types of Exploitation - Gangs and County Lines Assembly. 13.1 Know your Rights: Human Rights 13.2 Know Your Rights: Protected Characteristics 13.3 Know your Rights: Discrimination or Harassment? 14.1 Work-Life Balance 14.2 Reasonable Adjustments in the Workplace 14.3 Discrimination in the Workplace</p>	<p>Topic: Positive and Respectful Relationships, Consent</p> <p>Umbrella Sexual Health Service (University Hospitals Birmingham NHS Foundation Trust)</p> <p>Providing workshops in timetabled Science groups. Students will attend one workshop, and Umbrella will engage with a new group each week.</p> <p>For more information about how Umbrella operates and the services they provide, please follow this link:</p> <p>How we work - Umbrella Health</p> <p>Sessions are tutor led and informed by Safer Internet Centre</p> <p>Homepage - UK Safer Internet Centre</p>
Year 10	Spring Term 1	<p>15.1 Belbin's Team Roles – Pros and Cons 15.2 Belbin's Team Roles – Exploring Scenarios</p>	<p>All Yr10 students have 1 hour Umbrella sexual health sessions in science lessons in Term 2 as well as Loudmouth</p>

		<p>Safe Relationships, Consent</p> <p>16.1 Consent 16.2 Consent - Judging Scenarios 16.3 Sexual Violence 17.1 Contraception - Addressing Misconceptions 17.2 Emergency Contraception 17.3 Birth Control</p> <p>Discrimination (D&A-R)</p> <p>18.1 The History of Antisemitism 18.2 The Holocaust - The Facts 18.3 Kindertransport Assembly: Holocaust</p> <p>19.1 LGBT History in the UK 19.2 Types of Sexuality 19.3 Coming Out</p> <p>20.1 Preparing for Work Experience 20.2 Work Experience Protocol: What to Do 20.3 Making the Most of Work Experience</p>	<p>performance in Term 1. Recap of sexual Health topics in tutor time.</p>
Year 10	Spring Term 2	<p>21.0 BOA Artist: Initiative 21.1 Changing Patterns of Employment 21.2 The Benefits and Drawbacks of In-person, hybrid or remote 21.3 Celebrating World Book Day 22.1 Celebrating International Women's Day 22.2 Gender: Exploring Stereotypes 22.3 Gender: Flipping Expectations Assembly: International Women's Day</p> <p>Healthy Lifestyles</p> <p>23.1 What is a healthy lifestyle? 23.2 How healthy are you? 23.3 Setting Sustainable Goals</p> <p>24.1 Different Religions in the UK 24.2 Religious Celebrations: Ramadan and Lent 24.3 Religious Celebrations: Festivals of Light</p> <p>Mental Health and Emotional Wellbeing</p> <p>25.1 Mental Health: Addressing the Stigma 25.2 Identifying Emotions 25.3 Finding Support</p> <p>Drugs, Alcohol and Tobacco</p> <p>26.1 Alcohol: The Effects on the Body 26.2 Alcohol Use and Misuse: The Wider Impact 26.3 Alcohol Use and Misuse: Today in the UK</p>	<p><u>Mind and Young Mind charity</u> Tutor led activities using Young Mind resources and discussion points. Building positive mental health Resources YoungMinds When Emotions Explode Mental Health Resource YoungMinds A quick guide to ADHD Resources YoungMinds</p> <p><u>Aquarius Drug and Alcohol Service</u></p> <p>Aquarius provide specialist services to educate children and young people on the risks associated with drugs, substance abuse and addiction. They also provide a tailored support service to young people who use substance or gamble or are in a household where substance abuse is taking place. https://www.aquariusthroughlife.org.uk/</p>
Year 10	Summer Term 1	<p>27.1 Is it okay to get into debt? 27.2 The 50:30:20 Rule 27.3 Managing your Feelings about Money 28.1 First Aid: How to Deliver CPR and Understanding AED 29.1 What is the best way to revise? 29.2 Setting Revision Goals 30.0 Character in Focus 30.1 Revision Style 1: Trigger Words</p>	

		30.2 Revision Style 2: Memory Journey 30.3 Revision Style 3: Mind Mapping	
Year 10	Summer Term 2	38.1 Celebrating this Year 38.2 Setting Goals: Next Academic Year 38.3 Form Tutor Awards	
Year 11	Autumn Term	<p>Goal setting and personal accountability</p> <p>1.1 What professional skills are important? 1.2 Recording skills, strengths and achievements effectively 1.3 Challenging yourself Assembly: Goal setting and personal accountability</p> <p>2.1 BOA ARTIST: Introduction to the Ambition Challenge 2.2 Our Ambitions: What do you want to do? 2.3 Social action Assembly for #WeWill</p> <p>3.0 BOA ARTIST: Ambition Challenge Assembly: STICK Mental Health talk 3.1- 3.3 Black History Month Launch</p> <p>4.0 BOA ARTIST</p> <p>4.1 – 4.2 Black History Month 4.3 Celebrating World Mental Health Day</p> <p>5.0 BOA ARTIST: Ambition nominations 5.1 Promoting Emotional Wellbeing 5.2 Recognising and managing our mental health 5.3 Recognising and managing our mental health</p> <p>6.1 Making informed decisions: Your Post-16 options 6.2 Making informed decisions – exploring scenarios 6.3 Dealing with indecision Assembly: BOA ARTIST Award and Post-16 information</p> <p>7.0 BOA ARTIST: Resilience launch 7.1 Apprenticeships vs higher education 7.2 Exploring financial prospects 7.3 Weighing up the pros and cons – career options</p> <p>8.0 Anti-Bullying week 8.1 Does being anonymous make it easier to be mean Assembly: Remembrance Day 8.2 Cyberbullying – Victims and offenders 8.3 Cyber bullying: The stats</p> <p>9.0 Independent revision for mock exams 9.1 Independent revision for mock exams 9.2 Independent revision for mock exams 9.3 Independent revision for mock exams</p> <p>10.0 BOA ARTIST: Resilience in exams Assembly: Pornography and the facts 10.1 Recognising the International Day for the abolition of slavery 10.2 Recognising the International Day for the abolition of slavery</p>	<p>Positive Relationships & RSE.</p> <p>Loudmouth Education and Training</p> <p>Loudmouth provides a range of programmes and formats that can support safeguarding and relationship education. Loudmouth will be performing a theatre piece called Safe and Sound, followed by a Q&A to students.</p> <p>For more information on the workshop, follow the link below:</p> <p>https://loudmouth.co.uk/programmes/programme/trust-me</p> <p>Umbrella Sexual Health Service (University Hospitals Birmingham NHS Foundation Trust)</p> <p>Providing workshops during students timetabled Science lessons. Students will attend one workshop, and Umbrella will engage with a new group each week.</p> <p>For more information about how Umbrella operates and the services they provide, please follow this link: How we work - Umbrella Health</p>

		<p>10.3 International human rights - UNICEF</p> <p>11.0 BOA ARTIST</p> <p>11.1 Human rights Day: Exploring Human rights cases the transformed Britain</p> <p>11.2 Knowing your rights</p> <p>11.3 Discrimination and harassment: How would you reply?</p> <p>Assembly: Types of exploitation</p> <p>12.0 BOA ARTIST</p> <p>12.1 Getting a job, benefits of voluntary and paid work</p> <p>12.2 Types of paid work – what you need to know</p> <p>12.3 Exploring voluntary opportunities</p>	
Year 11	Spring Term	<p>Positive and Respectful Relationships, Consent</p> <p>13.0 BOA ARTIST: Teamwork</p> <p>13.1 Recapping Consent</p> <p>13.2 Intimacy- knowing if you are ready</p> <p>13.3 Planning and Preparing to have Sex</p> <p>14.0 BOA ARTIST: Teamwork</p> <p>14.1 Pregnancy - Knowing your Options</p> <p>14.2 Challenging Victim Blaming</p> <p>14.3 STIs - Addressing Misconceptions</p> <p>15.0 BOA ARTIST: Team work</p> <p>15.1 Examples of STIs and their Symptoms</p> <p>15.2 Preventing and Treating STIs</p> <p>15.3 Sexual health support</p> <p>Discrimination</p> <p>18.1 The Holocaust</p> <p>18.2 Jewish Resistance</p> <p>18.3 Remembering the Holocaust</p> <p>Future technology</p> <p>19.1 AI: Your Opinions</p> <p>19.2 AI's Impact on Careers</p> <p>19.3 AI: Expert Predictions</p> <p><u>Staying safe online / Extremism and radicalisation</u></p> <p>20.1 Fake news and misinformation: What's the harm?</p> <p>20.2 The Facts on Internet Usage and Spotting the Signs of Misinformation</p> <p>20.3 Extremism Online</p>	<p>Umbrella Sexual Health Service (University Hospitals Birmingham NHS Foundation Trust)</p> <p>Support provided: this subject is covered in depth in term one by Umbrella (15.1 -17.3 are recap 15-minute sessions run in tutor time)</p>
Year 11	Spring Term 2	<p>Healthy Lifestyles/ Managing Risk and Personal Safety</p> <p>21.1 Managing Our Health: Can you choose to be healthy?</p> <p>21.2 Barriers to Healthcare</p> <p>22.1 Celebrating International Women's Day</p> <p>22.2 Have gender gaps narrowed in the UK?</p> <p>22.3 Gender Gaps across the World</p> <p>23.1 The Impact of Illegal Drugs</p> <p>23.2 The Effects of Drug Abuse</p> <p>23.3 Cannabis - Effects on the Brain</p> <p>24.1 Do we need religion to know how to be good?</p> <p>24.2 Religion versus Ethics</p> <p>24.3 Exploring Ethical Frameworks</p>	<p><u>Mind and Young Mind charity</u></p> <p>Tutor led activities using Young Mind resources and discussion points.</p> <p>Building positive mental health Resources YoungMinds When Emotions Explode Mental Health Resource YoungMinds</p> <p><u>Aquarius Drug and Alcohol Service</u></p> <p>Aquarius provide specialist services to educate children and young people on the risks associated with drugs, substance abuse and addiction. They also provide a tailored support service to young people who use</p>

		25.1 Managing Exam Anxiety: Before 25.2 Managing Exam Anxiety: During 25.3 Managing Exam Anxiety: After 26.1 Gambling: Why do we do it? 26.2 Online Gambling 26.3 Harmful versus Safer Gambling	substance or gamble or are in a household where substance abuse is taking place https://www.aquariuslife.org.uk/
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