



Relationships, Sex and Health Education Policy

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Trustees Approval	
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Description of changes	Updated to reflect the revised DfE statutory guidance 'Relationships Education, RSE and Health Education' (July 2025), in force 1 September 2026: clarified the right to withdraw (sex education only); new/strengthened content (online safety incl. AI, deepfakes and sextortion; sexual harassment and VAWG; menstrual, gynaecological, fertility and menopause health; vaping and nicotine; non-fatal strangulation; forced marriage and FGM; personal safety/safe travel; gambling; safe messaging for self-harm and suicide); external-provider transparency; and an updated parent consultation letter.

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 PSHE/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, including the updated DfE statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025), which comes into force on 1 September 2026.

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**.

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 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; separating classes by sex may be appropriate for some topics (for example menstruation and menopause). 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. Where external providers (such as Umbrella Sexual Health, Loudmouth Education and Aquarius) are used, the Academy remains responsible for the content, ensures providers and their materials are accurate, impartial, age-appropriate and available for parents to view on request, and agrees in advance how any safeguarding disclosure during a session will be handled.

Delivery

Students receive sex education sessions delivered by staff trained by a trained health professional. 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 nonstatutory/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 request that their child be withdrawn from sex education delivered as part of RSE. This right does not extend to Relationships Education, to Health Education, or to the statutory content taught within the national curriculum for citizenship, PE and science. If a parent wishes their child to be withdrawn from the sex education elements of RSE, 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 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 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.

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.

Sensitive topics, self-harm and suicide

Some topics within RSHE are sensitive and are handled with care. Where the curriculum addresses self-harm, suicide or eating disorders, we follow the Department for Education's statutory guidance: teaching uses safe-messaging principles — accurate, straightforward language that does not describe methods and avoids emotive images or content that could signpost pupils towards harmful material. Staff receive high-quality, evidence-based training, developed in consultation with mental-health professionals, before these topics are addressed directly with pupils, and we consider carefully when it is appropriate to deliver this content, taking account of pupils' age, maturity and experiences and the views of parents. Aspects of suicide prevention are also addressed through the wider mental wellbeing curriculum (recognising and talking about emotions, loneliness, bullying, and knowing how and where to seek help from a trusted adult). Any concern about a specific pupil in relation to self-harm, suicidal ideation or an eating disorder is dealt with under our Safeguarding and Child Protection Policy.

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) 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 Department for Education has published updated statutory guidance for Relationships, Sex and Health Education (RSHE), which comes into force on 1 September 2026, and we have reviewed and updated our curriculum to reflect it. The guidance is clear that high-quality, evidence-based RSE helps prepare young people for the opportunities and responsibilities of adult life, and supports them to develop positive characteristics such as resilience, self-respect, honesty, kindness and the confidence to make informed and ethical decisions about their wellbeing, health and relationships.

Relationships and Sex Education lessons will include students learning about: healthy relationships, boundaries and consent; different types of families, and the law on marriage and forced marriage; staying safe online, including the sharing of images and the risks of AI, deepfakes and sextortion; the influence of pornography on relationship expectations; recognising and tackling sexual harassment, misogyny and all forms of abuse; puberty, the menstrual cycle and reproductive health; contraception, sexually transmitted infections and HIV; the LGBT community, and the facts and the law relating to biological sex and gender reassignment; body image and stereotyping; the risks of exploitation; and the law and safeguarding that protect young people.

This is part of our school's PSHE education programme which is monitored and reviewed regularly by the staff and governing body. Some sessions are delivered by trusted specialist external providers; we review their content, and their materials are available for you to see on request. For more detail about our PSHE curriculum offer, please visit the Academy's website. The BOA RSE policy 2026 is available in the policies section of the 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 to prepare them for life in 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, to view all of the materials and resources being used in lessons, and to 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 request that their child be withdrawn from sex education delivered as part of RSE. This right does not extend to Relationships Education, to Health Education, or to the content on puberty and reproduction taught within the national curriculum for science. In line with the statutory guidance, from three school terms before your child turns 16 they may choose to opt back into sex education, even where a request for withdrawal has been made. Should you wish to discuss withdrawing your child, please email Holly Stanton at Holly.Stanton@boa-academy.co.uk.

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)

Being 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 use 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.

Additional statutory content (updated 2026 guidance)

- Menstrual and gynaecological health: what is an average period; premenstrual syndrome (PMS); heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS); and when to seek help from healthcare professionals.
- Reproductive health, including fertility, menopause and the impact of lifestyle on fertility for men and women.
- Pre-conception health (including folic acid), pelvic floor health, and miscarriage and pregnancy loss, and how to access care and support.
- HIV, including the use of PrEP and PEP, regular testing, and tackling stigma.
- Sexual harassment and sexual violence, including upskirting; and developing positive conceptions of masculinity and positive male role models.
- Female genital mutilation (FGM), virginity testing and hymenoplasty — the harm caused, the law, and where to find support.
- That non-fatal strangulation and suffocation are criminal offences.
- That forced marriage and marrying before the age of 18 are illegal; and the roles and responsibilities of parenting.
- AI, deepfakes and AI chatbots; the sharing of nude images and sextortion, and the law relating to these.
- Gambling, including online gambling and gambling-like content in gaming, and the associated risk of debt.
- Vaping and nicotine (including nicotine pouches) alongside drugs, alcohol and tobacco; and the risks of a drink being spiked.
- Personal safety in increasingly independent situations, including roads, railways (level crossings) and water (the water safety code), and first experiences of independence such as a first holiday without parents.
- Navigating the local healthcare system (GP, A&E, pharmacies, sexual health and family planning clinics); self-examination and screening; vaccination and immunisation (including HPV); and antimicrobial resistance.
- Gillick competence and that the age of medical consent is 16.

- That loneliness is a normal part of life at times, and where to seek support.

Curriculum map Years 10 and 11

Year Group	Term	Topics	External agency engagement and services provided
Year 10	Autumn Term 1	Forming Relationships 1.1 Sharing Our Interests 1.2 Introducing Categories of Interest 1.3 Mapping Interests to Careers 2.0 BOA Artist: Showcasing excellent work 2.1 Peer Pressure 2.2 The Influence of Friends 2.3 Being an Influencer Positive Relationships, Bullying, Abuse, Discrimination 3.1 Exploring Positive Relationships 3.2 Recognising Negative Relationships 3.3 The Impact of Relationships 4.0 BOA Artist: Professionalism 4.1 West Midland Heroes: Lenny Henry 4.2 Celebrating Ancestors: African Empires 4.3 The Black Influence on the UK 5.0 BOA Artist: Community and culture. 5.1 The Feelings of Grief 5.2 Managing Grief 5.3 Celebrating World Mental Health Day Self-concept: 6.1 Recognising our Strengths 6.2 Developing our Strengths 6.3 Recognising the Strengths of Others 7.1: What are my career values? 7.2 Different Types of Careers 7.3 The Pros and Cons of Different Career Types	Positive and Respectful Relationships, Consent Safe and Sound: Loudmouth Education 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. For more information on the workshop, follow the link below: PSHE Workshop: Relationship Abuse, Consent and Control (loudmouth.co.uk) Umbrella Sexual Health Service (University Hospitals Birmingham NHS Foundation Trust) Providing workshops in timetabled Science groups. Students will attend one workshop, and Umbrella will engage with a new group each week. For more information about how Umbrella operates and the services they provide, please follow this link: How we work - Umbrella Health
Year 10	Autumn Term 2	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: Preparing for World Kindness Day 9.1 Recognising Different Types of Bullying 9.2 It's Never Just a Joke - The Effects of Bullying 10.0 BOA Artist: Zones of Regulation - Emotional Intelligence Topic: Media Literacy and Digital Resilience; Consent	Topic: Positive and Respectful Relationships, Consent Sessions are tutor led and informed by Safer Internet Centre

		10.1 Sharing Content Online: Pros and Cons 10.2 Being Professional Online 10.3 Personal Data Online Assembly: Online Safety & Support Self-Concept, Mental Health and Emotional Wellbeing 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 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	Homepage - UK Safer Internet Centre Types of Exploitation - Gangs and County Lines: Loudmouth production and workshop
Year 10	Spring Term 1	Safe Relationships, Consent 16.1 Sexual Consent 16.2 Consent - Judging Scenarios 16.3 Sexual Violence 17.1 Contraception - Addressing Misconceptions 17.2 Emergency Contraception 17.3 Birth Control Discrimination (D&A-R) 18.1 The History of Antisemitism 18.2 The Holocaust - The Facts 18.3 Kindertransport Assembly: Holocaust 19.1 LGBT History in the UK 19.2 Types of Sexuality 19.3 Coming Out 20.1 Preparing for Work Experience 20.2 Work Experience Protocol: What to Do 20.3 Making the Most of Work Experience	All Yr10 students have 1 hour Umbrella sexual health sessions in science lessons in Term 2 as well as Loudmouth performance in Term 1. Recap of sexual Health topics in tutor time.
Year 10	Spring Term 2	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 Healthy Lifestyles 23.1 What is a healthy lifestyle? 23.2 How healthy are you? 23.3 Setting Sustainable Goals	<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 <u>Aquarius Drug and Alcohol Service</u>

		24.1 Different Religions in the UK 24.2 Religious Celebrations: Ramadan and Lent 24.3 Religious Celebrations: Festivals of Light Mental Health and Emotional Wellbeing 25.1 Mental Health: Addressing the Stigma 25.2 Identifying Emotions 25.3 Finding Support Drugs, Alcohol and Tobacco 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	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/
Year 10	Summer Term 1	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 30.2 Revision Style 2: Memory Journey 30.3 Revision Style 3: Mind Mapping	Aquarius – vaping / substance education assembly (booked; timing TBC)
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 1	Goal setting and personal accountability 2.1 Post-16 Choices: The Pros and Cons 2.2 Finding out more about Post-16 pathways 2.3 Our Ambitions: What do you want to do? Relationships (RF&F) 3.1 Relationship Values 3.2 Is change a bad thing? 3.3 The End of Relationships LOUDMOUTH: Working For Marcus 4.1 West Midland Heroes: Beverly Knight 4.2 Celebrating Ancestors: African Empires 4.3 The Black Influence on the UK	Positive Relationships & RSE. Loudmouth Education and Training 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. For more information on the workshop, follow the link below: https://loudmouth.co.uk/programmes/programme/trust-me Umbrella Sexual Health Service (University Hospitals Birmingham NHS Foundation Trust) Providing workshops during students timetabled Science lessons. Students will attend one workshop, and Umbrella will engage with a new group each week. For more information about how Umbrella operates and the services they provide, please follow this link: How we work - Umbrella Health

		Positive Relationships and Values 5.1 Taking Others' Perspectives: Who's being unreasonable? 5.2 Taking Others' Perspectives 5.3 Celebrating World Mental Health Day 6.1 Promoting Emotional Wellbeing 6.2 Recognising and Managing mental ill health 6.3 Recognising and Managing mental ill health 7.0 Character in Focus 7.1 Making Informed Decisions: Recapping your Post-16 Options 7.2 Making Informed Decisions 7.3 Dealing with Indecision 8.1 Apprenticeships versus Higher Education 8.2 Exploring Financial Prospects 8.3 Weighing up the Pros and the Cons	Umbrella Term 1 STI's recap / Pornography 12.1 Pornography: Reasons and Risks Umbrella cover this in Year 11 hour session Term 1 12.2 Bodies in Pornography: Body Image 12.3 Pornography Sex versus Real Sex
Year 11	Autumn Term 2	Bullying, Abuse and Discrimination /Online safety 9.0 BOA Artist: Preparing for World Kindness Day 9.1 Does being anonymous make it easier to be mean? 9.2 Cyberbullying - Victims and Offenders 9.3 Cyberbullying - The Stats Positive Relationships 12.1 Pornography: Reasons and Risks (Tutor recap) 12.2 Bodies in Pornography: Body Image (Tutor recap) 12.3 Pornography Sex versus Real Sex (Tutor recap) 13.1 Human Rights Day: Exploring Human Rights Cases that Transformed Britain 2010-2015 13.2 Know Your Rights: Protected Characteristics 13.3 Discrimination or Harassment: How would you reply?	

		Assembly: Types of Exploitation- Sexual Trafficking, CSE, and FGM (HST) 14.1 Voluntary and Paid Work: Benefits 14.2 Types of Paid Work 14.3 Exploring Volunteering Opportunities	Sexual exploitation cover by Loudmouth in Term 1
Year 11	Spring Term 1	Positive and Respectful Relationships, Consent 15.1 Recapping Consent 15.2 Intimacy- knowing if you are ready 16.2 Planning and Preparing to have Sex 16.3 Pregnancy - Knowing your Options 16.3 Challenging Victim Blaming 17.1 STIs - Addressing Misconceptions 17.2 Examples of STIs and their Symptoms 17.3 Preventing and Treating STIs Discrimination 18.1 The Holocaust 18.2 Jewish Resistance 18.3 Remembering the Holocaust <u>Future technology</u> 19.1 AI: Your Opinions 19.2 AI's Impact on Careers 19.3 AI: Expert Predictions <u>Staying safe online / Extremism and radicalisation</u> 20.1 Fake news and misinformation: What's the harm? 20.2 The Facts on Internet Usage and Spotting the Signs of Misinformation 20.3 Extremism Online	Umbrella Sexual Health Service (University Hospitals Birmingham NHS Foundation Trust) 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)
Year 11	Spring Term 2	Healthy Lifestyles/ Managing Risk and Personal Safety 21.1 Managing Our Health: Can you choose to be healthy? 21.2 Barriers to Healthcare 22.1 Celebrating International Women's Day 22.2 Have gender gaps narrowed in the UK? 22.3 Gender Gaps across the World 23.1 The Impact of Illegal Drugs 23.2 The Effects of Drug Abuse 23.3 Cannabis - Effects on the Brain 24.1 Do we need religion to know how to be good? 24.2 Religion versus Ethics 24.3 Exploring Ethical Frameworks 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	Tutor led activities using Young Mind resources and discussion points. Building positive mental health Resources YoungMinds When Emotions Explode Mental Health Resource YoungMinds <u>Aquarius Drug and Alcohol Service</u> 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.aquariuslife.org.uk/