

West Sussex Alternative Provision College

Relationships and Sex Education Curriculum.

Department for Education Guidance

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education.

At our secondary centres, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

WSAPC wants to support growth in our children's personal attributes including kindness, integrity, generosity, and honesty.

These subjects for your child represent a huge opportunity to help them develop to become successful and happy adults who make a meaningful contribution to society.



Question	Time and year group for delivery
Families	
Pupils should know	
1 that there are different types of committed, stable relationships	Year 7 – term 2 – week 1 Year 8/9 – term 2 – week 1
2 how these relationships might contribute to human happiness and their importance for bringing up children	Year 7 – term 2 – week 1 Year 8/9 – term 2 – week 1
3 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	Year 8/9 – term 2 – week 1 Year 10 – term 2 – week 1 Year 11 – term 2 - week 1
4 why marriage is an important relationship choice for many couples and why it must be freely entered into	Year 8/9 – term 2 – week 1 Year 10 – term 2 – week 1 Year 11 – term 2 – week 1
5 the characteristics and legal status of other types of long-term relationships	Year 8/9 – term 2 – week 1 Year 10 – term 2 – week 1 Year 11 – term 2 – week 1
6 the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	Year 8/9 – term 2 – week 2 Year 10 – term 2 – week 2 Year 11 – term 2 – week 2
7 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.	Year 7 – term 6 – week 6 Year 8/9 – term 2 – week 3 Year 8/9 – term 6 – week 6
Respectful relationships, including friendships	
Pupils should know	
8 the characteristics of positive and healthy friendships (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	Year 7 - term 2 - week 2 Year 8/9 – term 2 – week 2 & 3 Year 8/9 – term 5 – week 1
9 practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 7 – term 2 – week 2 & week 3 Year 8/9 – term 2 – week 2 & 3
10 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-	Year 7 – term 2 – week 6 Year 7 – term 6 – week 3 Year 8/9 – term 2 – week 6

consensual behaviour or encourage prejudice)	
11 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	Year 7 – term 2 – week 3 & 4 Year 7 – term 6 – week 4 Year 8/9 – term 2 – week 3
12 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Year 7 – term 2 – week 4 Year 8/9 – term 2 – week 4 Year 10 – term 2 – week 4 Year 11 – term 2 – week 4 Year 11 – term 5 – week 3
13 that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Year 8/9 – term 2 – week 3 & 4 Year 10 – term 2 – week 3 Year 11 – term 2 – week 3
14 what constitutes sexual harassment and sexual violence and why these are always unacceptable	Year 8/9 – term 2 – week 4 Year 10 – term 3 – week 1 Year 11 – term 3 – week 1
15 the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	Year 8/9 – term 1 – week 1 Year 10 – term 2 – week 6 Year 11 – term 2 – week 6
Online and media	
Pupils should know	
16 their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Year 7 – term 5 – week 1 Year 8/9 – term 5 – week 1 Year 10 – term 5 – week 1 Year 11 – term 5 – week 1
17 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	Year 7 – term 5 – week 2 & 3 Year 8/9 – term 5 – week 2 Year 10 – term 5 – week 2 & 3 Year 11 – term 5 – week 2 & 3
18 not to provide material to others that they would not want shared further and not to share personal material which is sent to them	Year 7 – term 5 – week 3 Year 8/9 – term 5 – week 2 & 3 Year 10 – term 5 – week 2 & 3 Year 11 – term 5 – week 2 & 3
19 what to do and where to get support to report material or manage issues online	Year 7 – term 5 – week 3 Year 8/9 – term 5 – week 2 & 3
20 the impact of viewing harmful content	Year 10 – term 5 – week 3 Year 11 – term 5 – week 3

<p>21 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</p>	<p>Year 10 – term 5 – week 3 Year 11 – term 5 – week 3</p>
<p>22 that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p>	<p>Year 10 – term 5 – week 3 Year 11 – term 5 – week 3</p>
<p>23 how information and data is generated, collected, shared and used online.</p>	<p>Year 10 – term 5 – week 1 Year 11 – term 5 – week 1</p>
<p>Being safe</p>	
<p>Pupils should know</p>	
<p>24 <i>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</i></p>	<p>Year 7 – term 3 – week 2 Year 8/9 – term 3 – week 1 Year 10 - term 2 – week 1 & 3 Year 11 – term 2 – week 1 & 3</p>
<p>25 <i>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).</i></p>	<p>Year 7 – term 3 – week 2 Year 8/9 – term 3 – week 1 Year 10 - term 3 – week 1 Year 11 – term 3 – week 1</p>
<p>Intimate and sexual relationships, including sexual health</p>	
<p>Pupils should know</p>	
<p>26 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</p>	<p>Year 7 - term 3 - week 3 & 4 Year 8/9 – term 3 – week 1 Year 10 – term 2 – week 1 & 2 Year 10 – term 3 – week 2 Year 11 – term 2 – week 1 & 2 Year 11 – term 3 – week 2</p>
<p>27 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</p>	<p>Year 7 – term 3 - week 4 Year 8/9 – term 3 – week 2 & 4</p>
<p>28 the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause</p>	<p>Year 8/9 – term 3 – week 5 Covered in science - biology</p>
<p>29 that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p>	<p>Year 8/9 – term 3 - week 1 Year 10 – term 3 – week 1 Year 11 – term 3 – week 1</p>

<p>30 that they have a choice to delay sex or to enjoy intimacy without sex</p>	<p>Year 8/9 – term 3 – week 3 Year 10 – term 3 – week 3 Year 11 – term 3 – week 3</p>
<p>31 the facts about the full range of contraceptive choices, efficacy and options available</p>	<p>Year 8/9 – term 3 – week 5 Year 10 – term 3 – week 3 Year 11 – term 3 – week 3</p>
<p>32 the facts around pregnancy including miscarriage</p>	<p>Year 10 – term 3 – week 3 Year 11 – term 3 – week 3</p>
<p>33 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>	<p>Year 10 – term 3 – week 3 Year 11 – term 3 – week 3</p>
<p>34 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</p>	<p>Year 8/9 – term 3 – week 5 Year 10 – term 3 – week 2 Year 11 – term 3 – week 2</p>
<p>35 about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p>	<p>Year 10 – term 3 - week 2 Year 11 – term 3 – week 2</p>
<p>36 how the use of alcohol and drugs can lead to risky sexual behaviour</p>	<p>Year 10 – term 1 – week 6 Year 11 – term 1 – week 6</p>
<p>37 how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>	<p>Year 10 – term 3 - week 2, 3, 4 & 5 Year 11 – term 3 - week 2, 3, 4 & 5</p>
<p>The law</p>	
<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p>	
<p>38 marriage</p>	<p>Year 8/9 – term 2 – week 1 Year 10 – term 2 – week 1 Year 11 – term 2 – week 1</p>

39 consent, including the age of consent	Year 7 – term 2 – week 4 Year 8/9 – term 3 – week 1 Year 10 – term 3 – week 1 Year 11 – term 3 – week 1
40 violence against women and girls	Year 10 – term 2 – week 3 Year 11 – term 2 – week 3
41 online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)	Year 7 – term 5 – week 3 Year 8/9 – term 5 – week 2 & 3
42 pornography	Year 8/9 – term 5 – week 3
43 abortion	Year 10 – term 3 – week 4 Year 11 – term 3 – week 4
44 sexuality	Year 8/9 – term 2 – week 6 Year 11 – term 2 – week 3
45 gender identity	Year 8/9 – term 2 – week 6 Year 10 – term 2 – week 6 Year 11 – term 2 – week 6
46 substance misuse	Year 7 – term 1 – week 5 & 6 Year 7 – term 6 – week 1 Year 8/9 – term 1 – week 5 & 6 Year 10 – term 1 – week 5 & 6 Year 11 – term 1 – week 5 & 6
47 violence and exploitation by gangs	Year 7 – term 1 – week 3 & 4 Year 8/9 – term 1 – week 3 & 4 Year 10 – term 1 – week 4 Year 11 – term 1 – week 4
48 extremism/radicalisation	Year 7 – term 1 – week 2 Year 8/9 – term 1 - week 2 Year 10 – term 1 – week 2 Year 11 – term 1 – week 2
49 criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)	Year 7 – term 1 – week 3 & 4 Year 8/9 – term 1 – week 3 & 4 Year 10 – term 1 – week 3 & 4 Year 11 – term 1 – week 3 & 4
50 hate crime	Year 7 – term 1 – week 1 Year 8/9 – term 1 – week 1 Year 10 – term 1 – week 1 Year 11 – term 1 – week 1
51 female genital mutilation (FGM)	Year 10 – term 3 – week 5 Year 11 – term 3 – week 5