

The Priory Academy LSST Sex and Relationship Education Curriculum 2021-22

The following learning objectives are delivered as part of our Awareness Programme:

Year 7

- To identify that there are different types of committed, stable relationships and how these relationships might contribute to human happiness.
- To know what marriage is and know its legal status. To discuss why marriage is an important relationship choice for many couples.
- To know the roles and responsibilities of parents with respect to raising of children and consider what successful parenting is.
- To consider how we know whether other children, adults or sources of information are trustworthy.
- To know 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.
- To know what a stereotype is and how stereotypes such as those based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- To know what coercive control is and consider what violent behaviour in relationships could involve.
- To know what consent is and how to communicate and recognise consent from others. To know that consent can be withdrawn.
- To understand what the characteristics of a positive, healthy, one-to-one relationships mean. These include; mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- To consider how physical, emotional, mental, sexual and reproductive health and wellbeing can be impacted by sex and relationship choices.
- To know what sexual pressure is and understand what is meant by peer pressure, resisting pressure and not pressurising others. To consider why some people choose to delay sex or to enjoy intimacy without sex.
- To explain what contraception is and consider some contraceptive options available.
- To know what miscarriage is and know how pregnancy and miscarriage could affect people.
- To know what personal hygiene is and why it is important. To understand how germs including bacteria and viruses are spread.
- To understand how to have good dental health and the benefits of good oral hygiene and dental flossing. To consider how healthy eating and regular check-ups at the dentist might impact this.
- To know what 'good quality sleep' is, why we need it and how much we need. and might impact the quality of the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Year 8

- To know the differences between different types of committed, stable relationships and their importance for bringing up children.
- To understand 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 and know the characteristics and legal status of other types of long-term relationships.

- To explain how the roles and responsibilities of parents have an impact on children and how we could identify successful parenting.
- To understand how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships). To know how to seek help or advice and how to report concerns about others, if needed.
- To understand the benefits of trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and sometimes ending relationships and consider practical steps I can take to improve or support respectful relationships.
- To explain how stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage and know 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.
- To understand why violent behaviour and coercive control in relationships are criminal. To know what sexual harassment and sexual violence are and why these are always unacceptable.
- To know how to actively communicate and recognise consent from others, including sexual consent. To understand how and when consent can be withdrawn in all contexts, including online.
- To consider 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.
- To understand why all aspects of health can be affected by choices I make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- To consider strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. To explain why some people choose to delay sex or to enjoy intimacy without sex.
- To consider the importance of contraception and know the facts about a range of contraceptive choices.
- To know the facts around pregnancy and miscarriage and know my possible choices in relation to pregnancy including keeping the baby, adoption, abortion and where to get further help.
- To understand, in relation to personal hygiene, how bacteria and viruses are spread. To consider how we can treat and prevent infection using antibiotics.
- To consider some of the problems of not having good dental hygiene as well as the impact of poor diet on our oral health.
- To understand what could have a negative impact on the quality of our sleep and explain how good quality sleep leads to good health and how a lack of sleep can affect weight, mood and ability to learn.

Year 9

- To compare the differences between the characteristics and legal status of a marriage and other long term relationships.
- To consider the impact of certain parental behaviours on their children.
- To know where to seek help or advice regarding unsafe relationships, including reporting concerns about others, if needed.
- To identify the characteristics of unhealthy relationships (including friendships) and when and how to improve or sometimes end these relationships.

- To remember what the protected characteristics are and consider how the legal rights and responsibilities regarding equality have an impact on me.
- To be able to identify coercive control and violent behaviour and understand when, how and where I can get help if I am concerned about sexual harassment and sexual violence.
- To understand why consent is needed in an online context.
- To identify the benefits of healthy one-to-one, intimate relationships.
- To consider why all aspects of my health can be affected by the choices I make in sex and relationships.
- To know the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- To know the facts about the full range of contraceptive choices, how effective they are and options available.
- To know the facts around pregnancy and miscarriage including legal responsibilities and know how and where to access support.
- To explain why sleep is important and how I can help myself to get a good sleep at night.

Year 10

- To consider how a stable, committed relationship impacts an individual and why this is important for raising children.
- To consider why it is important that relationships are freely entered into and the legal rights and protections available to married couples.
- To compare the legal status of marriage to the characteristics and legal status of other types of long-term relationships.
- To know 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.
- To identify the characteristics of positive, healthy relationships and consider practical steps to improve or support respectful relationships.
- To know what the protected characteristics are and understand the legal rights and responsibilities regarding equality.
- To know the types of behaviour within relationships that are criminal, including violent behaviour and coercive control and why this might be.
- To explain what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- To understand 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).
- To identify the characteristics and positive aspects of healthy one-to-one intimate relationships.
- To consider how all aspects of health can be affected by choices I make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- To know the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and that I have a choice to delay sex or to enjoy intimacy without sex.
- To understand the facts about the full range of contraceptive choices, efficacy and options available.

- To know the facts around pregnancy including miscarriage as well as my 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).
- HEALTH: To understand the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress and how this helps.
- To discuss what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio vascular ill-health.
- To understand what blood, organ and stem cell donation are and their benefits.

Year 11

- To understand the characteristics and legal status of marriage and other types of long-term relationships.
- To discuss what is meant by 'successful parenting' and what needs to be in place for this to happen.
- To know 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.
- To consider the practical steps I can take in different contexts to improve or support respectful relationships.
- To understand 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-consensual behaviour or encourage prejudice) and the legal rights and responsibilities regarding equality.
- To understand that some types of behaviour within relationships are criminal, including violent behaviour and coercive control and know what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- To consider 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).
- To identify the characteristics and positive aspects of healthy one-to-one intimate relationships.
- To consider how all aspects of health can be affected by choices I make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- To know the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause and that I have a choice to delay sex or to enjoy intimacy without sex.
- To understand the facts about the full range of contraceptive choices, efficacy and options available.
- To know the facts around pregnancy including miscarriage as well as my 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).
- To understand the importance of sufficient good quality sleep to enable the body to heal and grow, help regulate emotions and support good mental health. To consider how to help getting good sleep.

Year 12

- To explore what we mean by committed stable relationships and how they can contribute to a person's happiness.

- To understand what the legal differences are between a marriage, cohabitation and a civil partnership.
- To discuss what is meant by 'successful parenting' and what is needed to make this happen.
- To identify the legal differences between a marriage and other types of long term, committed relationships.
- To determine how we know when a person is trustworthy and know how to seek help or advice and report concerns if needed.
- To identify practical steps to take to create, support and improve respectful relationships.
- To know what 'protected characteristics' are and the legal rights and responsibilities regarding equality.
- To know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control and understand what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- To consider 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).
- To understand how physical, emotional, mental, sexual and reproductive health and wellbeing can be impacted by our sex and relationship choices.
- To know the facts around pregnancy including miscarriage as well as my 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).
- To understand the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
- To know the facts and science relating to immunisation and vaccination.
- To discuss the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

Year 13

- To explore what we mean by committed stable relationships and how they can contribute to a person's happiness.
- To understand what the legal differences are between a marriage, cohabitation and a civil partnership.
- To know the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- To identify the characteristics of positive and healthy friendships and how to foster respectful relationships.
- To explain how stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage and the legal rights and responsibilities regarding equality with reference to the Equality Act 2010.
- To know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control and understand what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- To consider the characteristics of a healthy one-to-one, intimate relationships and how all aspects of health, including reproductive health, can be affected by choices made in regard to sex and relationships.
- To understand how lifestyle may impact fertility for men and women and menopause.
- To consider how to manage sexual pressure and know that there is a choice to delay sex or enjoy intimate relationships without sex.

- To know the facts about the full range of contraceptive choices, efficacy and options available.
- To know the facts around pregnancy including miscarriage and that there are choices in relation to pregnancy.
- To know the positive associations between physical activity and promotion of mental wellbeing and understand how this can combat stress.
- To discuss what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio vascular ill-health.
- To understand what blood, organ and stem cell donation are and their benefits.

The following topics are delivered in Science:

Key stage 3:

- Puberty and the menstrual cycle – including hormones, body changes, structure and function of reproductive organs and gametes (Sperm and egg).
- Fertilisation and implantation – what is essentially is. **Not relating to miscarriage.**
- Development of the foetus – including structure of placenta, umbilical cord and fluid sac
- Reasons why women shouldn't smoke and drink in pregnancy.
- Basic contraception – how does a condom work, what is the contraceptive pill (linking to ovulation).
- Menstrual cycle – its purpose and the stages.

Key stage 4 (Year 9 and start of Year 10):

- Specialised cells – including structure and function of sperm and egg.
- Chromosomes, variation in human and cell cycle – reproduction is often discussed here.
- Health issues and effect on lifestyle – what is meant by physical and mental health and how this links to illness e.g. smoking/balanced diet.
- Communicable (infectious) diseases – HIV/AIDS and gonorrhoea are used as examples.

End of Year 10/start of Year 11:

- Human endocrine system – hormones and glands including ovaries and testes and reproductive hormones.
- Hormones in reproduction – hormones (men and women), sexual characteristics, ovulation, menstruation.
- Contraception and fertility (fertility is heavily based on women) – contraception including hormonal and non-hormonal .
- **Higher tier students only** – the use of hormones to treat infertility (IVF) and advantages and disadvantages of fertility treatment.
- Sexual and asexual reproduction – what they are and the differences. Advantages and disadvantages of the types.
- Meiosis – how sex cells (Sperm and egg) are formed.
- Sex determination – in terms of chromosomes XX/XY.
- Genetic inheritance – including DNA and structure.
- Sexual reproduction and linking it to genetic conditions.
- Selective breeding and speciation (how a new species is formed) - indirectly linked to reproduction.

The following Online Safety Learning Outcomes are also delivered as part of our Awareness Programme:

- Understand your rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- Understand the impact of viewing harmful content.
- Understand how information and data is generated, collected, shared and used online.
- Have knowledge of 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.
- Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- Understand what to do and where to get support to report material or manage issues online.
- Understand that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- Understand 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.
- Understand the similarities and differences between the online world and the physical world, including:
 - how people may curate a specific image of your life online
 - over-reliance on online relationships including social media
 - the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)
 - the risks related to online gambling including the accumulation of debt
 - how advertising and information is targeted at them
 - how to be a discerning consumer of information online.
- Understand how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
- Understand that the same expectations of behaviour apply in online contexts as in offline contexts. Online bullying can be extremely hurtful and damaging. It can be hard to escape and particularly hurtful because of the 'large audience' online.
- Know that online bullying by a pupil at the same school can be reported to the school. Other methods for preventing and tackling bullying can include digital reporting tools to remove content; blocking certain users; taking a break from online platforms; and taking evidence, for example, screenshots.
- Understand that the following behaviours are all forms of online bullying:
 - publishing someone's personal information or images without their consent, e.g. deliberately trying to humiliate them by sharing your private messages
 - intimidating or threatening someone, e.g. with threats of violence, or revealing private information
 - harassing or stalking someone, e.g. repeatedly sending unwanted messages, either privately or publicly
 - vilifying or defaming someone, e.g. posting upsetting or defamatory remarks about them online
 - excluding someone, e.g. setting up closed groups or 'blocking' them
 - impersonating someone, e.g. identity theft, carrying out acts online or posting messages while pretending to be that person.

- Understand that it is important to seek support if something you have done, seen, or experienced online is: making you anxious, sleepless, or concerned for your own or someone else's safety or wellbeing; encouraging you or others to form more extreme views and isolate from close friends and/or family; or possibly illegal, wrong, or harmful to yourself.
- Understand that the internet can give us the opportunity to be friends with people all over the world, and screen time can be valuable – during the COVID-19 pandemic in particular, it has given us the opportunity to stay in contact with families and friends
- Understand that there are a range of opportunities for staying in touch online, such as socialising and building friendships (e.g. through games, using social media), joining community forums or interest groups (e.g. relating to sports, hobbies, volunteering), learning and sharing knowledge with people across the world, and self-expression/identity (e.g. sharing appropriate information about ourselves)
- Understand that people often develop existing friendships or make new ones online. However, as in any relationship, we should not need continual attention and approval from others online in order to feel good about ourselves. It is important to think about how interactions with friends online make you feel, and to identify if they are problematic. This could include: not being able to disconnect, obsessing about numbers of friends, getting 'likes', experiencing conflict in offline relationships, e.g. arguing with family about time spent online, or feeling pressured to behave a certain way.

The following topic/learning objectives are also delivered as part of our wider Personal Development Programme, such as through assemblies, curriculum lessons, visiting speakers and our Awareness Days:

- 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.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- 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.
- The benefits of regular self-examination and screening.
- Basic first aid
- The concept of County Lines and the associated risks and where to get support.
- The dangers of knife crime, the laws regarding knife crime and why a knife should never be carried.
- 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.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

- The positive associations between physical activity and promotion of mental wellbeing (KS4 Sci), including as an approach to combat stress. – PE KS3.
- The characteristics and evidence of what constitutes a healthy lifestyle (KS3 Sci), maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio vascular ill-health. – PE KS3 and 4 and Sci KS4.
- About the science relating to blood, organ and stem cell donation (we teach science of the blood, organs and stem cells at KS4– but not in terms on donation)
- How to maintain healthy eating and the links between a poor diet and health risks (KS4 Sci), including tooth decay and cancer – KS3 Food Tech.
- The facts and science relating to immunisation and vaccination. (Sci – KS4) .
- Key facts about puberty, the changing adolescent body and menstrual wellbeing (KS3 Sci). • the main changes which take place in males and females, and the implications for emotional and physical health (KS3 Sci).