

The Priory Academy LSST Sex and Relationship Education Curriculum 2024-5

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

Year 7

- To understand about personal safety, to perform first aid and when to contact the emergency services.
- To be able to describe the body parts involved with sexual health and reproduction and acknowledge that it is normal to be curious about our bodies and sexual functions.
- To acknowledge that physical appearance does not determine a person's worth as a human being.
- To consider the impact of puberty on emotional wellbeing and how to manage this and understand the physical changes during puberty.
- To understand how to communicate consent and understand that unwanted sexual attention is a violation of privacy.
- To know what FGM and CEFM is and how to safely access help if concerned.
- To know how to make healthy and informed decisions about maintaining hygiene and dental health.
- To understand influences on diet and exercise choices and the importance of sleep and maintaining healthy sleep habits.
- To consider how to manage peer influence in relation to substances including energy drinks and how to make responsible decisions.
- To know what we mean by self-harm and explore how we can support those affected by it.
- 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 consider how we know whether other children, adults or sources of information are trustworthy.
- To identify that there are different types of committed, stable relationships and how these relationships might contribute to human happiness.
- To understand the roles and responsibilities of parents with respect to raising children and consider what successful parenting is.
- To know what marriage is and know its legal status and to understand why marriage is an important relationship choice for many couples.
- To know what the protected characteristics are, what a stereotype is and how stereotypes can cause damage.
- To know what coercive control is, understand what violent behaviour in relationships could involve and consider how this might impact individuals.
- To understand the difference between sexual harassment and sexual violence and why these are always unacceptable.
- To know what consent is and how freedom, capacity and sexual pressure is important in this.

Year 8

- To understand what makes up a healthy relationship and how you can build trust.

- To understand what it means to be “family” and to learn about the diversity present in families within society.
- To understand how and why conflict arises between family members and to develop strategies for navigating such conflicts.
- To understand what constitutes a healthy friendship and develop strategies for resolving conflict.
- To understand that romantic relationships are different dependent on the individual.
- To learn strategies for understanding readiness for physical intimacy and develop a sense of sexual boundaries.
- To identify whether behaviours in relationships are unhealthy and to develop strategies for communicating boundaries and consent.
- To understand the benefits and risks of using online methods of communication within a relationship.
- To understand the responsibilities surrounding contraception and how to effectively use contraception when having intercourse.
- To understand the importance of human rights and how they are applied to children.
- To understand how to identify unreliable media sources and the risks involved in echo chambers.
- To understand the influence of the media on body image and learn healthy coping strategies.
- To understand the link between physical and mental health and strategies to improve both.
- To learn about how to manage our own mental health.
- To understand the risks of alcohol, cigarettes and vapes and the UK laws surrounding them.
- To understand the risks of drugs, the UK laws surrounding them and how to develop a healthy relationships with substances.

Year 9

- To understand the influence that peer pressure can have on an individual’s behaviour.
- To learn about different forms of discrimination and how to become an ally.
- To understand what discrimination is and how we can support those who experience it.
- To learn about the history of racism and how it impacts the present.
- To learn about systemic racism and how to begin to challenge it through activism.
- To understand what sexual violence is and where it can take place.
- To understand how gender stereotypes perpetuate sexual violence and how we can challenge this.
- To understand the importance of challenging sexual violence and harassment and how we can do this.
- To understand the link between sleep and mood and develop strategies to support both.
- To understand how body image, relationships and sexuality are portrayed in the media.
- To understand influences on body image and how beauty standards change according to culture and time.
- To understand the changes we go through during puberty.
- To understand how the menstrual cycle works and the impact that period poverty has on individuals.

- To understand the difference between sexuality and sexual desire and how this can change over time.
- To learn about a range of contraceptive methods and be confident about discussing them.
- To understand what consent is, the law around consent and how to be confident in gaining consent.
- To understand myths and misconceptions around consent and know how to give consent confidently.
- To know what STIs are including the symptoms, how they are transmitted and how you can protect against them.
- To understand the risks behind drugs and how to deal with emergencies related to drugs.
- To understand the risks behind alcohol and how to deal with emergencies related to this.
- To understand the risks of gambling and online fraud and know how to access support for both.
- To understand the importance of preventative measures on our health including self-examination.
- To understand what peer pressure is and how to resist peer pressure.

Year 10

- To understand the reasons why people choose to enter legally binding relationships and the pros and cons surrounding this decision.
- To understand the reasons behind choosing to become a parent and the impacts that having a child can have on an individual's life.
- To understand where family conflict can arise and how compromise can play an integral role in resolution.
- To understand the importance of effective communication of expectation and vulnerability within a relationship.
- To understand what constitutes abuse within a relationship and how to notice the signs that someone is being abused.
- To understand what constitutes sexual violence and the impact it can have on victims.
- To understand the role that gender stereotypes play in sexual violence.
- To learn how to assess readiness for and how to reduce the risks associated with sex.
- To learn about the stages of pregnancy and understand the options around unintended pregnancies.
- To understand human rights, the laws surrounding them and ways in which they can be abused.
- To explore how human rights are applied in the online world and understand strategies to stay safe online.
- To reflect on the media's perception of gangs and understand strategies to manage pressurised situations.
- To understand the role of social media in extremism and radicalisation and learn how to respond effectively.
- To examine attitudes to mental health and learn how to support others and ourselves
- To understand common mental health issues and examine strategies to support them.
- To explore the signs of addiction and how to support ourselves and others.
- To learn crucial emergency first aid skills and to understand how to assess situations to determine if they are emergencies and how to contact the appropriate services.

- To know how to manage influences and risks relating to cosmetic and aesthetic body alterations.
- Understand essential knowledge about vaccinations, healthcare services, and the importance of blood, organ, and stem cell donation for individual and public health.
- To identify, evaluate, and effectively communicate valuable life lessons that can positively impact younger students and their broader communities.

Year 11

- To understand the challenges and opportunities that come with transitioning to adulthood, and to develop strategies for building self-worth through reflection and reframing experiences.
- To explain influence of identity, personal belief system, culture, values and ethnicity on mental health.
- To identify how societal norms shape identity, desires, practices and behaviour and recognize that beliefs about gender norms are created by societies.
- To gain a deeper understanding of gender identity and gender expression.
- To learn about existing laws on stigma and discrimination and how these can negatively impact individuals, communities and society.
- To analyse the impact of different norms and stereotypes on romantic relationships.
- Illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes.
- To explain what grief is and that people grieve in different ways.
- To understand the nature, causes, and effects of stress, and to explore effective stress management strategies, including the role of social media and sleep habits.
- To empower Year 11 students with the knowledge and skills to cultivate a healthy self-concept and enhance self-efficacy through motivation, perseverance, and resilience.
- To evaluate societal beauty standards, recognize the risks associated with altering one's appearance, identify body image-related disorders.
- To understand the diverse pathways to parenthood, evaluate the factors that influence decisions related to pregnancy, and assess the competencies required for effective parenting.
- To understand diverse pathways to parenthood and accompanying emotional and physical factors, including fertility changes, grief management, and accessing appropriate support.
- To understand the complexities of sexual relationships, including the role of communication, societal norms, and mutual responsibility in sexual health and pleasure.
- To understand the complexities of consent, including how it is influenced by media and societal norms, varies across genders and sexualities, and requires careful interpretation and moral integrity.
- To learn about STI symptoms and how to protect against them.
- To understand how to get tested and protect against STIs.

Year 12

- To consider our own values and how it impacts the decisions you make and the role unconscious bias plays in society.
- To explore different levels of intimacy in emotional relationships and to consider the difference between love and lust.

- To explore methods for maintaining old relationships and developing new ones.
- To better understand what makes healthy relationships and to consider when and how to end relationships.
- To understand the importance of and develop strategies for communicating and determining consent.
- To understand types of abuse and how to seek support and report abuse.
- To understand different elements of sexual and reproductive health rights and how to promote them effectively.
- To learn how to be a critical consumer of online information in all its forms, including recognising bias, propaganda.
- To learn about the positives and negatives of social media and how to use it responsibly.
- To evaluate and challenge the media's presentation of relationships.
- To understand the stereotypes surrounding mental health in the media and how to have more open and supportive conversations.
- To explore different strategies for accessing support for mental health.
- To learn to understand the risks associated with drugs, alcohol, and drink spiking, and develop strategies to recognise, set, and adhere to personal boundaries for safety.
- Understand the benefits of volunteering, both for individual growth and community well-being, and will be able to identify the types of volunteering they are interested in.
- To make informed decisions about health and wellbeing by accessing reliable information and understanding the importance of regular self-examinations and vaccinations.
- To consider the knowledge and skills required to travel safely and responsibly, both within the UK and abroad, while demonstrating cultural sensitivity and an understanding of legal requirements.
- To know how to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications.
- To identify medical emergencies such as seizures, head injuries or fainting.

Year 13

- To explore skills and strategies to navigate transitional life phases confidently, while considering diverse future options such as employment, university, or apprenticeships.
- To understand health services, recognising common young adult illnesses, and accessing mental well-being support in new university settings.
- To explore ways to promote inclusion and safely challenge prejudice and discrimination.
- To appreciate how your values guide behaviours and the importance of developing your own perspective on behaviour.
- To recognise and (where appropriate) challenge views, prejudice and discrimination.
- To recognise what privileges and disadvantages we all have using intersectionality as a tool.
- To understand the influence of hormones on emotional and physical transitions throughout life and identify strategies to promote and maintain positive mental health.
- To understand the importance and benefits of a budget-conscious healthy diet, its impact on mood, and strategies to promote overall wellbeing through sleep, diet, and exercise.
- To know how to access and select appropriate contraception in different contexts and relationships and understand the risks of not using protection.
- To understand what "stealth" means and the consequences associated with it.

- To understand the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly.
- To understand what the concept of “pleasure” means in terms of sex and relationships.
- To consider how to communicate your needs with respect and honesty to sexual partners.

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.
- 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).