



RSE

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**Relationships and Sex Education
at Leigh Academy Bexley**

As a part of your child's education at Leigh Academy Bexley, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

RSE lessons at Leigh Academy Bexley will include teaching about:

- healthy relationships, including friendships and intimate relationships;
- families;
- growing and changing, including puberty;
- personal hygiene;
- changing feelings;
- becoming more independent;
- keeping safe and consent;
- developing self-esteem and confidence.

Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body.

PSHE is taught as a weekly timetabled lesson, and all PSHE sessions will take place in a safe learning environment which is underpinned by our school ethos and values.

In this booklet, you will find details of our RSE curriculum, with a lesson-by-lesson breakdown of what each year group will be learning during the module.

Year 7	Learning objective(s)	Learning outcomes
Y7 L1 Puberty	We are learning about how the emotions are affected by puberty, how this may affect relationships and how to manage this affected during puberty.	<ul style="list-style-type: none"> ● I can describe the main physical and emotional changes experienced during puberty. ● I can evaluate how relationships can be. ● I have strategies for managing the emotional aspects of puberty
Y7 L2 Menstrual wellbeing	We are learning about menstrual (period) wellbeing.	<ul style="list-style-type: none"> ● I can describe and evaluate a range of menstrual products. ● I can give advice about managing menstrual wellbeing. ● I can challenge assumptions and stereotypes about menstruation.
Y7 L3 Healthy relationships	We are learning about the qualities of healthy and unhealthy relationships.	<ul style="list-style-type: none"> ● I can describe the features of different committed, stable, healthy relationships. ● I can identify healthy and unhealthy relationship behaviours. ● I can explain appropriate online relationship behaviour
Y7 L4 Managing family conflict	We are learning skills to manage relationship conflict in families.	<ul style="list-style-type: none"> ● I can recognise that disagreements in family relationships are common but that effective communication can improve relationships. ● I can explain different communication styles and their likely impacts. ● I can give examples of effective communication
Y7 L5 Introducing consent	We are learning about what consent means, both legally and ethically, and what it looks like in practice.	<ul style="list-style-type: none"> ● I can explain what consent means, both legally and ethically, and why it is so important. ● I can describe how to recognise when a person is consenting and when they are not. ● I can explain how consent is sought, given and not given in a healthy relationship. ● I can describe or demonstrate what to say and do to seek the consent of another person.

Year 8	Learning objective(s)	Learning outcomes
Y8 L1 Relationship values	We are learning to develop realistic and healthy relationship values and expectations.	<ul style="list-style-type: none"> • I can reflect on and articulate my relationship values. • I can identify healthy and unhealthy relationships, behaviours and suggest ways to respond.
Y8 L2 Influences on relationship expectations	We are learning how to challenge unrealistic relationship expectations	<ul style="list-style-type: none"> • I can justify my views around expectations in relationships. • I can explain issues relating to the sharing of sexual images. • I can explain how the media can distort relationship expectations.
Y8 L3 Sexual orientation & gender identity	We are learning to understand and respect the spectrum of gender identities and sexual orientations.	<ul style="list-style-type: none"> • I can explain the difference between sexual orientation and gender identity. • I can demonstrate support for those who have shared their sexual orientation and/or gender identity. • I can use the correct terminology to describe the gender, and sexuality of myself and others.
Y8 L4 The importance of consent	We are learning about common assumptions related to consent and how to challenge these.	<ul style="list-style-type: none"> • I can identify common assumptions related to consent and explain why these are wrong. • I can explain the right to not give/withdraw consent at any time and why this must be respected. • I can describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent.
Y8 L5 Introduction to contraception	We are learning about how and why different contraceptives are used.	<ul style="list-style-type: none"> • I can describe what is meant by contraception. • I can explain how and why condoms are used. • I can explain how and why the contraceptive pill is used. • I can state where to get contraception from.

Year 9	Learning objective(s)	Learning outcomes
Y9 L1 Respectful relationship behaviours	We are learning about beginning and growing positive relationships to assess readiness for intimacy	<ul style="list-style-type: none"> ● I can explain the difference between welcome and unwelcome interest. ● I can describe respectful behaviour looks like in both everyday and romantic contexts and describe ways to challenge inappropriate behaviour. ● I can list questions which help a person to assess their readiness for intimacy. ● I can explain when and how to access support if encountering inappropriate behaviours.
Y9 L2 Freedom and capacity to consent	We are learning about what 'freedom' and 'capacity' to consent mean in different contexts.	<ul style="list-style-type: none"> ● I can explain what is meant by freedom and capacity to consent. ● I can recognise contexts where freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given. ● I can explain why seeking to make someone more vulnerable or misleading them is wrong, and can be a very serious offence. ● I can explain where, why and how to get advice and support for issues relating to consent.
Y9 L3 Sexual health	We are learning about sexual health, the potential consequences of sex and ways to reduce risk.	<ul style="list-style-type: none"> ● I can list some of the most common STIs, their symptoms and consequences ● I can name the contraceptive methods which provide some protection against STI infection and describe where to get contraceptives ● I know how to access reliable sources of help to support sexual health or relating to unplanned pregnancy.
Y9 L4 Contraception	We are learning about different types of contraception and how they work.	<ul style="list-style-type: none"> ● I can name the main types of contraception and how they prevent conception and/or protect against STIs. ● I can describe when, where and how to access contraception, and how to seek help in the event of contraception failure. ● I have increased confidence in being able to positively negotiate condom use within a relationship.
Y9 L5 Managing the ending of relationships	We are learning how to manage the end of an intimate relationship.	<ul style="list-style-type: none"> ● I can identify the range of emotions associated with breakups. ● I can describe ways to manage a break-up safely and appropriately. ● I can suggest strategies to help manage emotions during a break-up. ● I can explain how and where to get help for managing difficult relationship breakups.

Year 10	Learning objective(s)	Learning outcomes
Y10 L1 The role of intimacy and pleasure	We are learning about the role of intimacy, readiness and pleasure in consensual relationships.	<ul style="list-style-type: none"> ● I can recognise what enthusiastic consent looks and feels like. ● I can assess the importance of readiness for intimacy as an individual and as a couple. ● I can explain the role that communication and respect play in healthy relationships and consent.
Y10 L2 The impact of pornography	We are learning about pornography and its impact on understanding consent.	<ul style="list-style-type: none"> ● I can evaluate the impact of pornography on people's understanding and expectations of consent. ● I can challenge inaccurate and dangerous messages about sexuality, gender and consent perpetuated by pornography. ● I can explain the law relating to pornography and sharing explicit images.
Y10 L3 Pressure, persuasion and coercion	We are learning how consent sought through pressure and coercion is wrong and is not genuine. We are learning how to manage pressure to consent.	<ul style="list-style-type: none"> ● I can recognise when asking for consent becomes inappropriately pressurising or persuasive. ● I can recognise everyone's right to not give or withdraw consent and challenge victim blaming narratives. ● I can explain the legal consequences of pressure, persuasion and coercion in relation to consent. ● I can explain why, when and how to seek advice or support.
Y10 L4 Managing relationship conflict and breakups	We are learning to identify and manage appropriate and inappropriate conflict behaviours. We are learning to manage breakups respectfully and safely.	<ul style="list-style-type: none"> ● I can evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe. ● I can differentiate between healthy and unhealthy behaviours when managing conflict in relationships. ● I can suggest effective ways to respond to inappropriate conflict behaviours. ● I can explain ways to manage breakups safely, demonstrating awareness of the intense emotions which can be involved.
Y10 L5 Addressing abuse	We are learning how to end and/or get support for abusive relationships.	<ul style="list-style-type: none"> ● I can identify signs of different types of abuse. ● I can describe exit strategies and identify support for abusive relationships. ● I can identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to help-seeking. ● I can explain how to help others who may be in an abusive relationship.

Year 11	Learning objective(s)	Learning outcomes
Y11 L1 Family conflict	<p>We are learning about the links between emotional wellbeing and relationship conflict, and the implications of this.</p> <p>We are learning to further develop the understanding and skills required to negotiate relationship conflicts safely and effectively.</p>	<ul style="list-style-type: none"> • I can explain how the outcome of family disagreements is dependent on each person's conduct. • I can explain the link between emotional wellbeing and the health of family relationships. • I can describe strategies for preventing and managing family conflict. • I can identify when support is needed to ensure personal safety and explain how to access appropriate help.
Y11 L2 Long term commitment	<p>We are learning about different types of commitment and why many people value commitment in relationships.</p>	<ul style="list-style-type: none"> • I can describe the options available to people who wish to make a long-term commitment. • I can explain how a long-term relationship can become legally binding. • I can recognise the unacceptability of forced marriage and identify support for someone who may be at risk. • I can explain what commitment means and why this may be important in long-term relationships.
Y11 L3 Fertility, contraception and sexual health	<p>We are learning about ways to promote sexual health and prevent unplanned pregnancy.</p> <p>We are learning about how fertility changes over time and the different routes to becoming a parent.</p>	<ul style="list-style-type: none"> • I can identify different types of contraceptives. • I can explain how fertility changes over a person's lifetime and some of the factors affecting this. • I can explain ways to maintain a healthy pregnancy. • I can describe different routes to parenthood.
Y11 L4 Pregnancy outcomes	<p>We are learning about the possible outcomes in the event of an unplanned pregnancy.</p>	<ul style="list-style-type: none"> • I can identify the range of options available in the event of an unplanned pregnancy. • I can describe the range of emotions someone might feel in the event of an unplanned or unwanted pregnancy. • I can evaluate the different influences that might affect decisions about pregnancy. • I can recognise that miscarriage can occur. • I can describe where and how to access impartial advice and support in relation to pregnancy or miscarriage.
Y11 L5 Abortion	<p>We are learning about the laws related to abortion and support available.</p>	<ul style="list-style-type: none"> • I can identify key legal considerations in relation to abortion. • I can explain why there are strongly held views on abortion. • I can explain where and how to access related medical services and emotional support.

Year 12	Learning objective(s)	Learning outcomes
Y12 L1 Gender and language	<p>We are learning about sex and gender.</p> <ul style="list-style-type: none"> • What are the words people use to describe their sex, sexuality and gender? • How can we use the correct language? 	<ul style="list-style-type: none"> • I can describe the difference between gender and sex and how everyone has different variants of sexual orientation, expression, gender and identity. • I can explain the meaning of all of today's new key terms and use them and apply them correctly by teaching them to others. • I can analyse why some people still find some of the ideas about sex and gender controversial and explain the issues non-cisgendered people may face today.
Y12 L2 Sexual health	<p>We are learning about different types of sexual health, how to take responsibility for our sexual health & access advice and treatment.</p>	<ul style="list-style-type: none"> • I can describe three benefits of being tested as a clinic before embarking upon a new sexual relationship AND three benefits for anyone who has not used protection and just slept with someone new. Describe how STDs can spread. • I can also outline both the long and short-term benefits and address three reasons why some people may be hesitant to be tested. • I can explain in detail the possible health risks of NOT being tested in the two cases outlined above. Explain the services provided at GUM clinics and where people can go for further information.
Y12 L3 Date Rape	<p>We are learning about how date rape and sexual assault happen, how to identify different types of sexual assault and how to report it and seek help.</p>	<ul style="list-style-type: none"> • I can identify how rape and sexual assaults can take place, methods used by rapists and abusers and how we can report them to authorities. • I can describe how we can look out for red flags, take preventative measures to protect ourselves and friends from danger and where we can find further support. • I can explain how we can take preventative measures to protect ourselves and friends from danger as well as what the consequences can be for perpetrators as well as victims.
Y12 L4 Pregnancy outcomes	<p>We are learning about coercive and controlling relationships, how they are abusive, how to recognise the signs a relationship is becoming abusive and how to seek help.</p>	<ul style="list-style-type: none"> • I can describe what goes on in controlling and abusive relationships, the red flags that indicate this and where we can go for help. • I can explain how abusers use different means to control their victims, the effect this has on them and why it can be hard to spot. • I can explain the different ways abusers might try to justify their actions and why it can take so long for people to realise they are in coercive and controlling relationships.

Year 13	Learning objective(s)	Learning outcomes
Y13 L1 Sex and the media	We are learning about how sex, relationships, and sexuality are portrayed in the media, and the possible ways these can be problematic.	<ul style="list-style-type: none"> • I can describe how sex, relationships and sexuality are represented in a range of media formats and the possible impact this can have. • I can describe in detail all of the problematic and positive media representations and the positive and negative impact this can have on people. • I can explain why media representations of sex, sexuality and relationships can change the aesthetic norm and the consequences this may have on wider society.
Y13 L2 Masculinity	We are learning about positive and toxic masculinity and exploring what it means to be a good man.	<ul style="list-style-type: none"> • I can correctly identify the different interpretations of the term masculinity and how toxic masculinity can negatively affect males as well as others around them. • I can describe in detail the qualities of both positive and toxic masculinity and how toxic masculinity can negatively affect males and others around them. • I can explain how wider society forms our views of what are masculine and feminine. • I can explain how toxic masculinity can damage the emotional range and mental health of males.
Y13 L3 Unplanned pregnancies and miscarriage	We are learning about how to respond to an unplanned pregnancy; the options you have, and exploring the physical and mental implications of having a miscarriage.	<ul style="list-style-type: none"> • I can describe how both unplanned pregnancies and miscarriages can occur, and options available for unplanned pregnancies. Identify where people can go for further advice and support. • I can describe in detail all of the factors that can cause a miscarriage and the options for unplanned pregnancies as well as how the abortion process works. • I can explain the symptoms of miscarriage and why they may be hard to spot as well as the symptoms in the different stages of pregnancy and where further support can be found. Explain both the abortion and adoption process in detail as well as a person's legal rights and financial entitlements.
Y13 L4 Sexual relationships	We are learning about sexual relationships: how hormones and emotions can lead to one-night stands and other potentially problematic choices.	<ul style="list-style-type: none"> • I can describe the risks and issues people may face when it comes to brief sexual encounters like one-night stands. Describe how one-night stands can be emotionally messy. • I can explain emotional problems people may face after one-night stands or brief sexual relationships. Explain how men and women tend to react to these encounters differently and why. • I can explain in detail using new key terminology why we have to be really careful if we do ever have one night stands and how we can take the best precautions to ensure we are safe – both physically and emotionally.