

## Dixons Unity Academy Personal Development Studies 2021/2022

### RSE statutory content

#### Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- 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.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy; how to 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.

#### Respectful relationships, including friendships

Pupils should 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. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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).
- 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.
- 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 unacceptable.
- 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.

#### Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- 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.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.



## Being safe

Pupils should know:

- 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.
- 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).

## Intimate and sexual relationships, including sexual health

Pupils should know:

- 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.
- 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.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- 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).
- 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



## Year 7

Cycle 1	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>How do I fit into the world I live in?</i> (Statutory RSE links)</p>	'Climbing Your Mountain' Week	Combatting sexual abuse in schools  (4.1, 4.2, 5.1 5.12)	Identity – what makes a good friend?  (2.1)	Is fitting in more important than being unique?  (2.3)	How can I manage peer pressure?  (2.1, 2.2, 2.5)	How can I maintain positive relationships with people who are different to me?  (2.4, 2.8, 2.3)	How can I keep my online identity and relationships safe?  (3.1, 3.2, 3.4)	<p><b>Big question:</b> <i>Do we need to feel "the same as" to belong?</i></p>	What is prejudice and discrimination?  (2.1, 2.8)	What are protected characteristics and how can I uphold them in school?  (2.8)	What are stereotypes and why can they be damaging?  (2.3)	How does bullying affect young people?  (2.2, 2.5)	How can I repair or end a friendship positively?  (2.2)	What should I do if I see others treating people badly?  (2.4)
Cycle 2	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>Can my choices affect my dreams and goals?</i> (Statutory RSE links)</p>	'Climbing Your Mountain' Week	<i>Free slot to ensure all CYMW resources are complete</i>	Do I have skills for the 21 <sup>st</sup> century workplace?	How can I manage set-backs?	Responsible choices and keeping safe 1: gang culture and knife crime	Responsible choices and keeping safe 2: coercion and exploitation  (2.6)	Responsible choices and keeping safe 3: drugs and alcohol	<p><b>Big question:</b> <i>To what extent am I responsible for my mental and physical health?</i></p>	Recognising and describing difficult emotions	Strategies for positivity and managing stress	What is the link between mental health and physical activity?	How can I take responsibility for my nutrition?	How can I take responsibility for my sleep?	Why are vaccinations important?
Cycle 3	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>What can make a relationship healthy or unhealthy?</i> (Statutory RSE links)</p>	'Climbing Your Mountain' Week	What are boundaries within all types of relationships?  (2.1)	What can I do if a relationship changes in a way I don't like?  (2.2)	Are media portrayal of relationships realistic?  (2.3)	How do I assert myself in a situation I don't feel confident or comfortable in?  (2.2)	What is sexting? How can I ensure that I am safe?  (3.2, 3.3)	What are the rights and responsibilities (including consent) that we have in relationships?  (3.7, 3.8)	<p><b>Big question:</b> <i>What changes are happening to prepare me for adulthood?</i></p>	What happens to my body during puberty?	What happens when someone is expecting or is on their period? (inc. period poverty + support)	What are the basic facts around conception, pregnancy, abortion and miscarriage?  (5.3, 5.8)	What are the choices available for people who want to start a family? (brief overview of IVF, surrogacy, adoption)  (5.8)	Why do some cultures try to control puberty? (to cover FGM and breast ironing and where to go for help)  (4.1)	How does my brain change during puberty?

## Year 8

Cycle 1	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>Can I choose how I fit in with the world?</i> (Statutory RSE links)</p>	'Climbing Your Mountain' Week	Combatting sexual abuse in schools  (4.1, 4.2, 5.1 5.12)	Is my family different to other people's? Does it matter?  (1.1, 1.2)	How can I improve family relationships?  (1.2, 2.4)	What different types of committed stable relationships are there?  (1.1, 1.5)	Why do some people choose to marry?  (1.3, 1.4)	What makes a good parent and role model?  (1.6, 1.7)	<p><b>Big question:</b> <i>How different are we really?</i></p>	What makes us all similar?  (2.4, 2.8)	What are prejudice, discrimination and protected characteristics?  (2.4, 2.8)	Who is affected by Social injustice / inequality and hate crime?  (2.3, 2.5)	How can I make a positive contribution to my community?	How can I manage my wellbeing?	Why is blood and organ donation important?
Cycle 2	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>Do I have all the information I need about sexual relationships?</i> (Statutory RSE links)</p>	'Climbing Your Mountain' Week	<i>Free slot to ensure all CYMW resources are complete</i>	How do we ensure that we have healthy attitudes to sexual relationships?  (5.1, 5.2)	How do we communicate about sex and consent?  (4.1, 4.2, 5.1, 5.4, 5.5)	Sexual protection – what are the options?  (5.6)	Pregnancy – what are the choices? (including termination)  (5.7, 5.8)	All your questions answered.	<p><b>Big question:</b> <i>Can I become more responsible for my health and happiness?</i></p>	How can I take personal responsibility for my health?	What triggers stress and how can I manage stress?	Is my diet impacting on my happiness?	How can drug supply and possession / county lines / exploitation and gang culture affect me?	Why is dental health and hygiene important?	Am I doing enough to ensure that I get a good night's sleep?
Cycle 3	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>Do I control my online image or does the online world control me?</i> (Statutory RSE links)</p>	'Climbing Your Mountain' Week	How does social media work to manipulate my brain?	How can I manage the time I spend online and the impact it has on my routines?	Why does my life / body / world seem different to the ones I see online?	How can I maintain positive relationships and personal space online?  (2.2, 2.5)	How can I stay safe on social media and online?  (2.2, 2.5, 3.3)	How is the online world, especially social media, used to carry out illegal activity?  (3.4 , 3.5, 3.7)	<p><b>Big question:</b> <i>What is the LBGTQIA+ community ?</i></p>	What is gender identity and gender expression?	What is sexual orientation (cover straight/L/B/G)?	What is sexual orientation (cover TQIA+)?	What if I want to 'come out', or how can I support someone who has?  (2.5)	What if my family and friends don't support my identity?  (2.2)	Why is it so important to show respect to everybody, all of the time?  (2.8)

## Year 9

Cycle 1	1	2	3	4	5	6	7		8	9	10	11	12	13	
<p><b>Big question:</b> <i>To what extent does the world I live in affect my identity?</i>  (Statutory RSE links)</p>	‘Climbing Your Mountain’ Week	Combatting sexual abuse in schools  (4.1, 4.2, 5.1 5.12)	Is peer approval important?  (2.4)	What do I need to know about staying safe online?  (3.1 - 3.4, 3.8)	How does what I view and share online affect me?  (3.5, 3.6, 3.7)	What is sexual exploitation and grooming?  (4.1)	Why is risky experimentation on a problem?  (5.11)		<p><b>Big question:</b> <i>Is being different a good thing?</i></p>	What is sexism and homophobia?  (2.8)	Why does stereotyping affect people negatively?  (2.3)	What is positive and negative language, banter and verbal bullying?  (2.1, 2.2)	What are different types of bullying?  (2.5)	How can I recognise prejudice and avoid being a bystander?  (2.5)	Do my perceptions of others affect how much respect I show to others?  (2.4)

Cycle 2	1	2	3	4	5	6	7		8	9	10	11	12	13	
<p><b>Big question:</b> <i>Who do I dream of becoming? Do I need support to get there?</i>  (Statutory RSE links)</p>	‘Climbing Your Mountain’ Week	<i>Free slot to ensure all CYMW resources are complete</i>	Body image – how do I feel about myself?	What are the facts around self harm and suicide?	Eating disorders: how can I tell if I am suffering from one?	Depression and anxiety: what can I do if I feel like this?	How can I access mental health support?		<p><b>Big question:</b> <i>How can substances impact on wellbeing?</i></p>	What are substances and how do they impact on physical and mental health?	Alcohol and decision making	Drugs and decision making - cannabis	Drugs and decision making – “legal highs”	Drugs and decision making – County Lines	Emergency first aid

Cycle 3	1	2	3	4	5	6	7		8	9	10	11	12	13	
<p><b>Big question:</b> <i>Is choice important within an intimate relationship?</i>  (Statutory RSE links)</p>	‘Climbing Your Mountain’ Week	How do I know if I’m ready for an intimate relationship?  (5.2, 5.4, 5.5)	What is consent? How is it given and received? Can it change?  (4.1, 4.2)	What types of contraception are available?  (5.6, 5.12)	What are the most common STIs?  (5.9, 5.10, 5.12)	Why can pornography be damaging to relationships?  (3.6)	Your questions answered		<p><b>Big question:</b> <i>How can change affect mental health?</i></p>	What do we mean by ‘mental health’?	What are the most common mental health issues that teenagers encounter?  (3.2)	How can I demonstrate resilience and cope better with pressure and change?	Why is sleep hygiene so important for my mental health?	Why is a healthy diet and exercise so important for my mental health?	How much can I support a family member or friend who is suffering from poor mental health?

## Year 10

Cycle 1	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>Is managing my online and off-line world within my control?</i> <small>(Statutory RSE links)</small></p>	'Climbing Your Mountain' Week	Combatting sexual abuse in schools  (4.1, 4.2, 5.1 5.12)	What are the features of safe online relationships?  (3.1, 3.2, 3.3)	Why do I need to take care with what I share online?  (3.2, 3.3, 3.4)	What is consent and who can give it?  (4.1, 4.2, 5.5)	How can I tell if a relationship is unhealthy?  (2.6, 2.7)	How can I foster healthy relationships?  (5.1, 5.4)	<p><b>Big question:</b> <i>Does everyone in society have the right to equality?</i></p>	What does equality mean to me?  (2.4, 2.8)	Do we have equality in society yet?  (2.4 2.8)	What should equality in the workplace look like?  (2.4, 2.8)	What should equality in relationships look like?  (2.4, 2.8)	How can we ensure equality in vulnerable groups?  (2.2)	What is democracy and who has power in society?
Cycle 2	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>Is success only possible when physical and emotional needs are in balance?</i> <small>(Statutory RSE links)</small></p>	'Climbing Your Mountain' Week	<i>Free slot to ensure all CYMW resources are complete</i>	Why is sleep hygiene so important?	Why is exercise so important in a healthy lifestyle?	Who can I turn to if I need emotional support?	How can I tell if my physical and emotional needs are not in balance?	Planning for success: what are my physical and emotional needs?	<p><b>Big question:</b> <i>When it comes to health, to what extent am I in control?</i></p>	Physical health: how can I look after my personal hygiene?	Physical health: how can I improve my diet?	Physical health: what are the signs to look out for if something is wrong with my health?	Threats to health: addiction – gambling	Threats to health: addiction- alcohol and substance abuse	Threats to health: addiction – gaming
Cycle 3	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>Can I have a positive impact on the relationships in my life?</i> <small>(Statutory RSE links)</small></p>	'Climbing Your Mountain' Week	Does a 'happy family' exist?  (1.1, 1.2, 1.7)	How can I mend a relationship with family that feels broken?  (1.6, 2.2)	How do I know whether I am a good friend?  (2.1)	What is sexual harassment and sexual violence?  How can I get help if I need it?  (4.1)	What is domestic violence and abuse?  How can I get help if I need it?  (4.1)	What is coercive control within a relationship?  How can I get help if I need it?  (4.1)	<p><b>Big question:</b> <i>Can all change be positive in some way?</i></p>	What have been the most significant changes in your life? How did you manage them?	Does social media help or hinder the changes in my life? (expectations vs. real life, break-ups, etc.)	Managing changing relationships: break ups	Managing relationships: blended families and divorce	Managing changing relationships: loss / bereavement	What are some of the strategies I can use to manage change?

## Year 11

Cycle 1	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>Can I rely on myself to reach my aspirations or do I need luck and destiny?</i> <i>(Statutory RSE links)</i></p>	'Climbing Your Mountain' Week	Combatting sexual abuse in schools  (4.1, 4.2, 5.1 5.12)	What motivates me?	What will the adult world be like?	How do I manage adult relationships?  (2.2, 2.4)	What legislation affects 16 year olds?	How can I manage my well-being?	<p><b>Big question:</b> <i>What should I do in an emergency?</i></p>	Emergency response:  Drugs and alcohol	Emergency response:  Allergies and diabetes	Emergency response:  Head injuries	How can I manage a crisis in my life?  (5.12)	Who can I turn to for help and support when things go wrong?	How can budgeting help me to avoid financial emergencies?

Cycle 2	1	2	3	4	5	6	7		8	9	10	11	12	13
<p><b>Big question:</b> <i>Should relationships, sex and sexual health be discussed more openly?</i> <i>(Statutory RSE links)</i></p>	'Climbing Your Mountain' Week	Free slot to ensure all CYMW resources are complete	How do we ensure that we have healthy attitudes to sexual relationships?  (4.1, 4.2, 5.1, 5.2)	How do we communicate about sex and consent?  (4.1, 4.2, 5.1, 5.4, 5.5)	Sexual protection – what are the options?  (5.6)	Sexual protection – whose responsibility is it?  (5.2, 5.9, 5.12)	Your questions answered	<p><b>Big question:</b> <i>Should relationships, sex and sexual health be discussed more openly?</i></p>	What are sexually transmitted infections and how can we reduce the risk of them?  (5.9, 5.10)	What is HIV/AIDS and how do people with this condition manage their lives?  (5.9, 5.10)	Pregnancy: what are the choices?  (5.8)	Pregnancy: what to expect  (5.7)	What is reproductive health?  (5.3)	Your questions answered

Cycle 3	1	2	3	4	5	6	7
<p><b>Big question:</b> <i>How can we avoid misuse of power in our relationship?</i> <i>(Statutory RSE links)</i></p>	'Climbing Your Mountain' Week	What does respect and equality in relationships look like?  (2.1, 4.1, 4.2)	What is gender and honour based violence and forced marriage? What if I need support?  (1.3, 1.4, 4.1)	What is FGM and breast ironing? What if I need support?  (4.1)	How do I know I am ready to go out into the world and make great relationships?  (1.7, 2.1, 4.1)	Exams start	