

## RSE Compliance Audit (Jan 2023)



**By the end of secondary school:**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

RSE Topic	RSE Content to be taught across Years 7-11	Department Audit: Details of where all elements of the statutory RSE compliance are delivered across the school curriculum
<b>Sex Education:</b>		
Families	Pupils should know <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships. Y7</li> <li>• how these relationships might contribute to human happiness Y7 and their importance for bringing up children. Y9</li> <li>• 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. Y8 (not currently covered)</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into. Y8 (not covered)</li> <li>• the characteristics and legal status of other types of long-term relationships. Y8 (not covered)</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. Y9</li> <li>• 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. Y9</li> </ul>	Y7 SMSC HT5 People with whom you might have a relationship and why we choose to enter into relationships with certain people  Y7 English HT3 Childhood-themed poetry explores a range of experiences in childhood including poetry dealing with neglect  Y8 SMSC Marriage and long-term relationships  Y9 SMSC The importance of marriage and long-term relationships when raising children  Y8 English HT5 Hamlet – the essay assessment deals with the way Hamlet relates to others including Ophelia and his blood relatives, including discussion of murder and suicide

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		<p>Y11 English HT1 Romeo &amp; Juliet – parental relationships, coercive control – all likely to appear in assessment</p> <p>Y10 MFL HT1 – relationships with family and friends – getting on with others, future relationships, future relationship choices, effects of divorce/single parents/separation/living together</p> <p>Y8 MFL HT1 Family and likes/dislikes</p> <p>Y8 MFL HT1 Describing people</p> <p>Y9 MFL HT4 Describing personalities of friends – positive/negative</p>
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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. Y7 &amp; Y9</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships. Y10</li> <li>• 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). Y9</li> </ul>	<p>Y7 COMP SCI HT1 E-Safety Bullying – Cyberbullying Sexual Harassment – Online Dangers</p> <p>Y7 SMSC HT1 Friendships – being a good friend, toxic friendships. Dealing with problems within friendships</p> <p>Y7 SMSC HT1 Bullying vs banter</p>

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	<ul style="list-style-type: none"> <li>• 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. All years</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. Y7, Y8 (peer pressure)</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. Y10 (CSE compliance)</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable. Y9 onwards (needs to be made more explicit) assembly?</li> <li>• 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. Y8, Y9</li> </ul>	<p>Y8 English See above</p> <p>Y8 SMSC Bullying, legal rights and responsibilities regarding equality</p> <p>Y9 SMSC Positive and healthy friendships; stereotypes; respect and due tolerance of other people’s beliefs; sexual harassment and sexual violence</p> <p>Y10 Practical steps to improve respectful relationships; coercive control</p> <p>Y9 English HT5 Macbeth – the essay assessment deals with the Macbeth, Lady Macbeth and elements of coercive control</p> <p>Y11 English HT1 Romeo &amp; Juliet – underage sex, relationships, coercive control - all likely to appear in assessment</p> <p>Constant theme through assemblies for all years throughout the year.</p>
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		<p>Y9 MFL HT4 Describing personalities of friends – positive/negative</p> <p>Y10 MFL HT2 Online dangers – strangers</p> <p>Y10 MFL HT1 – relationships with family and friends – getting on with others, future relationships, future relationship choices</p> <p>Y9 MFL HT4 Human rights and racism – study of key black leaders/activists</p> <p>Y11 MFL HT2 social issues – homelessness/inequality</p> <p>Y11 Science – the clarification of the terms ‘sex’ and ‘gender’ in terms of DNA and chromosomes</p>
<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> </ul>	<p>Y7 Comp Sci HT1 E-Safety (supported by work carried out in SMSC) Social Networking; Online Dangers; Keeping your data safe;</p> <p>Y11 SMSC Specifically sexually explicit material distorts the picture of sexual behaviour and the damage this can cause to the way people see themselves; sharing a viewing of indecent</p>

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	<ul style="list-style-type: none"> <li>• 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. Y11</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. Y11</li> <li>• how information and data is generated, collected, shared and used online. comp</li> </ul>	<p>images of children relating the criminality of this and subsequent penalties</p> <p>Y10 MFL HT2 Social media and mobile technology, uses of social media, pros/cons of social media, discussing uses of mobile technology. Discussing the benefits and dangers of mobile technology.</p> <p>Y8 MFL HT2 leisure/sports and digital technology</p> <p>Safeguarding focus with students Online safety week</p>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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. Y11</li> <li>• 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). Y9</li> </ul>	<p>Y9 SMSC Communicating consent Y11 SMSC Laws relating to being safe</p>
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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. Y7 but mostly Y9</li> <li>• 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. Y9</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. Science y7</li> </ul>	<p>Y7 SMSC Characteristics of positive and healthy 1:1 relationships</p> <p>Y7 Science, Reproduction HT2 Reproductive organs, role of sex cells in fertilisation and the different stages in the menstrual cycle. During these lessons staff are ready to answer questions about</p>

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	<ul style="list-style-type: none"> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. Y8,9,10</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex. (not covered) Y9, 10, 11</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available. Science y11; Y9 smsc</li> <li>• the facts around pregnancy including miscarriage. Science Y9 smsc</li> <li>• 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). Y9 10</li> <li>• 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. Science but testing smsc Y10</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. Science Y9</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour. Y9</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. Y11</li> </ul>	<p>relationships and wider aspects of physical relationships.</p> <p>Y8 SMSC Strategies for dealing with sexual pressure</p> <p>Y9 SMSC Health can be affected by choices made;</p> <p>Y10 SMSC Fertility; choices in relation to pregnancy; STIs</p> <p>Y10 Biology/Combined Science-communicable diseases HT2 Discussions about the spread of STD/STIs (HIV, Gonorrhoea) their effects and treatments</p> <p>Y11 Science - Hormonal system Use of hormone base contraception and the benefits/risks associated, Regulation of the menstrual cycle and methods to change. Artificial control of fertility</p> <p>Y11 SMSC Choices surrounding delaying sex or enjoying sex without intimacy; where to obtain further advice</p>
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<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.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> <li>• marriage Y7</li> <li>• consent, including the age of consent Y9</li> <li>• violence against women and girls (not covered) all years also assemblies</li> <li>• online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) Y10</li> <li>• pornography Y11</li> <li>• abortion Y10</li> <li>• sexuality Y8</li> <li>• gender identity Y8</li> <li>• substance misuse Y7</li> <li>• violence and exploitation by gangs Y10</li> <li>• extremism/radicalisation Y9</li> <li>• criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) not covered Y10</li> <li>• hate crime Y7</li> <li>• female genital mutilation (FGM) not covered Y11</li> </ul>	<p>Y7 Comp Science HT1 E-Safety Online Dangers</p> <p>Y9 English In Y9 we explore poetry about society and barriers, including engaging in dialogue of contemporary riots and historical conflict, and engage with critical race theory</p> <p>Y11 MFL HT1 Social issues – Healthy living, alcohol/drugs/smoking dangers</p> <p>Y10 MFL HT2 Social media and mobile technology, uses of social media, pros/cons of social media, discussing uses of mobile technology. Discussing the benefits and dangers of mobile technology.</p> <p>Y11 MFL HT2 social issues – inequality Y7-11 SMSC &amp; Assemblies</p>
<p><b>Physical Health and Mental Wellbeing:</b></p>		
	<p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:</p>	

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<p>Mental wellbeing Y7</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	<p>Y7 SMSC HT1 Mindfulness; Happiness and positivity; benefits of physical exercise</p> <p>Y7 English HT3 Childhood-themed poetry includes a discussion of the consequences of neglect</p> <p>Y8 English HT6 War poetry, stress, anxiety, PTSD</p> <p>Y8-11 SMSC and Tutor Time Delivery Positive associations between physical health and mental wellbeing; healthy lifestyles</p> <p>Y9 English HT4 &amp; 6 War poetry, stress, anxiety, PTSD</p> <p>Y10 English HT4 &amp; 5 War poetry, stress, anxiety, PTSD</p> <p>Y8 MFL HT2 Freetime – leisure activities</p> <p>Y11 MFL HT2 – Social issues – charity work/voluntary work</p> <p>Y7 Digestion HT4 Discussion mental health disorders that can lead HT to eat disorders</p>
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		<p>Y7 science – the digestive system – introducing diseases and disorders connected with an unhealthy diet and teaching how the importance of each nutrient and a balanced diet</p> <p>Y8, Y10 science – teaching about the effect of exercise on physical health</p>
<p>Internet safety and harms Computer Science plus all years Online Safety Week</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>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.</li> </ul>	<p>Y7 HT1 Comp Science (complemented by Online Safety Week for all years) E-safety Cyber Bullying Online Dangers Keeping Data Safe</p> <p>Y9 HT5 Photoshop Unrealistic Body images</p> <p>Y10 MFL HT2 Social media and mobile technology, uses of social media, pros/cons of social media, discussing uses of mobile technology. Discussing the benefits and dangers of mobile technology.</p>
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. Y10</li> </ul>	<p>Y7-11 SMSC Positive associations between physical activity and mental wellbeing</p>

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<p>Tutor Time Delivery</p>	<ul style="list-style-type: none"> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. Science plus form time (well being week theme)</li> <li>• about the science relating to blood, organ and stem cell donation. science</li> </ul>	<p>KS3+4 Food Preparation and Nutrition Healthy lifestyles including energy balance, keeping active and cardiovascular problems.</p> <p>Y7 Science Links between inactive lifestyles and ill health</p> <p>Y10 MFL HT3 Freetime – talking about sports. Y9 MFL HT2 Hobbies</p> <p>Y10 science- Non-communicable diseases HT1 Links made between physical activity/BMI and CVD</p> <p>Y9 science HT1 use of stem cells and how they can be used to treat diseases</p>
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. Science and Food Preparation and Nutrition</li> </ul>	<p>Y7 Food Preparation and Nutrition Healthy eating, linked to the EatWell guide.</p> <p>Y8 Food Preparation and Nutrition Healthy eating, linked to the EatWell guide. Introduction to poor diet and health risks</p> <p>Y8 English <i>Between Shades of Gray</i> examines conditions in Russian gulags including a discussion of malnutrition, dysentery and scurvy as a consequence of poor diet</p>

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		<p>Y9 Food Preparation and Nutrition Healthy eating, poor diet and associated health risks, including tooth decay and cancer.</p> <p>Y10 MFL HT4 Eating habits/health resolutions</p> <p>Y9 MFL HT1 Food/drink - Healthy/unhealthy eating habits, understanding and giving advice</p> <p>Y7 science- Digestion HT4 Unbalanced diets, understanding the links between malnutrition and diseases.</p> <p>Y10 biology/combined science- Non-communicable disease HT1 Diet and cancer link</p>
<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. Science Y7 SMSC</li> <li>• the law relating to the supply and possession of illegal substances. Y7</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. Y9</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency. Y9</li> </ul>	<p>Y7 SMSC HT4 All of this box with the exception of effects of smoking/alcohol</p> <p>Y9 SMSC Consequences of addiction</p> <p>Y10 MFL HT4 Healthy living</p>

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	<ul style="list-style-type: none"> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks. not covered Y7</li> <li>• 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. Science Y8</li> </ul>	<p>Y11 MFL HT1 Social issues – Healthy living, alcohol/drugs/smoking dangers</p> <p>Y8 Science- Gas exchange systems HT1 Looking into the effects of drugs, alcohol and tobacco on the human body</p> <p>Y10 Biology/Combined science- non-communicable disease HT1 linking these risk factors to diseases such as cancer and CVD.</p>
<p>Health and prevention</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. Science, Food Preparation and Nutrition.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. Y7 SMSC</li> <li>• (late secondary) the benefits of regular self-examination and screening. Science</li> <li>• the facts and science relating to immunisation and vaccination. Science</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. Y10 all years revision techniques</li> </ul>	<p>Y7 SMSC HT5 Personal hygiene; dental health</p> <p>Y9 MFL HT1 Food/drink - Healthy/unhealthy choices – why sugary foods are bad</p> <p>Y10 MFL HT4 – Healthy/unhealthy living – sleep</p> <p>Y10 Biology/ combined science- Communicable disease HT2. All aspects covered including, different types of pathogen and how they are transmitted. How can pathogens be prevented from spreading, detection/ diagnosis, vaccination and herd immunity.</p> <p>KS3 + 4 Food Preparation and Nutrition</p>

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		Personal hygiene, cross contamination and how bacteria is spread.
Basic first aid Y7 but should be revisited in Y9 and Y11	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>	<p>Y7 SMSC</p> <p>Previously had drop down day delivered by East Midlands Ambulance Service to learn CPR</p> <p>All content is revisited in Y9 and again in Y11 SMSC</p>
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing. science</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health. science</li> </ul>	<p>Y7 SMSC HT5</p> <p>Y7 Science- reproduction HT2- Discussion around the changes in boys and girls with particular focus on the menstrual cycle and puberty</p>