

FURROWFIELD SCHOOL

SEX & RELATIONSHIPS EDUCATION POLICY



2016-2017

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School Aim

At Furrowfield School a single, simple global aim is pursued.

*To assist all pupils to achieve their fullest
potential,
in all aspects of development,
in order that they may contribute more positively to the society in which they live,
both now and in their future adult life.*

This is underpinned by the belief that pupils will
'progress through encouragement'

This policy has been written to work towards achieving that aim.

At all times the school will seek to promote,
amongst staff and pupils, as appropriate,
a sense of spirituality and wonder of the world about us
through the curriculum described in this and other policy documentation.

This policy has been formulated by the PSHCE co-ordinator after consultation with the LA's Sex and Relationship Team, following the guidelines as set out in the DfEE document 0116/2000. Parent and pupil needs and wants are also taken into account along with consideration that pupils can enter the school at anytime during the academic year.

Introduction

Furrowfield School is a maintained residential special school for pupils from the ages of 11 to 16 years and caters for pupils with Social, Emotional and Mental Health (SEMH). In addition, pupils might have other needs such as Autism, Atypical Autism, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language, Pathological Demand Avoidance (PDA) and these needs will be met by the skilled staff within school. Pupils are placed at the school by the Special Educational Needs and Disability Team at Gateshead Council. In September 2015 Furrowfield School formed a Soft federation with Eslington Primary school. The Federation will allow us to have a shared leadership, strengthen the governance of both schools, and enhance training opportunities and to develop opportunities that benefit all pupils and school strives to provide appropriate sex education for its pupils. This includes practical information, facts and risks relating to relationships, disease and sexual exploitation.

What is sex and relationship education about?

Sex and relationships education (SRE) makes an important contribution to the provision of the spiritual, moral, cultural, emotional and physical development of pupils in preparing them for the opportunities, responsibilities and experiences of adult life. Effective SRE is important to ensure that pupils grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. Sex and relationships education is all about learning the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of PSHE. A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is sex and relationships education in schools important?

The current Legal Position on SRE

The government's commitment to SRE is outlined in the 'Schools White Paper 'The Importance of Teaching' (Nov 2010). The Paper states that children need high quality sex and relationships education so they can make wise and informed choices. There is a commitment to work with professionals and parents to improve SRE. Therefore the most up to date Legislation relating to SRE are contained

within the Education Act (1996) and the Learning and Skills Act (2000). The requirements are that;

- It is compulsory for all maintained schools to teach some parts of Sex Education i.e the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary and secondary age.
- There is also a separate requirement to teach secondary age pupils about HIV and AIDs and sexually transmitted infections.
- The broader topic of SRE is currently not compulsory but is contained within non statutory PSHE education within the national Curriculum and is strongly recommended within SRE Guidance (2000). In law Governors are expected to give 'due regard' to this guidance.
- All schools are legally obliged to have an up to date SRE Policy that describes the content and organisation of SRE taught outside the Science Curriculum.

A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013).

What are the aims and objectives of a good sex education curriculum?

This policy's aims and objectives are:

- To support pupils to be wise and **BE SAFE**. This means having the confidence to say **NO** to experiences that they do not want to engage in.
- To support and enhance the personal, social and emotional development of all pupils
- To promote self-esteem, confidence and knowledge the value of oneself and others.
- To challenge potential for bullying behaviour and views.
- To enable pupils to make secure, informed, personal and safe choices.
- To help pupils to develop skills of communication within relationships, both sexual and non-sexual.
- To develop a self-image and confidence that individuals are in charge of and responsible for their own bodies.
- To provide knowledge about the developing body and process of reproduction and the nature of sexuality.
- To provide the opportunity to discuss feelings, perceptions, values and experience.
- To be sensitive to the needs of our pupils in recognising their cultural backgrounds and experiences and that of the society they live in.
- To promote a positive and healthy attitude to sex by challenging stereotyping on the basis of gender or sexuality.

- appreciate the value of stable family life, commitment to a partner and the responsibilities of parenthood.
- To increase awareness of sources of information, help and support.
- Highlight vulnerability and risks to young people particularly regarding the potential for their exploitation.
- To respect pupils right to confidentiality and work with parents to support their understanding of this.

How is SRE provided?

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others. A planned progressive programme of SRE will gradually and appropriately begin to prepare pupils for adult life. It will support the teaching of skills that pupils require to manage effectively the natural physical and emotional changes that they experience as they grow and mature into healthy, confident and independent adults.

In line with national recommendations SRE will be delivered through the PSHE, RE, Science and Citizenship frameworks and reinforced throughout the whole of the school day and gradually developed through the age range. Generally this will be delivered by the subject teacher, on occasions when there is input from external professionals; these will work closely with the class team. Usually pupils will work in mixed gender groups, however, there may be occasions when single gender groups are more appropriate and relevant.

How do we cover specific and sensitive issues related to SRE?

A range of sensitive issue may inevitably be raised by pupils, if not by the teacher. Such issues will be addressed with sensitivity, at a level appropriate to the age and ability of the pupils, and in an objective manner free from personal bias. Account will be taken of different new points and beliefs. Discussions will be set within the Legal framework and pupils helped to understand the law as it relates to specific issues.

Confidentiality - teachers will respect confidentiality with the exception that where a course of action may place a pupil at moral or physical risk the teacher has a responsibility to inform the head teacher (**Mrs Richards or Ms Murphy**) or head of care (**Mr Mitchell**) who in turn will inform the parents. Pupils are made aware and reminded that teachers cannot promise total confidentiality. Pupils will be offered sensitive and appropriate support and absolutely encouraged to discuss what they have learned and further questions they may have with their parents/carers.

Child Protection procedures - where a pupil discloses sexual abuse or where a teacher has reason to suspect abuse, immediate action will be taken to inform the schools designated child protection officer and the school's child protection policy procedure followed.

Advice to pupils - where an individual pupil asks specific advice on contraception or other aspects of sexual behaviour, they will be encouraged to seek advice from their parents. Pupil's will also be given contact information of agencies where more support and advice can be obtained. Some services, in particular NHS provisions have authority to speak to pupils based on health protocol and as such operate a confidential service direct with pupils.

How do we support you as parents/carers?

The school recognises that these may be parental anxiety surrounding the teaching of SRE and to alleviate this school aims to:

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. The school aims to work in partnerships with parents and pupils consulting them about the context of programmes.
- Recognise that parents have the right of withdrawal of their children from all or parts of the SRE outside of the National Curriculum. If parents wish their child to be withdrawn from the lessons, alternative educational provision will be made. Parents will be informed of the contents of the programme prior to its starting, either by phone, personal contact or letter and they will be invited to discuss any issues they may have with the PHSCE Co-ordinator and Head/Deputy Headteacher.
- Recognise that the wider community has much to offer and the school aims to work in partnership with health professionals, social workers and other, appropriate personnel. Parents will be informed ahead of any outside bodies being used in the delivery of any parts of the curriculum.
- Consult with the parents of new entrants with regards to SRE as part of the admissions procedure.
- Provide a copy of the SRE policy on request, which is also available on the school website.
- Notify parents when SRE lessons are due to commence. Identifying the objectives, the activities being taught and resources to be used in SRE

Organisation of the schools SRE

- Staff training will involve a team teaching approach where appropriate and information can be cascaded to other members of staff accordingly.
- A whole school approach will be applied with individual lessons on sex and relationships being taught within the PSHE programme using Health Promotions materials and specialist sexual health professionals.

- The programme will be planned and co-ordinated with the expectation that there is a need for space for discussion, there is provision for pupils to work in small groups and with outside educators. Teacher prepared materials are provided to all.
- Provision will be made for single sex teaching and individual follow up sessions as appropriate.
- Teaching staff will not be obliged to answer personal/controversial questions.
- The use of appropriate language will be emphasised at all times although 'street language' will be explored.
- Review - the programme is evaluated by both staff and pupils using a pro-forma covering attitudinal shift and knowledge on the subject.
- Resources will be appropriate according to the pupils' interest, age and maturity.
- Age appropriate access to the Local Authority/Health Service 'C card' provision is offered and co-ordinated by trained staff. Mr S Dodd and Miss K Griffith are Furrowfield trained staff.

What is the SRE curriculum at Furrowfield School?

Below are the topics covered within the SRE curriculum and key questions used to help plan appropriate lessons.

<u>Key stage 3 Sex and relationships curriculum</u>	
<u>PHSE, RE and Citizenship</u>	<u>Questions to help pupils to explore SRE within the national curriculum</u>
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • Examples of diverse values encountered in society and the clarification of personal values • Physical and emotional change and puberty • Sexual activity, human reproduction, contraception, pregnancy and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities • The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement • Different types of relationships, including those within families and between older and young people, boys and girls and people of the same sex, including civil partnerships • The nature and importance of marriage and of stable relationships for family life and bringing up children. 	<ul style="list-style-type: none"> • What is normal physical development during adolescence and what is a positive body image? • What is sexual attraction and sexual orientation and how does it vary between people? • How do friends, culture, faith and family influence beliefs and attitudes to sex and relationships? • How may our relationships with peers and family change during adolescence? • What messages about our bodies, sex and relationships does the media present and how is this different to reality? • What is my attitude to positive body image, how does this vary for men/women/disabled people and how are my views affected by peers, family, community and the media? • What affects our self-esteem and how does self-esteem affect our emotional health and relationships with others? • What factors make a loving and happy relationship? • What factors can make relationships unhappy? • What is equality in relationships and what are the characteristics of unequal relationships? • What are the different ways of expressing sexual intimacy and what are the associated risks of STIs and pregnancy? What is the law on consent to sexual activity? • What do I understand about consent in

<ul style="list-style-type: none"> The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice bullying, discrimination and racism on individuals and communities 	<ul style="list-style-type: none"> relationships? What skills and attitudes do I need to develop in relationship to it? What are some of the influences on our choices about sex and relationships and how can I deal with peer pressure? What are sexually transmitted infections, how are they transmitted, treated, tested and prevented (including condoms)? What is the role of hormones in the menstrual cycle and how does fertility change with age? How do women get pregnant and what sexual activities can/cannot lead to conception? What choices does a woman have if she gets pregnant, including keeping the baby, abortion and adoption? What are the different types of contraception including emergency contraception and how are these used? How can I talk to my parents or a trusted adult if I need help and advice?
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Key stage 4 Sex and relationships curriculum

<u>PSHE, Citizenship and RE programme of study</u>	<u>Questions to help pupils to explore SRE within the national curriculum</u>
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them. The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours 	<ul style="list-style-type: none"> How can conflict arise in relationships with my peers, family and others and how can I deal with it? What are my relationships values? How can good communication lead to more understanding and fulfilling relationships? What are some of the sources of power in relationships including financial, emotional, age and gender and what are the options in relationships where power is unequal? What can I do to retain control in risky situations? What are the features of different methods of contraception and what protection do they offer in terms of STI's and pregnancy? How do alcohol and drugs affect sexual decision-making and what strategies can reduce the risks? How can I contribute to challenging bullying, homophobia, sexism and discrimination? What are some of the social and personal impacts of having and STI, for example HIV, and how can social stigma is challenged? How can I talk to my parents or a

and in giving support to victims of abuse.	trusted adult if I need help or advice? • What is the full range of services, help and information available to me including local contraception and sexual health services, counselling, pharmacists, GP's drop-in services for young people telephone help-lines and internet sites?
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Every year group will access some sort of SRE within their curriculum. This can either be through subject taught lessons or through whole school assemblies, activities during tutor time and external visitors. In the appendix are the yearly plans for each year group in key stage 3 and Key stage 4 for RE, PSHE and Citizenship. On the plan the lessons which cover the SRE curriculum are highlighted. Please see PSHE and Citizenship, RE and the Science policies for further information

Morals and values

The moral and values framework, which informs the teaching of sex education is reflected in the School Aim and the ethos of the school as defined in the SMSC Policy.

Equal opportunities

All are treated equally. No one is excluded from having the opportunity to take part in the sex education programme. Parents can withdraw their children from sex education lessons by advising the school in writing. Access to information and support agencies is available to all pupils. Targeted single sex sexual health education is also offered now that girls attend the school. This allows opportunity to equal access to information.

SRE policy overview

The PSHE and Citizenship Co-ordinator and the Senior Leadership team are responsible for monitoring the standards of pupil's work and the quality of teaching. They are expected to support colleagues in the teaching of SRE by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the head teacher and colleagues and feedback is given to the governor responsible for PSHE and Citizenship.

Role of Governors/Head teacher and School Management Team

- Governors/Head teacher, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment

across the school and ensure that staff development and performance management promote good quality teaching.

Staffing

- Miss Griffiths is the PSHE and Citizenship Co-ordinator. She is responsible for the writing and implementation of the SRE Policy. She is also responsible for the monitoring of planning, teaching and evaluations, alongside the head teacher and any other subject teachers which teach SRE.

Staff training/CPD

- The school is committed to improvements in the delivery of good quality SRE teaching and sees current and future training, for those who deliver curriculum.
- Staff are responsible for liaising with the head teacher or a member of the senior leadership team to identify areas in which they feel that they would require training, a range of service providers are accessible to the school
- The PSHE and Citizenship Co-ordinator, in conjunction with the head teacher, provides INSET training for the whole school.

Resource Provision

- The PSHE and Citizenship Co-ordinator is responsible for the purchasing of SRE resources
- Subject teachers are required to also provide resources to help with cross curricular activities within their lessons that are linked to SRE.
- An annual budget is decided upon by the head teacher, along with the governors, this amount can be variable and is allocated to the co-ordinator each April.

Dissemination of the PSHE Policy

- All members of staff have been given a full copy of the SRE policy.
- All governors have received a copy of the 'SRE policy'.
- Policies are available on the website to any other interested parents (e.g. parents, visitors, LEA officers).

Monitoring and Evaluating the SRE Policy

To monitor and evaluate the effectiveness of the policy and its implementation the following steps will be taken:

- Pupils feedback
- Teacher feedback
- Changes made to the school ethos in relationship to whole school PSHE and Citizenship

- Changes to the SRE long term plans.
- Changes to the SRE curriculum

Yearly reviews will be made to recognise changes that may occur.

This policy is reviewed annually.

Chair of Governor **Date**

Chair of School Council **Date**

Parent Governor **Date**

Headteacher **Date**

Other relevant policies

PSHE and Citizenship policy

RE policy

Drugs education policy

SMSC policy

Appendix

Appendix 1 - Year 7 PSHE, Citizenship and RE yearly plan with SRE implemented.

		Year 7	
Autumn Term	Topic term 1	RE: The ultimate Question	PSHE: Friends Programme
	WK 1	Introduction to religious studies	
	Wk 1		Introduction to Friends Programme
	WK2	What is science	
	WK2		Introduction to feelings and relationships
	WK3	The big bang theory	
	WK3		Learning to feel confident steps 1/2
	WK4	Genesis and religious creation stories	
	WK4		Learning to feel confident steps 3A
	WK5	Religion, science or both	
	WK5		Learning to feel confident 3B
	WK6	The meaning of life	
	WK6		Learning to feel confident 4A
	WK7	Revision lesson on topic	
	WK7		Learning to feel confident 4B
	WK8	Assessment lesson	
Half term	WK8		Learning to feel confident 5
	Topic T2	RE: World religion introductions	PSHE: friends programme
	WK9	What is religions and what are beliefs	
	WK9		Learning to feel confident 6
	WK10	Origins and founders	
	WK10		Learning to feel confident 7
	WK11	Religious leaders	
	WK11		Helping ourselves and Others
	WK12	Places of worship	
	WK12		Assessment
	WK13	Religious symbols and books	
	WK13		Reward trip (linked to programme)
	WK14	Assessment	
	WK14		Create a Christmas Card (competition)
	WK15	Christmas week	
Christmas Spring Term	WK15		Christmas week
	Topic T3	RE: World religions beliefs	PSHE: Dental health
	WK 16	What do Christians believe?	
	WK16		Dental health (Nurse)
	WK17	Introduction to Islam	
	WK17		Dental health (Nurse)
	WK18	Introduction to Sikhism	
	WK18		Dental health (Nurse)
	WK19	What do Muslims believe?	
	WK19		Dental health (Nurse)
	WK20	What do Jewish people believe?	
	WK20		Trip to Dental health Clinic
Feb Half Term	Topic T4	RE: Buddhism	PSHE: Sex Education
	WK21	What do Buddhists believe	
	Wk 21		Introduction to Sex education
	WK 22	The Early life of the Buddha	
	WK 22		Changes to your body
	WK23	Three Jewels	

Easter Summer Term	WK23		Sexual transmitted infections
	WK24	The Three Truths	
	WK24		Pregnancy
	WK25	The eightfold path	
	WK25		Contraception
	Topic 5	Buddhism Continued	PSHE: introduction to PSHE
	WK26	The five precepts	
	WK26		Friendship
	WK27	Karma	
	WK27		Positive Characteristics
	WK28	Nirvana the goal of Buddhism	
	WK28		Personal Identities
	WK29	Assessment	
	WK29		Bullying
	WK30	The Buddha's image and symbols	
	WK30		Support groups for bullying
	WK31	Create clay model	
WK31		Healthy Choices	
WK32	paint clay model		
WK32		Assessment	
May Term	Half		
	Topic 6	RE: Hinduism	PSHE: Fair-trade
	WK33	Introduction to Hinduism	
	WK33		Introduction to fair-trade
	WK34	A Journey to India	
	WK34		Third world countries
	WK35	Beliefs about god	
	WK35		What is fair-trade?
	WK36	beliefs about God the creator	
	WK36		Fair-trade products we can eat
	WK37	The Story of the Gods	
	WK37		Create a leaflet over two lessons
	WK38	Gods and Avatars	
	WK38		Assessment
	WK39	End of term assessment so far	
	WK39		Reward lesson

Appendix 2 - Year 8 PSHE, Citizenship and RE yearly plan with SRE implemented.

		Year 8	
Autumn Term	Topic term 1	RE: Hinduism	PSHE: Drugs
	WK 1	Ceremonies	
	Wk 1		What are Drugs
	WK2	Karma and beliefs	
	WK2		What is peer pressure?
	WK3	Reincarnation	
	WK3		Smoking
	WK4	Puja/rituals	
	WK4		Alcohol
	WK5	Places of worship	
	WK5		Class C drugs
	WK6	Hindu Festivals	
	WK6		Class B Drugs
	WK7	Hindu views on relationships	
	WK7		Class A Drugs
Half term	WK8	Assessment	
	WK8		Assessment - create a poster
	Topic T2	Unit based on Judaism	PSHE: Drugs continued
	WK9	Beleifs about God	
	WK9		Performance enhancing drugs
	WK10	Abraham	
	WK10		Addiction what is it?
	WK11	Who is Moses? (Prince of Egypt)	
	WK11		Who can help with drugs?
	WK12	Prince of Egypt	
	WK12		Assessment
	WK13	Prince of Egupt	
	WK13		History of drugs
	WK14	God and the 10 commandments	
	WK14		Classification of cannabis
WK15	Assessment		
WK15		Christmas week	
Christmas	Topic T3	Judaism continued	PSHE: Sex Education
Spring Term	WK 16	The Passover	
	WK16		Introduction to sex education (recap)
	WK17	Worship in the home Shabbat	
	WK17		Reproduction
	WK18	Synagogue	
	WK18		Pregnancy
	WK19	Jewish ceremonies including marriage	
	WK19		Making the right choices (sexting)
	WK20	Assessment	
	WK20		Consequences of risky behaviour
Feb Half Term	Topic T4	Unit based on Islam	PSHE: Politics
	WK21	Who was Muhammad?	
	Wk 21		UK Government
	WK 22	Who was Muhammad continued...	
	WK 22		Manifestos, elections and parties
	WK23	Beliefs about Allah	
	WK23		British government
	WK24	Attitudes to the after life	
	WK24		Voting
	WK25	Clay making for the five pillars	
	WK25		The Monarch

Easter
Summer Term

Topic 5	Islam continued	PSHE: Politics
WK26	The five pillars of Islam	
WK26		Justice system
WK27	Sallet and Sawm	
WK27		Parliament
WK28	Hajj	
WK28		Making laws and bills
WK29	Assessment	
WK29		Prejudice, discrimination and racism in society
WK30	Jihad	
WK30		Mock election assessment
WK31	Radicalisation	
WK31		Mock election assessment
WK32	Beliefs about dying for Islam	
WK32		Feedback lesson (Float)
Topic 6	Bruce Almighty	PSHE: Fair-trade
WK33	Different beliefs about God	
WK33		Introduction on fair-trade recap
WK34	God why should I believe?	
WK34		Planning a fair-trade product
WK35	Different attributes of God	
WK35		Shopping trip for fair-trade product
WK36	Noticing these attributes	
WK36		Business Enterprise (look at profit)
WK37	What is prayer?	
WK37		Create product
WK38	Assessment	
WK38		Evaluating product
WK39	Reward lesson	
WK39		Assessment lesson

May Half Term

Appendix 3 - Year 9 PSHE, Citizenship and RE yearly plan with SRE implemented.

		Year 9	
Autumn Term	<u>Topic term 1</u>	RE: Christianity	PSHE: Budgeting money
	WK 1	What do Christians believe?	
	Wk 1		What is the economy?
	WK2	Why do people believe in God?	
	WK2		Private vs public
	WK3	Why don't some people believe in God?	
	WK3		Managing Money?
	WK4	What do Christians believe about life after death?	
	WK4		What is tax?
	WK5	Evil and suffering	
	WK5		Where do Taxes go?
	WK6	Religious Upbringing	
	WK6		The recession and debt
	WK7	Religious Experience	
	WK7		Global Economy
	Half term	WK8	Assessment so far
WK8			Assessment on Economy
<u>Topic T2</u>		RE: Christianity continued	PSHE: Business enterprise
WK9		Christian attitudes towards violence and pacifism	
WK9			NUFC business award (Kate)
WK10		Parable of the sheet and the goat	
WK10			NUFC business award (Kate)
WK11		The Good Samaritan	
WK11			NUFC business award (Kate)
WK12		GSCE practice questions	
WK12			NUFC business award (Kate)
WK13		Assessment	
WK13			NUFC business award (Kate)
WK14		Religious celebrations (Christmas activities)	
WK14			NUFC business award (Kate)
WK15		Religious celebrations (Christmas activities)	
WK15		NUFC business award (Kate)	
Christmas	<u>Topic T3</u>	RE: Religion and relationships (Unit 1)	PSHE: Business Enterprise
Spring Term	WK 16	Relationships	
	WK16		NUFC business award (Kate)
	WK17	Sex before and outside of marriage	
	WK17		NUFC business award (Kate)
	WK18	Sex, Adultery and contraception	
	WK18		NUFC business award (Kate)
	WK19	Adultery	
	WK19		NUFC business award (Kate)
	WK20	Religious purpose to marriage	
	WK20		NUFC business award (Kate)
Feb Half Term	<u>Topic T4</u>	RE: Religion and relationships continued	PSHE: Relationships
	WK21	Religious teachings about weddings/assessment	
	Wk 21		Reward trip to the stadium
	WK 22	Hindu wedding	
	WK 22		What is Divorce
	WK23	Religious teachings about divorce	

Easter
Summer Term

WK23		Arranged marriages
WK24	Forced marriages	
WK24		Sexual transmitted infections
WK25	Choices	
WK25		Family
Topic 5	Religion and sport	Healthy Lifestyles
WK26	Revision lesson	
WK26		Assessment
WK27	What is leisure	
WK27		What is a healthy lifestyle
WK28	Introduction to RE,PSHE and Sport	
WK28		Stress and relaxation
WK29	Benefits of sport	
WK29		Benefits of sport continued
WK30	Misuse of leisure time	
WK30		Gambling abuse
WK31	Alcohol Abuse	
WK31		Sport and religion
WK32	Assessment lessons	
WK32		Assessment lessons
Topic 6	Religion and sport	Healthy Lifestyles
WK33	Morality in sport	
WK33		Bend it like Beckham
WK34	Bend it like Beckham	
WK34		Performance enhancing drugs
WK35	Religion and drugs	
WK35		Devotion to sport
WK36	Equality in sport	
WK36		support within sport
WK37	Revision in sport	
WK37		Revision in relationships
WK38	Revision in Christianity	
WK38		End of year mock exam
WK39	Reward lesson	
WK39		Reward lesson

May Half Term

Appendix 4 - Year 10 RE, PSHE and Citizenship yearly plan with SRE implemented.

		Year 10 GCSE full course		
Autumn Term	Topic term 1	Human rights		
	WK 1	Rights and responsibilities		
	Wk 1		Human rights what are they	
	WK2	Religious attitudes to human rights		
	WK2		Children's rights	
	WK3	DROC Diamonds		
	WK3		Blood diamond	
	WK4	Blood diamond		
	WK4		Pressure groups	
	WK5	Religious and non religious pressure groups		
	WK5		Protests	
	WK6	Religious Protests		
	WK6		Religious campaigners	
	WK7	Research a human rights issue		
	WK7		Research a human rights issue	
	Half term	WK8	Revision	
WK8			Assessment (test)	
Topic T2		RE: Multicultural society	Diversity	
WK9		Multicultural society		
WK9			What is prejudice and discrimination?	
WK10		Racism (Stephen Lawrence)		
WK10			Racism continued	
WK11		The good Samaritan		
WK11			Examples of prejudice and discrimination	
WK12		Stereotyping		
WK12			Uk Government	
WK13		Religion and politics		
WK13			Parliament	
WK14		State religion and Blasphemy laws		
WK14			Democracy	
Christmas		WK15	Assessment	
	WK15		Reward lesson	
	Spring Term	Topic T3	RE: Multicultural society	Diversity
WK 16		Criminal and civil law		
WK16			What is immigration?	
WK17		What are asylum seekers?		
WK17			Research a faith community	
WK18		Religious festivals		
WK18			Martin Luther King	
WK19		Revision on Multicultural society		
WK19			Revision Relationships	
WK20		Revision on Sport		
WK20			Revision on Human Rights	
Feb Half Term		Topic T4	RE: Religious attitudes to drugs	Drugs education
		WK21	Full Mock exam in the hall	
		Wk 21		Reward/ feedback lesson
		WK 22	What are drugs and drug abuse?	
		WK 22		Religious beliefs about the body and mind
	WK23	Drugs, the law and classifications		
	WK23		Drug classifications continued	
	WK24	Rights and responsibilities		

Easter
Summer Term

WK24		The reclassification of cannabis
WK25	The reclassification of cannabis continued	
WK25		Easter week
Topic 5	RE: Religious attitudes to drugs	Drugs education
WK26	Recap on whats covered do far	
WK26		Why do people use drugs?
WK27	Social drugs	
WK27		What are illegal drugs?
WK28	Religious views on social Drugs	
WK28		What is addiction?
WK29	Religious views on illegal drugs	
WK29		Who can help with addiction?
WK30	Religious views on addiction	
WK30		Darrens case study
WK31	Revision	
WK31		Assessment
WK32	Assessment	
WK32		Float lesson
Topic 6	RE: Religious attitudes to the elderly and death	
WK33	Sanctity of life	
WK33		What is life and death?
WK34	Religious beliefs on death	
WK34		Attitudes towards the elderly
WK35	Religious teachings about the elderly	
WK35		Who should care for the elderly?
WK36	Can we take a life?	
WK36		The Euthanasia debate?
WK37	Religious views on euthanasia	
WK37		Dying with dignity
WK38	Help the dying and bereaved?	
WK38		Revision lesson
WK39	Assessment lesson	
WK39		Reward Lesson

May Half Term

Appendix 5 - Year 11 RE, PSHE and Citizenship yearly plan with SRE implemented.

		Year 11	
Autumn Term	Topic term 1	RE: Religious attitudes to crime and punishment	PSHE: Crime and punishment
	WK 1	What is crime?	
	Wk 1		Religious attitudes to crime
	WK2	Causes of crime	
	WK2		Types of crime
	WK3	The aims of punishment	
	WK3		Religious responses to the aims of punishment
	WK4	Crime and punishment film	
	WK4		Crime and punishment film
	WK5	Crime and punishment film	
	WK5		Young offenders and punishments
	WK6	Prison and religious beliefs about prison	
	WK6		Capital punishment - arguments for the death penalty
	WK7	Religious beliefs about capital punishment	
	WK7		Forms of punishment
	Half term	WK8	Life imprisonment, parole and prison reform
WK8			Assessment (test)
Topic T2		RE: Religious attitudes to world poverty	PSHE: Fair-trade
WK9		The scale of world poverty	
WK9			The causes of world poverty
WK10		The causes of world poverty	
WK10			Trying to tackle world poverty
WK11		Religious teachings about world poverty	
WK11			Justice, stewardship and compassion
WK12		Work of religious organisations	
WK12			Work of religious organisations
WK13		What is Fair-trade	
WK13			Plan a fair trade product
WK14		Shop for fair trade products	
WK14		Create fair-trade products and sell them	
Christmas	WK15	Christmas week	
	WK15		Christmas week
Spring Term	Topic T3	RE: Religious attitudes to world poverty	
	WK 16	The Burma cyclone disaster	
	WK16		Emergency Aid
	WK17	Long term Aid	
	WK17		Revision: Crime and punishment
	WK18	Revision: Religious attitudes to drugs	
	WK18		Revision: Religious attitudes to the elderly
	WK19	Revision: World Poverty	
	WK19		Mock Exam in the hall
	WK20	Feedback from mock exam	
	WK20		Reward lesson
	Feb Half Term	Topic T4	RE: Revision
WK21		RE Revision relationships	
Wk 21			RE Revision Relationships

Easter
Summer Term

WK 22	RE Revision Human rights	
WK 22		RE Revision Human Rights
WK23	RE Revision sport	
WK23		RE Revision sport
WK24	RE Revision Multicultural Society	
WK24		RE Revision Multicultural Society
WK25	Mock exam in the hall	
WK25		Feedback on exam
Topic 5	RE: Revision	
WK26	Reward lesson	
WK26		Revision
WK27	Revision	
WK27		Revision
WK28	Revision	
WK28		Revision
WK29	Revision	
WK29		Revision
WK30	Revision	
WK30		Revision
WK31	EXAM RELIGION AND CITIZENSHIP	
WK31		
WK32	EXAM RELIGION AND MORALITY	
WK32		