

## RSE Compliance Dept Audit (April 2021)

### 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:

A note of PSHE Curriculum: Due to the spiral nature of the curriculum model some key themes may be explored across the entire curriculum. Consent, for example, is touched upon in nine different units of study. The units listed below are where the main focus of the learning objectives is targeting specific content within each topic.

RSE Topic	RSE Content to be taught across Y7-11	Curriculum Audit: Where all elements of the statutory RSE compliance are achieved across the school curriculum.
<b>Sex Education:</b>		
Families	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</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.</li> </ul>	<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• (Y7) Unit 1 – Managing Transitions</li> <li>• (Y7) Unit 3 – Relationships, friends and families</li> <li>• Form time activities and assemblies (rolling programme)</li> </ul> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>• Unit 4 – E-safety - Initially taught in Y7 with a lesson retrieved in Y9. Specifically, the final two bullet points.</li> </ul> <p><b>Humanities (RE):</b></p> <ul style="list-style-type: none"> <li>• Covered in Y10 and Y11 for RE exam spec</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Love &amp; relationships poetry – year 9</li> <li>• Marriage is covered – patriarchal views and modern views throughout the curriculum for all year groups.</li> </ul>

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		<ul style="list-style-type: none"><li>• Modern novels – Martyn Pig (y8); My sister lives on the mantelpiece (y7).</li><li>• Romeo &amp; Juliet (y7), Much Ado About Nothing (y8), A Midsummer Night’s Dream (y9)</li><li>• Power &amp; conflict poetry KS4</li><li>• A Christmas Carol KS4</li><li>• An Inspector Calls KS4</li><li>• Global Perspectives (exploring family, marriage etc in other cultures)</li><li>• Macbeth KS4</li></ul> <p><b><u>MFL:</u></b></p> <p><b>French</b></p> <ul style="list-style-type: none"><li>• Year 7 - Looking at family relationships</li><li>• Year 9 - Inviting someone out, describing a date, life priorities and relationships online.</li><li>• Year 10 - Friends and relationships, going out and role models</li></ul> <p><b>Spanish</b></p> <ul style="list-style-type: none"><li>• Year 7 - family and friends - different types of relationships</li><li>• Year 9 - Role models and their impact on our choices in life</li><li>• Year 10 - Online relationships and social media. How we relate with</li></ul>
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		<p>different family members and what makes a good friend/partner.</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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</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).</li> <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.</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.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</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.</li> </ul>	<p><b><u>PSHE:</u></b></p> <ul style="list-style-type: none"> <li>• (Y7) Unit 1 – Managing Transitions</li> <li>• (Y7) Unit 3 – Relationships, friends and families</li> <li>• (Y7) Unit 4 – Equality and Diversity</li> <li>• (Y8) Unit 1 – Risks and Safety</li> <li>• (Y9) Unit 1 – Consent</li> <li>• (Y9) Unit 3 - Extremism</li> <li>• (Y9 / Y10 / Y11) Exploited / Exposed, Sexual Consent ('This is Rape') and Y10 and Y11 RSE units.</li> <li>• Form time activities and assemblies (rolling programme)</li> </ul> <p><b><u>Computer Science:</u></b></p> <ul style="list-style-type: none"> <li>• (KS4) Covered in Unit 4 – E-Safety of KS3 curriculum</li> <li>• (KS4) Covered in Unit 8 – Legal and Ethical GCSE Computer Science curriculum.</li> <li>• (Y7) Cover as part of Y7 IDEA Homework.</li> </ul> <p><b><u>Humanities (RE):</u></b></p> <ul style="list-style-type: none"> <li>• Gender Equality covered in Y10</li> <li>• Equality Act covered in Y8 topic- Prejudice and Discrimination.</li> </ul> <p><b><u>English:</u></b></p>

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		<ul style="list-style-type: none"> <li>• KS3 texts as above</li> <li>• Politics in non-fiction (y8)</li> <li>• English lit texts as per above.</li> </ul> <p><b><u>MFL:</u></b></p> <p><b>French</b></p> <ul style="list-style-type: none"> <li>• Year 7 - Looking at family relationships</li> <li>• Year 9 - Inviting someone out, describing a date, life priorities and relationships online.</li> <li>• Year 10 - Friends and relationships, going out and role models</li> </ul> <p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Year 7 - family and friends - different types of relationships</li> <li>• Year 9 - Role models and their impact on our choices in life</li> <li>• Year 10 - Online relationships and social media. How we relate with different family members and what makes a good friend/partner.</li> </ul>
Online and media	<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> </ul>	<p><b><u>PSHE:</u></b></p> <ul style="list-style-type: none"> <li>• (Y7) Unit 1 – Managing Transitions</li> <li>• (Y7) Unit 2 – Crossing the Line</li> </ul>

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	<ul style="list-style-type: none"> <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> <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.</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.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• (Y8) Unit 1 – Risks and Safety</li> <li>• (Y10) Unit 1 – Y10 RSE</li> <li>• (Y11) Unit 1 – Y11 RSE</li> <li>• Form time activities and assemblies (rolling programme)</li> </ul> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>• (KS3) Covered in Unit 4 – E-Safety of KS3 curriculum</li> <li>• (KS4) Covered in Unit 8 – Legal and Ethical GCSE Computer Science curriculum.</li> <li>• (Y7) Cover as part of Y7 IDEA Homework.</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Discursive writing – all year groups</li> <li>• Non-fiction in politics (Y8)</li> <li>• An Inspector Calls</li> </ul> <p><b>MFL:</b></p> <p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Year 10 - Online relationships and social media. How we relate with different family members and what makes a good friend/partner.</li> </ul>
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.</li> </ul>	<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• (Y7) Unit 2 – Crossing the Line</li> <li>• (Y8) Unit 1 – Risks and Safety</li> <li>• (Y8) Unit 2 – Abuse</li> <li>• (Y9) Unit 1 - Consent</li> </ul>

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	<ul style="list-style-type: none"> <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).</li> </ul>	<ul style="list-style-type: none"> <li>• (Y9) Unit 2 - Exploited / Exposed</li> <li>• (Y10) Unit 1 – Y10 RSE</li> <li>• (Y11) Unit 1 – Y11 RSE</li> <li>• Form time activities and assemblies (rolling programme)</li> </ul> <p><b><u>Humanities (RE)</u></b></p> <ul style="list-style-type: none"> <li>• Forced Marriage briefly covered in Y10 and Y11.</li> </ul>
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.</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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</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).</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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>	<p><b><u>PSHE:</u></b></p> <ul style="list-style-type: none"> <li>• (Y7) Unit 1 – Managing Transitions</li> <li>• (Y7) Unit 3 – Relationships, friends and families</li> <li>• (Y8) Unit 1 – Risks and Safety</li> <li>• (Y8) Unit 4 – Informed Choices</li> <li>• (Y8) Unit 5 – Relationships and Health</li> <li>• (Y9) Unit 1 - Consent</li> <li>• (Y10) Unit 1 – Y10 RSE</li> <li>• (Y10) Unit 2 - Parenthood and Teenage Pregnancy</li> <li>• (Y11) Unit 1 – Y11 RSE</li> <li>• Form time activities and assemblies (rolling programme)</li> </ul> <p><b><u>Science Curriculum:</u></b></p> <ul style="list-style-type: none"> <li>• Y7 Human and Plant Reproduction</li> <li>• Y7 Disease and Immunity unit.</li> <li>• (KS4) Biology Paper 2. Unit 2.3 The Endocrine system. Covered in May-June of Year 10. The unit covers reasons for infertility and methods of increasing fertility e.g. fertility drugs and IVF.</li> </ul>

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	<ul style="list-style-type: none"><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.(need to increase the visibility of services via displays or health promotion event)</li></ul>	<ul style="list-style-type: none"><li>• (KS4) Contraception covered in Biology Paper 2. Unit 2.3 The Endocrine System. The topic covers barrier and hormonal methods. Male/female condoms, natural planning, the coil, hormonal control – progesterone only pill and combined pill.</li><li>• (KS4) Covered in Biology Paper 1 at the start of Y10. Students need to know the symptoms, transmission and treatments for HIV and gonorrhoea specifically</li></ul> <p><b><u>Humanities (RE):</u></b></p> <ul style="list-style-type: none"><li>• Fertility Treatment covered in Y9 topic: Medical Ethics.</li><li>• Contraception covered in Y10 and Y11 for RE exam spec (Relationships and Families).</li><li>• Abortion covered in Y9 Medical Ethics topic, and Y10 and Y11 topic (Religion and Life)</li></ul> <p><b><u>English:</u></b></p> <ul style="list-style-type: none"><li>• All texts as above.</li></ul> <p><b><u>MFL:</u></b></p> <p><b>French</b></p> <ul style="list-style-type: none"><li>• Year 9 - Inviting someone out, describing a date, life priorities and relationships online.</li></ul>
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		<ul style="list-style-type: none"> <li>• Year 10 - Friends and relationships, going out and role models</li> </ul> <p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Year 9 - Role models and their impact on our choices in life</li> <li>• Year 10 - Online relationships and social media. How we relate with different family members and what makes a good friend/partner.</li> </ul>
<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</li> <li>• consent, including the age of consent</li> <li>• violence against women and girls</li> <li>• online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li> <li>• pornography</li> <li>• abortion</li> </ul>	<p><b><u>PSHE:</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Any unit in which key RSE content is covered we also cover legal status and signpost sources of support</i></b></li> <li>• (Y7) Unit 1 – Managing Transitions</li> <li>• (Y7) Unit 3 – Relationships, friends and families</li> <li>• (Y8) Unit 1 – Risks and Safety</li> <li>• (Y8) Unit 4 – Informed Choices</li> <li>• (Y8) Unit 5 – Relationships and Health</li> <li>• (Y9) Unit 1 – Consent</li> <li>• (Y9) Unit 3 - Extremism</li> <li>• (Y10) Unit 1 – Y10 RSE</li> <li>• (Y10) Unit 2 - Parenthood and Teenage Pregnancy</li> <li>• (Y11) Unit 1 – Y11 RSE</li> </ul>

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	<ul style="list-style-type: none"> <li>• sexuality</li> <li>• gender identity</li> <li>• substance misuse</li> <li>• violence and exploitation by gangs</li> <li>• extremism/radicalisation</li> <li>• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li> <li>• hate crime</li> <li>• female genital mutilation (FGM)</li> </ul>	<ul style="list-style-type: none"> <li>• Form time activities and assemblies (rolling programme)</li> </ul> <p><b><u>Computer Science:</u></b></p> <ul style="list-style-type: none"> <li>• (KS3) Covered in Unit 4 – E-Safety of KS3 curriculum</li> <li>• (KS4) Covered in Unit 8 – Legal and Ethical GCSE Computer Science curriculum.</li> <li>• (Y7) Cover as part of Y7 IDEA Homework.</li> </ul> <p><b><u>Humanities (RE):</u></b></p> <ul style="list-style-type: none"> <li>• Included in Y10 and Y11 – Laws on marriage, age of consent, abortion, sexuality, hate crime.</li> </ul> <p><b><u>English:</u></b></p> <ul style="list-style-type: none"> <li>• Macbeth KS4</li> <li>• An Inspector Calls KS4</li> <li>• Love &amp; relationships poetry (y9)</li> <li>• My Sister lives on the mantelpiece (y7)</li> <li>• Martin Pig (y8)</li> <li>• All Shakespeare for KS3 as listed above.</li> </ul>
<b>Physical Health and Mental Wellbeing:</b>		
	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:	
Mental wellbeing	<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> </ul>	<p><b><u>PSHE:</u></b></p> <ul style="list-style-type: none"> <li>• (Y9) Unit 4 – Mental Health</li> <li>• (Y10) Unit 1 – Y10 RSE</li> <li>• (Y11) Unit 1 – Y11 RSE</li> <li>• Form time activities and assemblies (rolling programme)</li> </ul>

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	<ul style="list-style-type: none"> <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><b><u>Computer Science:</u></b></p> <ul style="list-style-type: none"> <li>• (KS3) Covered in Unit 4 – E-Safety of KS3 curriculum</li> <li>• (KS4) Covered in Unit 8 – Legal and Ethical GCSE Computer Science curriculum.</li> <li>• (Y7) Cover as part of Y7 IDEA Homework.</li> </ul> <p><b><u>English:</u></b></p> <ul style="list-style-type: none"> <li>• Discursive writing – all year groups.</li> </ul>
<p>Internet safety and harms</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><b><u>PSHE:</u></b></p> <ul style="list-style-type: none"> <li>• (Y7) Unit 2 – Crossing the Line</li> <li>• (Y8) Unit 1 – Risks and Safety</li> <li>• Form time activities and assemblies (rolling programme)</li> </ul> <p><b><u>Computer Science:</u></b></p> <ul style="list-style-type: none"> <li>• (KS3) Covered in Unit 4 – E-Safety of KS3 curriculum</li> <li>• (KS4) Covered in Unit 8 – Legal and Ethical GCSE Computer Science curriculum.</li> <li>• (Y7) Cover as part of Y7 IDEA Homework.</li> <li>• (KS4) Some content also taught in Unit 16 - Intermediate Graphical Design</li> </ul> <p><b><u>English:</u></b></p> <ul style="list-style-type: none"> <li>• Discursive writing – all year groups.</li> </ul> <p><b><u>MFL:</u></b></p> <p><b><u>Spanish</u></b></p>

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		<ul style="list-style-type: none"> <li>Year 10 - Online relationships and social media. How we relate with different family members and what makes a good friend/partner.</li> </ul>
Physical health and fitness	<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.</li> <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.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>	<p><b><u>PSHE:</u></b></p> <ul style="list-style-type: none"> <li>(Y8) Unit 4 – Informed Choices</li> <li>Form time activities and assemblies (rolling programme)</li> </ul> <p><b><u>Science Curriculum:</u></b></p> <ul style="list-style-type: none"> <li>Y8 Healthy Lifestyle unit.</li> <li>(KS4) Stem Cells are covered in Biology Paper 1 unit B1.1 in Year 9.</li> <li>Risk factors of non-communicable diseases are covered in B1.4 at the end of <b>Year 9</b>. Covered healthy lifestyle, awareness of risk factors and links to heart conditions and cancer.</li> </ul> <p><b><u>English:</u></b></p> <ul style="list-style-type: none"> <li>Discursive writing – all year groups.</li> </ul>
Healthy eating	<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.</li> </ul>	<p><b><u>PSHE:</u></b></p> <ul style="list-style-type: none"> <li>(Y8) Unit 4 – Informed Choices</li> <li>Form time activities and assemblies (rolling programme)</li> </ul> <p><b><u>Science Curriculum:</u></b></p> <ul style="list-style-type: none"> <li>Risk factors of non-communicable diseases are covered in B1.4 at the</li> </ul>

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		<p>end of Year 9. Covered healthy lifestyle, awareness of risk factors and links to heart conditions and cancer.</p> <ul style="list-style-type: none"> <li>• Cancer also covered in unit B1.1 in Year 9.</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Discursive writing – all year groups.</li> </ul>
<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.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</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.</li> </ul>	<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• (Y8) Unit 4 – Informed Choices</li> <li>• Form time activities and assemblies (rolling programme)</li> </ul> <p><b>Science Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Y8 Healthy Lifestyle unit.</li> <li>• Risk factors of non-communicable diseases are covered in B1.4 at the end of Year 9. Covered healthy lifestyle, awareness of risk factors and links to heart conditions and cancer.</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Discursive writing – all year groups.</li> </ul>
<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.</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.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</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.</li> </ul>	<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• (Y8) Unit 1 – Risks and Safety</li> <li>• (Y8) Unit 4 – Informed Choices</li> <li>• Form time activities and assemblies (rolling programme)</li> </ul> <p><b>Science Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Y7 Disease and Immunity unit.</li> <li>• Covered in Biology Paper 1 B1.5 at the start of Y10.</li> </ul> <p><b>English:</b></p>

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		<ul style="list-style-type: none"> <li>• Discursive writing – all year groups.</li> </ul>
Basic first aid	Pupils should know <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>	From September 2021 will be covered as a drop down day activity for Y7
Changing adolescent body	Pupils should know <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	<b><u>Science Curriculum:</u></b> <ul style="list-style-type: none"> <li>• Year 7, B3 Human and Plant Reproduction L1 Adolescence</li> </ul> <b><u>English:</u></b> <ul style="list-style-type: none"> <li>• Bildungsroman – Martyn Pig (y8)</li> <li>• My sister lives on the mantelpiece (y7)</li> </ul>