



Secondary Relationships and Sex Education			
Curriculum Area	Intended outcomes		
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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children.</li> <li>how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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>	Year 7	My Family
		Year 8	My Extended Family
		Year 9	Family Relationships (Including my own)
		Year 10	Different Relationships
		Year 11	Happy and Healthy Relationships
		Year 12	Sexual Relationships and Consent
		Year 13	Marriage and Commitment
		Year 14	Parenthood



<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 (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</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 tolerance and respect to others and others' beliefs, including people in positions of authority.</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>	Year 7	What makes a good friend
		Year 8	Bullying
		Year 9	Friend or More?
		Year 10	Feelings and Emotions
		Year 11	Fighting Stereotyping
		Year 12	Equality
		Year 13	Healthy Relationships
		Year 14	Consent – Sexual Harassment

## Boston Endeavour Academy

### Outcomes for Secondary Relationship and Sex Education and Health Education

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 online and offline.</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> <li>• that specifically sexually explicit material often 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 against the law.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>	Year 7	Using Technology
		Year 8	Personal Information
		Year 9	Online Rules
		Year 10	Online Gaming and Social Networking
		Year 11	Friend or Foe
		Year 12	CEOP
		Year 13	Reality VS Fantasy
		Year 14	Harmful Online Content
		Being safe	Pupils should know
Year 8	Who can help me? (personal care)		



	<ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>	Year 9	My Community
		Year 10	My Feeling towards others
		Year 11	Saying No is OK– (Physical and sexual abuse)
		Year 12	Friend or Foe (Grooming, coercion, harassment)
		Year 13	Who can help me? (Community support)
		Year 14	Online Rules and Data Footprint
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.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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 and options available.</li> <li>the facts around pregnancy including miscarriage.</li> </ul>	Year 7	Friend or More?
		Year 8	Body Parts (Reproductive parts)
		Year 9	Masturbation
		Year 10	Contraception – Support Available

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	<ul style="list-style-type: none"> <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>how 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> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	Year 11	Saying No is OK – Sexual consent
		Year 12	Healthy Relationships
		Year 13	Safe Sex and STI's
		Year 14	Pregnancy (choices and alternatives)
Reproduction	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</li> <li>communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)</li> </ul>	Year 7	Body Parts
		Year 8	Reproduction in Animals (laying eggs)
		Year 9	Reproduction in Animals (Mammals)
		Year 10	Reproduction in Humans (Menstrual Cycle)
		Year 11	Safe Sex
		Year 12	Reproduction in Humans (Growth of a foetus)
		Year 13	Safe Sex and STI's
		Year 14	Safe Sex and STI's

Secondary: Physical health and mental wellbeing			
Curriculum Area	Intended outcomes	Outcome Guidance	
Mental wellbeing	Pupils should know <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 issues.</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 of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	Year 7	What makes me Happy
		Year 8	What makes me Sad
		Year 9	Sharing Feelings
		Year 10	Emotions (anxiety, sadness, depression)
		Year 11	Choices and their effects
		Year 12	My Behaviours
		Year 13	Teams and Triumphs
		Year 14	Alone and Altogether
Internet safety and harms	Pupils should know <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 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), how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> </ul>	Year 7	Using Technology
		Year 8	Personal Information
		Year 9	Online Rules
		Year 10	Online Gaming and Social Networking
		Year 11	Friend or Foe



	<ul style="list-style-type: none"> <li>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours</li> </ul>	Year 12	CEOP
		Year 13	Reality VS Fantasy
		Year 14	Harmful Online Content
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>facts about wider issues such as organ/blood donation</li> </ul>	Year 7	Sports and Hobbies
		Year 8	Exercise and Confidence
		Year 9	Fit or Fat
		Year 10	Mindfulness
		Year 11	Teams and Triumphs
		Year 12	Effective Exercise and the Impact
		Year 13	Healthy Body = Healthy Mind
		Year 14	Teams and Triumphs
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 eating disorders<sup>13</sup> and cancer</li> </ul>	Year 7	The 5 Senses
		Year 8	The Needs of My Body
		Year 9	Likes/Dislikes, Food and Drink
		Year 10	A Healthy Diet
		Year 11	Preparing Healthy Foods
		Year 12	Nutrients
		Year 13	The Effects and Risks of Unhealthy Food
		Year 14	Preparing Healthy Foods
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions.</li> </ul>	Year 12	Alcohol and the effects



	<ul style="list-style-type: none"> <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 (relatively) safe alcohol consumption.</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>	Year 13	Drugs and the effects
		Year 14	Illegal Substances and the Law
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>about personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and flossing, including visits to the dentist.</li> <li>(late secondary) the benefits of regular self-examination (including screening and immunisation).</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>	Year 10	Dentists and Doctors
		Year 11	Sleep and Exercise
		Year 12	My Body – Keeping Clean
		Year 13	My Body – Signs and Symptoms





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		Year 14	Community Health Care
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>	Year 7	First Aid for Minor Injuries.
		Year 8	Danger Awareness
		Year 9	999 – Emergency (including CPR)
Changing adolescent body	Pupils should know <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	Year 7	Body Parts (male and female)
		Year 8	Reproduction in Animals (laying eggs)
		Year 9	Reproduction in Animals (Mammals)
		Year 10	Reproduction in Humans (Menstrual Cycle)
		Year 11	Safe Sex