

Relationship and Sexuality Education

Phase 3 - Y7- Y14


Theme	Relationship and Identity	Sexual Health and Wellbeing	Empowerment Safety and Respect
<p>Mandatory Content</p>	<ul style="list-style-type: none"> ● Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual. ● Ability to develop and understand the importance of equity, mutual respect, and affection in relationships with others. ● Understanding and use of effective communication, decision making, managing and resolving conflict, and refusal skills in a range of different contexts and types of relationships, offline and online, including intimate relationships. ● Understanding how to speak out about harmful behaviours directed at them or others. ● Understanding how the diversity of relationships including marriage, and all types of civil partnership, has changed over time, 	<ul style="list-style-type: none"> ● Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed. ● The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood. ● Understanding how contraception can assist with reproductive choices, including awareness of abortion. ● Understanding of good sexual and reproductive health, including the range of risks and outcomes from sexual experiences and the knowledge needed to support informed decisions about sexual activity and about reproductive choices. 	<ul style="list-style-type: none"> ● Understanding the importance of inclusivity, including for LGBTQ+ people, non-discrimination and the value of diversity in our interpersonal behaviours and relationships. ● Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are discriminatory, disrespectful and harmful, offline and online. ● Recognising harmful, abusive or coercive behaviour in personal relationships including control, violence and sexual violence and how to respond and seek help for self and others. This includes all forms of violence based on sex, gender and sexuality. ● Understanding of the importance of consent for safe and healthy relationships and in

	<p>and how relationships are positively and negatively impacted by social and cultural norms and laws in different ways around the world.</p>	<ul style="list-style-type: none"> ● The knowledge and understanding of the causes, symptoms and impact of conditions connected to sexual and reproductive health and to fertility, including sexually transmitted infections, HIV and reproductive cancers. ● Understanding and skills needed to minimise risks and seek help. ● Critically engaging with positive and negative representations of a diversity of bodies, including through various forms of media and understanding that these can be unrealistic and harmful. ● Understanding how all are entitled to safe and pleasurable relationships and recognising the role consensual sexual activity plays within healthy relationships. ● Understanding the legal age of consent. ● Recognise and be able to use a range of support services to access information and support around relationships, health and 	<p>particular sexual relationships.</p> <ul style="list-style-type: none"> ● Understanding of how consent can be communicated in different social contexts and relationships, including online. ● A critical understanding of how consent is impacted by perception and social context and the factors that influence and impair people's ability to engage in consensual behaviour, for example, substances, violence, coercion and relationship norms. ● Understand the ethical and legal issues relating to the consensual and non-consensual sharing of self-generated imagery, and rights to safety, support well-being and protection. ● Understanding the impacts associated with sexual material and intimacy online, including the ethical and legal implications. ● An awareness of how sexual material and media often represents gender, sexual activity, bodily appearance and
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		well-being and safety.	<p>relationships in unrealistic and harmful ways.</p> <ul style="list-style-type: none"> • An understanding of laws around RSE issues that are in place to protect us from all forms of discrimination, violence, abuse, neglect and harassment, and that laws are intended to protect not criminalise young people. • An understanding of how to advocate for safe environments and the rights and understanding of everyone on a range of RSE issues. • Appreciate the importance of safely speaking out against sex and gender based and sexual violence.
Four Purposes	<ul style="list-style-type: none"> • have secure values and are establishing their spiritual and ethical beliefs (HC11) • know how to find the information and support to keep safe and well (HC14) • give of their energy and skills so that other people will benefit (ECC6) • understand and exercise their human and democratic responsibilities and rights (EIC3) 	<ul style="list-style-type: none"> • are building their mental and emotional well-being by developing confidence, resilience and empathy (HC12) • know how to find the information and support to keep safe and well (HC14) • understand and consider the impact of their actions when making choices and acting (EIC3) • respect the needs and rights of others, as a member of a diverse society (EIC6) 	<ul style="list-style-type: none"> • know how to find the information and support to keep safe and well (HC14) • form positive relationships based upon trust and mutual respect (HC18) • have the skills and knowledge to manage everyday life as independently as they can (HC10) • understand and exercise their human and democratic responsibilities and rights (EIC3)

	<ul style="list-style-type: none"> ● respect the needs and rights of others, as a member of a diverse society (EIC6) ● can communicate effectively in different forms and settings, using both Welsh and English (ACL4) ● can use number effectively in different contexts (ACL6) 	<ul style="list-style-type: none"> ● can communicate effectively in different forms and settings, using both Welsh and English (ACL4) ● can use number effectively in different contexts(ACL6) 	<ul style="list-style-type: none"> ● understand and consider the impact of their actions when making choices and acting (EIC4) ● respect the needs and rights of others, as a member of a diverse society (EIC6) ● can communicate effectively in different forms and settings, using both Welsh and English (ACL4) ● can use number effectively in different contexts (ACL6)
<p>AoLE Links</p>	<ul style="list-style-type: none"> ● Learning about identity and culture through languages prepares us to be citizens of Wales and the world. (LLC1) ● Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies. (EA1) ● Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves. (H1) ● Events and human experiences are complex, and are perceived, interpreted and represented in different ways. (H2) ● Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action. (H5) ● Our decision-making impacts on the quality of our lives and the lives of others.(HWB3) ● Healthy relationships are fundamental to our sense of belonging and well-being (HWB5) 	<ul style="list-style-type: none"> ● Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action. (H5) ● How we process and respond to our experiences affects our mental health and emotional well-being.(HWB2) ● Developing physical health and well-being has lifelong benefits.(HWB2) ● Our decision-making impacts on the quality of our lives and the lives of others.(HWB3) ● How we engage with different social influences shapes who we are and our health and well-being.(HWB5) ● Being curious and searching for answers helps further our understanding of the natural world and helps society progress.(ST1) ● Statistics represent data, probability models chance, and both support informed inferences and decisions.(MN4) 	<ul style="list-style-type: none"> ● Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.(EA1) ● Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.(H1) ● Events and human experiences are complex, and are perceived, interpreted and represented in different ways.(H2) ● Human societies are complex and diverse, and shaped by human actions and beliefs.(H4) ● Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.(H5) ● Our decision-making impacts on the quality of our lives and the lives of others.(HWB3) ● How we engage with different social influences shapes who we are and our health and well-being.(HWB5) ● Being curious and searching for

	<ul style="list-style-type: none"> • Being curious and searching for answers helps further our understanding of the natural world and helps society progress.(ST1) • Statistics represent data, probability models chance, and both support informed inferences and decisions.(MN4) 		answers helps further our understanding of the natural world and helps society progress.(ST1)
UNCRPD Links	<ul style="list-style-type: none"> • Article 1 - to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. • Article 3 - respect for the dignity and freedom of disabled people, to not be discriminated against, to participation, to be included, to equality and to accessibility. • Article 5 - the right to enjoy equal protection and benefit of the law. • Article 6 - the right for disabled women women and girls to full and equal enjoyment of all human rights and fundamental freedoms. • Article 7 - disabled children to be able to express their views freely on all things that affect them. • Article 8 - to encourage dignity of disabled people, to combat stereotypes and to promote awareness of the capabilities and contribution of disabled people. • Article 9 - people with disabilities can live independently and participate fully in all aspects of life. • Article 10 - the right to a full, equal life. • Article 12 - to own and inherit property and to control their financial affairs (enjoy legal capacity and safeguarded from abuse) • Article 15 - freedom from torture. • Article 16 - freedom from violence and abuse. • Article 18 - right to a name, nationality and the right to be cared for. • Article 19 - living independently and included in the community. • Article 21 - freedom of expression and opinion and access to information. • Article 24 - right to an education and attend school. • Article 25 - quality, free, affordable healthcare. • Article 27 - work and employment. • Article 30 - participation in cultural life, recreation, leisure and sport. 		
Special Day Links e.g Show Racism the Red Card	<p>Pride (22 - 24 Jul)</p> <p>International Women's Day (8 Mar)</p>	<p>World Cancer Day (2nd Feb)</p> <p>Mental Health Week (7-13 February)</p>	<p>Show Racism the Red Card (21 October)</p> <p>Black History Month (Oct)</p> <p>No More week (domestic violence - 7 - 13 March)</p>
Book/Website Links	<ul style="list-style-type: none"> • Happy Confident Me conversation cards • https://adventuresintimeandgender.org/ 	<ul style="list-style-type: none"> • Stuff that sucks by Ben Sedley • I had a black dog by Matthew Johnston https://www.youtube.com/watch?v= 	<ul style="list-style-type: none"> • What makes a baby by Cory Silverberg • My body, myself for girls by Lynda Madaras

	<ul style="list-style-type: none"> • https://www.parents.com/kids/how-to-talk-to-kids-about-gender/ • The boy in the dress by David Walliams • Love on the Spectrum - Netflix • The Extraordinary Life of Freddie Mercury by Michael Lee Richardson • The Manny Files by Christian Burch 	<ul style="list-style-type: none"> • XiCrniLQGYc • What makes a baby by Cory silverburg 	<ul style="list-style-type: none"> • My body, myself for boys by Lynda Madaras
<p>Activities</p>	 <p>The image contains two visual elements. The top one is a 'Healthy Love' jar with a purple background and a yellow lid. The jar is filled with various colored hearts and contains the following text: 'Respects Boundaries', 'Encourages Growth', 'Honest Communication', 'Willing to Compromise', 'Gives Together', 'Works Through Problems', 'Affirms Feelings', 'Focused on Resolution', 'Respects Independence', 'Knows Love Languages', and 'Treats'. The bottom element is a word cloud in the shape of a heart, featuring words such as 'communication', 'individuality', 'relationships', 'understanding', 'collaborate', 'celebration', 'conversation', 'independence', 'appreciation', 'equality', 'respectful', 'listening', 'caring', 'togetherness', 'compassion', 'empathy', 'kindness', 'generosity', 'openness', 'honesty', 'integrity', 'courage', 'bravery', 'perseverance', 'determination', 'ambition', 'hard work', 'dedication', 'commitment', 'loyalty', 'faithfulness', 'trustworthiness', 'reliability', 'dependability', 'responsibility', 'accountability', 'transparency', 'authenticity', 'genuineness', 'sincerity', 'honesty', 'integrity', 'courage', 'bravery', 'perseverance', 'determination', 'ambition', 'hard work', 'dedication', 'commitment', 'loyalty', 'faithfulness', 'trustworthiness', 'reliability', 'dependability', 'responsibility', 'accountability', 'transparency', 'authenticity', 'genuineness', 'sincerity'.</p>		