



# Charles Darwin School

## Relationships and Sex Education Policy

### **Persons Responsible**

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## **1. Description of policy formation and consultation process**

- 1.1. This policy has been rewritten and updated in light of the changes to Sex Education made by the Government and published on 25 July 2019.
- 1.2. The former Sex and Relationships Education policy has been rewritten and will now be known as the Relationships and Sex Education policy (RSE).
- 1.3. The changes to RSE now means that students cannot be withdrawn by parents and carers from the Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.
- 1.4. If parents or carers do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, they can ask that they are withdrawn. The Head teacher will consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, the child can choose to receive Sex Education if they would like to, and the school should arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).
- 1.5. The draft policy will be shared with parents, students, staff and Governors for consultation in May 2020 before being implemented with any accepted alterations from September 2020 and in light of current school closure, open to review in June 2021.

## **2. Aims**

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

## Objectives

- 2.1. The specific objectives of a Relationships and Sex Education Policy will depend on the age and maturity of the students involved. Underpinning all of them will be an understanding of the biological, emotional, social, legal and moral aspects of sexuality and relationships.
- 2.2. In order to achieve the aims the following objectives, from statutory guidance, for the end of secondary education apply:

### **Students should know:**

#### **Families**

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status – for example, 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.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 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), how to seek help or advice, including reporting concerns about others, if needed

#### **Respectful relationships, including friendships**

- The characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- 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
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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

### **Online and Media**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material, for example 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
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

### **Being Safe**

- 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
- 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

### **Intimate and Sexual Relationships, including Sexual Health**

- 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

- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- 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)
- How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

### **3. Moral and values framework**

- 3.1. The prime responsibility for bringing up children rests with their parents. We recognise that parents are key figures in helping their children to cope with the emotional issues involved in growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. They will wish to do so within the moral framework which underpins their individual family life.

#### **4. The relationships and sex education programme overview**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary#by-the-end-of-secondary-school>

By the end of secondary school students should have covered the following content in addition to the topics covered in primary school.

Statutory content	Pupils should know:	How will this be covered at Charles Darwin School?
Families	<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> </ul>	<ul style="list-style-type: none"> <li>• English curriculum explores relationships throughout Y7-11.</li> <li>• RE (summer term) unit of work on Marriage and Family. Y9</li> </ul>
	<ul style="list-style-type: none"> <li>• What marriage is, including their legal status – for example, 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> </ul>	<ul style="list-style-type: none"> <li>• RE (summer term) unit of work on Marriage and Family. Y9</li> <li>• RE (spring term) unit of work on Matters of Life and Death. Y9</li> </ul>
	<ul style="list-style-type: none"> <li>• The characteristics and legal status of other types of long-term relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Addition to tutorial programme for Y9/ Y10</li> </ul>
	<ul style="list-style-type: none"> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>	<ul style="list-style-type: none"> <li>• Addition to tutorial programme for Y9/ Y10</li> </ul>



	<ul style="list-style-type: none"> <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), how to seek help or advice, including reporting concerns about others, if needed</li> </ul>	<ul style="list-style-type: none"> <li>• At least one drop session per year will focus on strategies to manage conflict and resolve issues. This will also be present in Y8 personal development lesson.</li> <li>• Tutorial programme, 'Making friends and respecting each other' Y7</li> <li>• Bromley and Croydon Women's Aid assembly in Autumn 2 and Spring 1 focusing on healthy relationships, consent, domestic abuse and where to seek help for Y10-13</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> <li>• trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</li> <li>• reconciliation and ending relationships, this includes different (non-sexual) types of relationship</li> </ul> </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 (for example, 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> </ul>	<ul style="list-style-type: none"> <li>• Tutorial programme covers internet safety including sexting Y7-Y9</li> <li>• Healthy relationships tutorial work including identifying features of healthy relationships in Summer term y9 and Autumn term Y10</li> <li>• Drama (spring term 2) Scheme of Work covering exploration of healthy and unhealthy relationships including: Privacy, qualities and warning signs, ending relationships and getting help. Y8</li> <li>• Drama (autumn term 2) Scheme of Work covering bullying: Types of bullying, how to help, cyber bullying. Y7</li> <li>• Drama (spring term 2) Scheme of Work covering healthy relationships: Domestic abuse and impact on current and future relationships. Y8</li> </ul>

	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Justlikeus.org assemblies for LGBT history month/ Diversity week exploring stereotypes, bullying and the effect of negative behaviour.</li> <li>• Healthy relationships tutorial theme written by DLa covering sexual bullying and how to resolve as well as consent. Y10</li> <li>• LGBT History Month (February) resources for all year groups</li> </ul>
	<ul style="list-style-type: none"> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>• The English curriculum discusses rape within study of An Inspector Calls. Y9</li> </ul>
	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Assemblies focus on developing an understanding of people with different values and beliefs and staff use appropriate opportunities in lessons and through the pastoral programme to allow pupils to explore and understand diversity and tolerance in relation to the Equality Act 2010.</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety and the law relating to this is covered in the tutorial and assembly programme. Y8 &amp; Y9</li> <li>• IT curriculum</li> <li>• Pornography assembly Y12 &amp; 13</li> </ul>

	<p>and the difficulty of removing potentially compromising material placed online</p> <ul style="list-style-type: none"> <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>• how information and data is generated, collected, shared and used online</li> </ul>	<ul style="list-style-type: none"> <li>• Breck foundation</li> </ul>
	<ul style="list-style-type: none"> <li>• the impact of viewing harmful content</li> <li>• that specifically sexually explicit material, for example 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> </ul>	<ul style="list-style-type: none"> <li>• Pornography assembly Y12 &amp; 13</li> </ul>
	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Pornography assembly Y12 &amp; 13</li> </ul>
Being safe	<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>	<ul style="list-style-type: none"> <li>• Drama (Autumn term 1) Scheme of Work on gangs exploring the normalisation of non-consensual behaviour, peer pressure, violence, safety and child sexual exploitation Y9</li> <li>• Drama (spring term 1) Scheme of Work on throwing stones exploring peer pressure, violence and the consequences of these. Y8</li> <li>• Safety on a night out Y13</li> <li>• FGM Drop Session Y10</li> </ul>

	<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>• Your Choice, Your Voice Y9</li> <li>• Healthy relationships in Science (Summer term 2) Y9</li> <li>• Tutorial on consent by RKe senior prefects in y13</li> </ul>
Intimate and sexual relationships, including sexual health	<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,</li> <li>• positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing</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 and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> </ul>	<ul style="list-style-type: none"> <li>• Drama Scheme of Work covering exploration of healthy and unhealthy relationship' warning signs around any type of relationship. Y8</li> <li>• TENDER (Arts in Education) implement a 2 day programme with targeted students in Y8 on healthy relationships Y8</li> <li>• Bromley Healthcare, C-Cards, condom Thursdays with counselling and demonstration and free chlamydia testing kits for Y12 &amp; Y13 students</li> <li>• KS4 Biology curriculum covers contraceptive information, efficacy, choices around intimacy and facts relating to sexually transmitted infections. (New second contraceptive kit purchased 2019) Y9-11</li> <li>• Healthy Relationship Sessions (summer term) during Science lessons addresses all of these points. Y9 &amp; 10</li> <li>• RE (Spring term) unit of work on Matters of Life and Death covers abortion.Y9</li> </ul>

	<ul style="list-style-type: none"> <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> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>	<ul style="list-style-type: none"> <li>• RE (summer term) unit of work on Marriage and Family includes exploration of different methods of contraception. Y9</li> <li>• LGBTQ+/Metro involvement for students, some of whom are trained as ambassadors and have an open door policy offering counselling and support Y12 &amp;13</li> <li>• Safety on a night out Y13</li> <li>• World AIDS day focused science lesson.</li> </ul>
	<ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause</li> </ul>	<ul style="list-style-type: none"> <li>• KS4 Biology curriculum includes the effects of lifestyle choices on the body Y9-11</li> </ul>
The Law	<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> <li>• sexuality</li> </ul>	<p>The law is explicitly covered in</p> <p>Science relationships sessions, Y9-Y10.</p> <p>E-safety assemblies All years</p> <p>Impact factor (Spring term) Y8</p> <p>Your Choice, Your Voice Y9</p> <p>Pornography assembly Y12 &amp; 13</p> <p>Consent assembly Y12 &amp; 13</p>

	<ul style="list-style-type: none"> <li>• gender identity</li> <li>• substance misuse</li> <li>• violence and exploitation by gangs</li> <li>• extremism and 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>	LGBT History month assembly (Y)
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- 4.1. As part of the school’s Science curriculum, Key Stage 3 students will encounter Sex Education in Year 7 as part of the reproduction unit taught in science lessons. The content of this unit includes anatomy and physiology relating to sexual reproduction, sexual intercourse, pregnancy and childbirth. It also includes physical changes to the body that occur at puberty as well as the menstrual cycle. At KS3 students also study specialised cells including the role and adaptations of sperm and egg cells, they also study disease and prevention of disease which includes the transmission of sexually transmitted infections [STIs]. Students watch a BBC documentary entitled ‘The Human Body’ which allows presentation of what bodies looks like and presents an opportunity to discuss what ‘normal’ bodies look like.
- 4.2. In Year 8 key drama students will be identified to take part in a sexual exploitation and safe relationship workshop with TENDER for 2 days in the autumn term. This will culminate in a presentation to the whole year group. Surveys are completed by both participants in the drama and the audience to judge impact and understanding. The drama curriculum enables students to explore relationships and behaviours in a safe environment.
- 4.3. Within the Key Stage 4 curriculum, the biology GCSE course content covers the hormonal control of the menstrual cycle in more depth than at KS3, as well as the use and ethics of the contraceptive pill and IVF treatments. KS4 students also have a healthy relationships workshop during a science lesson at the end of Years 9 and 10. This session includes further knowledge on anatomy and physiology, puberty and adolescence, sexually transmitted infections: diagnosis, prevention and treatment, contraception availability and correct use, and some social and emotional aspects of relationships including legal information, social pressure, religious beliefs, sexuality and FGM.
- 4.4. In recognition of World Aids Day, in the autumn term Science staff deliver a lesson to Year 8 to Year 10 students raising awareness of AIDS; these challenge misconceptions and homophobia-related stereotypes surrounding AIDS as well as covering safe sex.

- 4.5. Year 7 to 11 students reflect on Internet safety within the KS3 and 4 tutorial and assembly programme. This includes safe use of social media sites and appropriate relationships on these sites. 'Sexting' is also covered from Year 7 onwards
- 4.6. Community services such as the police, fire service, Bromley Healthcare and the prison service are invited into school Personal Development days in KS3 and KS4. Year 8 'Impact Day' in the spring term includes a presentation from Rape Crisis as part of a carousel on keeping safe in the community; Relationships and Sexual exploitation are explored. The school invites Bromley Healthcare into school to work with all Year 9 students for a 'Your Choice, Your Voice' day in the spring or summer term, completing a carousel of workshops on themes including healthy relationships, pornography, body image and mental health.
- 4.7. From 2009, professional agencies offering chlamydia tests as well as age-specific STI advice present to the Sixth Form. The 'C CARD' is offered in school, raising awareness of where Sixth Formers can get free contraception from in the community. As part of Year 12 'Horizons' week in the summer term all students take part in a carousel of activities based around personal safety. Sexual health is included in this.
- 4.8. From September 2021 every student will have two RSE focused Personal Development drop sessions targeting key, relevant aspects of the programme in an age appropriate manner.
- 4.9 The English curriculum presents multiple opportunities to explore relationships. When studying Shakespeare often there are questions and discussions about sex and relationships. Poetry study in Y11 covers relationships and love, including same sex relationships.

## **5. Equality**

- 5.1. The Relationships and Sex Education programme has been devised to support the commitment of the School to the relevant requirements of the Equality Act 2010.

It does this in the following ways:

- By not unlawfully discriminating against students and staff who have protected characteristics.
- By taking positive action, where it is needed, to deal with particular disadvantages affecting one particular group because of a protected characteristics, for example, taking positive action to support girls where evidence of sexual harassment was present.
- By establishing a balanced and relevant RSE curriculum which is accessible to all students, taking into consideration the makeup of our own student body, including gender, age, SEND.
- By using teaching strategies that encourage positive attitudes and healthy, respectful peer-to-peer communication and behaviour.
- By challenging prejudice and intolerance, promoting use and expecting language which promotes positive images and mutual respect.

- By providing a safe environment for discussing these issues where the ground rules are established very clearly and information shared is based on facts and evidence.

## **6. Organisation of Relationships and Sex Education Policy**

### **6.1. Name of person responsible for planning and delivery:**

A deputy head, RSE lead teacher and the Achievement Coordinators share responsibility for overall planning and work with Pastoral staff to develop the programmes in particular years.

### **6.2. Recommendations for schools from Ofsted report (June 2021)**

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this Charles Darwin School should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.

This should include carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion on topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'.

### **6.3. Teaching of relationships and sex education**

It is important that teachers delivering the programme have appropriate high quality training and choose to teach on the programme. This is achieved during relevant tutorial sessions and in different subject areas where appropriate. All students have access to the programme unless withdrawn from certain aspects by their parents. Students are taught in small, mixed ability groups, using resources that are designed to be accessible to students of all abilities and adjusted so that they are deemed appropriate for the age and individuals being taught. The programme involves the use of many resources. These are selected only if they support the aims and objectives of the programme, are easily accessible to students, respect the sensitivities of the students and their parents and are free of bias by gender, race or in any other form. Some of these are published materials, but many are produced by staff at the School.

### **6.4. Training provision**

Training and collaboration with Bromley Primary Care Trust ensures that teachers are up to date, both with the background biological knowledge



associated with such topics as STIs and contraception and with new methods of teaching. The delivery of the sex education programme by a relatively small number of science teachers ensures that they can be offered adequate training.

6.5. External agencies and charities will be involved in the leading of assemblies, workshops and lessons where appropriate.

## **7. Statements on Specific Issues**

### **7.1. Contraceptive ‘advice’, information and referrals to under 16s (individually and in the classroom):**

Teachers should not offer individual contraceptive advice to students. This role is more appropriately performed by a Health Professional e.g. a Doctor or a Nurse. Students are referred to the School Nurse and local services. Work on contraception appears in science and Personal Development lessons. A small amount appears towards the end of Year 9, with the major coverage in Year 10. Different methods are discussed, their relative merits, availability and relevance to different circumstances and lifestyles. The dual role of some contraceptives in giving protection against certain STIs and HIV is stressed.

7.2. Over 16's Bromley Healthcare via school nurse will be available on a monthly basis for advice, guidance and provision of contraception to Sixth Formers. The “C” card is offered to all Year 12s in the summer term to enable them to get free contraception in the community.

### **7.3. Confidentiality (individual and in the classroom)**

Confidentiality within the classroom is an important element of sex education. Teachers should, however, take care that they do not compromise themselves by promising confidentiality to individual students in ‘delicate’ situations. It is always wise in such situations to share information, most appropriately with the relevant Achievement Coordinator or the lead safeguarding member of staff. Legal guidelines will be followed.

### **7.4. Child safeguarding procedures**

This document should be read in conjunction with the school’s latest Safeguarding Children and Young People Policy. This is available on the school website.

### **7.5. Child withdrawal procedures**

Parents have the legal right to withdraw children from some aspects of the sex education programme and the School fully respects that right. Parents who wish to withdraw their children from sex education should write to the Head teacher stating that they wish to do so. No explanation is required. However, we hope that no student will be withdrawn from the relationships and sex education programme. Governors, teachers and parents have all worked hard to produce a course that is sensitively taught and appropriate to the needs of young people. Therefore, we would request that parents thinking of withdrawing a child give staff an opportunity to talk to them about the programme and hopefully allay any fears that they may have.

A student who is not following the relationships and sex education programme will not attend that particular section of activities, but will follow

another activity. The rest of their PSHE programme will be undisturbed. If discussion of sexual matters is likely to occur in other lessons, teachers need to be aware of students who are withdrawn from sex education lessons. If necessary they may need to be removed from particular lessons. This is unlikely to occur frequently, if at all. Where such matters emerge in an unpredictable context, teachers should use their professional judgment. In most cases, a brief answer is appropriate and acceptable.

**7.6. Bullying procedures**

Should issues of bullying or sexual harassment arise the procedures laid down in the School Anti-Bullying Policy should be followed. These documents are available on the school's website.

**7.7. Complaints procedure**

Charles Darwin School has an open relationship with parents and always encourages them to express their concerns to the School so that they can be addressed. The person to contact with such a complaint about the relationships and sex education programme is the Head teacher.

**7.8. Procedures for the involvement of health professionals and visitors**

Where people are invited in to speak to students, they will be made aware of the guidelines and will be expected to follow them. A member of staff will be present during the talk. Safeguarding policy applies here.

**7.9. Procedures for supporting any members of the school community infected or affected by HIV**

This area is covered by the Health and Safety Policy.

## **8. Working with Parents**

- 8.1. Parents have made a contribution to the production of this policy and we very much value the opinion of parents on the teaching of this sensitive area.
- 8.2. Charles Darwin School practices a very open approach in its dealings with parents. Parents who have concerns about sex education are encouraged to discuss these issues with the appropriate members of staff. Parents will be invited in to discuss materials and teaching via the Link (school newsletter) with the relevant member of staff.

## **9. Dissemination of the Policy**

- 9.1. All staff, governors, parents and pupils will have access to this policy via the school website.

## **10. Monitoring and Evaluation of the policy (updated in light of OFSTED recommendations June 2021)**

- 10.1. As of June 2021, the school will keep a routine record and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early.
- 10.2. A behavioural approach will be used including sanctions where appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated. The school should consistently uphold standards in their responses to sexual harassment and online sexual abuse.
- 10.3. Provision of RSE is monitored and reviewed, co-ordinated by the DSL.
- 10.4. Regular audit of RSE provision is conducted across the curriculum and through the pastoral programme.
- 10.5. RSE is discussed and events planned at Faculty Workshop and Year team meetings.
- 10.6. Staff to share good practice
- 10.7. Use of student surveys to assure and improve provision.
- 10.8. RSE Policy to be reviewed annually in June.

**Highlighted linked tutorial themes 2019/2020**

**Appendix 1**  
**(updated annually)**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Ready to learn induction  Wellbeing/Independence/ organisation	Making Friends  Anti-bullying	Growth Mindset	Feeling good	Preparing to reach your goals	Motivation and aspirations for the future
<b>Year 8</b>	Confidence and Self- esteem	Ant-bullying/E Safety	Aspirations, dreams and careers.	Growth mind- set/personal development/our countries politics.	Exam preparation and revision	Big questions, reasoning and difference in opinions
<b>Year 9</b>	Build back better- the path to being mindful, resilient and independent (6 weeks)	Healthy lifestyle- physical and mental health (4 weeks)	The value of making mistakes (6 weeks)	Finance (5 weeks)	Healthy relationships (6 weeks)	Exam preparation and revision (2 weeks)
		E-safety and keeping safe (3 weeks)				Healthy relationships (3 weeks)
<b>Year 10</b>	Resilience and self esteem	Democracy	Healthy relationships	Healthy relationships	PPE exam preparation	Careers

<b>Year 11</b>	The key ingredients for success. Preparing for success in Year 11 and the long term.	Post 16 pathways and applications	What kind of learner am I? Revision techniques for success	Exam preparation and revision	Exam preparation and revision	n/a
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## **Appendix 2**

### **Historic review of the Relationships and Sex Education programme, formerly known as the Sex and Relationships Education policy**

#### **2016 A review of this policy by the School Council proposed the following changes:**

A review of the Sex Education policy by the Governors, senior team and the School Council in the spring term 2014 commented that provision relating to anatomy and disease in Science was good, though relationship based education needed greater focus. This was in order to meet the changing pressures and expectations on young people, and changes to family backgrounds.

As a result of this review, April 2014 saw greater inclusion of emotional aspects of relationships in the curriculum and an on-going review of this area since:

- A new scheme of work has been introduced in Year 8 drama lessons. Themes surrounding managing feelings in relationships and different types of relationships are explored. A variety of family backgrounds will be explored.
- Greater reference to healthy relationships and social media will be explored in Year 7 and 8 IT lessons. A new curriculum has been followed in this area since September 2015.
- A new PSHE session to explore and question choices in relationships has been introduced to Year 10's. This will be facilitated by Science teachers in the summer term. Groupings of students will be considered carefully, based on student choice, so that students are comfortable to participate in the workshops. Use of DVD materials e.g. TV soap operas and dramatisations will be used to model inappropriate relationships and the consequences of relationship choices, for example Sexual Exploitation. Use of pornography on students' understanding of healthy sexual relationships will be discussed.
- Greater use of assembly programme to promote awareness and tolerance of different forms of identity and relationships for example transgender people and same sex relationships.

#### **2016**

#### **A review of this policy by the School Council proposed the following changes:**

- That the Year 12 sexual health focus is included in the autumn term tutorial programme as opposed to waiting till the summer term
- This was agreed by the head of Sixth Form for September 2016
- A summary of this Relationships and Sex Education policy should be included in the pupil planner
- That more time is spent in September informing pupils of the contents of the planner to raise awareness of this policy and others.

## Appendix 3

### Exemplar teaching resources used in implementing the programme.

#### Drama:

##### Year 8

##### Relationships

#### Overall aims

This scheme of work aims to improve student understanding of what constitutes a healthy relationship and enable students to understand the importance of having boundaries with friends, with family, with boyfriends/girlfriends etc. **Each lesson has a different focus around issues that have been identified as sometimes challenging for this age group.** Through role play and discussion students will consider what is appropriate to share with others and explore positive qualities in a range of relationships.

#### Skills/techniques

- Discussion
- Teacher in Role/ role-on-the-wall
- Improvisation

#### Content

Some lessons are linked to an imagined character to enable students to explore the ideas with more confidence, without exposing themselves in the Drama. Students will have the opportunity to consider positive action that might be taken to improve relationships.

#### Lesson1

Privacy and secrets

**Learning objective:** To understand what motivates people to have secrets and share information with others.

To be able to identify what information is appropriate to share and what information is appropriate to keep private.

Time	Activity	Resources
5 mins	Definition of a secret <b><i>“Something that is kept or meant to be kept unseen or unknown by others”</i></b>  Discuss definition. <b>Q: Do people tend to keep secrets totally to themselves? If you tell somebody does it stop being a secret? Why might someone decide to tell somebody something that they want to keep 'secret'?</b>	
5 mins	Groups of three (2 friends and mum/dad) Improvisation around keeping something secret. Students to pick context: Either.... 2 friends, have met up to get concert tickets in London but have told parents it is a sleep over. <b><i>Parents wouldn't want them to go up to</i></b>	

**London.**

Or...2 friends, have met up to go to secret football game. **Parent concerned about rival crowds and wouldn't want them to go.**

In scene, friend reveals the secret to parent. Students to explore what leads to the secret being revealed.

10 mins Share a selection of work

**Q: Why do you think the friend revealed the secret? How does it feel when you are part of keeping something a secret?**

**Q: Are there risks when telling anyone a secret? Are there more risks with certain bits of information?**

15 mins **Revealing information**

Grids

Some things we decide to keep private and wouldn't tell anyone, some things we are happy to share and some things we share with a few people but wouldn't want everyone to know.

Complete grid in groups, matching information to whether it is something to be kept private, shared with a few or shared with many.

**Discuss how students have matched them up.** *Emphasise that different people may have matched them up in slightly different ways but there are certain things that people would naturally want to share and there are things which are more appropriate to keep private. KEYWORD-APPROPRIATE.*

5 mins Pairs

Pick a piece of information that you would only tell a **few people**.  
**(Students can use examples on the sheet or pick something else)**

- Who would you tell?
- How would the conversation happen?
- What would you tell them about keeping it a secret/private?

Improvise conversation.

5 mins Discuss

**Q: What would you need to say to the person to ensure the information didn't go any further?**

**Q: How do you decide who to tell and who not to share information with? Can you be sure you have made the right decision?**



**Lesson 2**

Sharing information

**Learning objective:** To understand the potential impact of sharing information that is more appropriate to keep private.

Time	Activity	Resources
10 mins	<p>Chinese whispers in circle</p> <ul style="list-style-type: none"><li>• Allow students to send a message around circle</li><li>• T to send another message around the circle both ways. T to give more able students separate aims (to change message to a something specific)</li></ul>	<p><b>Must have an appropriate message to send around the circle and consider messages to give the more able.</b></p>
	<p><b>Q: What happened the second time?</b> <b>How does information get spread in real life?</b> <b>Does information change depending on who is being told it/who is passing it on?</b></p> <p>Emphasise that when we share information with someone it becomes out of our control and could potentially be shared with others.</p>	
5 mins	<p>Role-on-the-wall on white board.</p> <p>Introduce students to the character of Charlie (15 years old)</p> <p>Recently made some new friends in school, not as friendly with old friendship group. Sees a few of his/her close friends outside of school.</p> <p>Private info being shared. Sharing with some friends that you sent a valentines card to someone in an older year. Declaration of love ignored.</p>	
15 mins	<p><b>Q: <u>How</u> might Charlie have shared this information publicly?</b></p> <p>Possible responses: Online, has told people when other people could hear so it has become public knowledge</p> <p>TIR (Chinese whispers developed into role play)</p> <p>Set up room, so that it is like a playground/outside area.</p> <p>Students to consider a character they might play and position themselves in the space as if in the playground. <b>Some students to be cast as Charlie's close friends.</b></p> <p><b>Bring to life for 30 seconds. Students to improvise dialogue/movement.</b></p> <p>Explain that they will now have to bring it to life for longer. T to join in as teenager and should start to spread information (info that Charlie made public). Encourage students to spread info (<b>students can move in space and speak freely</b>)</p>	

Re-play TIR if appropriate to try and develop students' natural reactions.

More able to play Charlie.

Charlie to enter. Allow class to react spontaneously.

Stop class and **Q: What would realistically happen if the person who you were talking about entered? What are the possibilities?**

Re-play TIR from Charlie's entrance.

5 mins **Q: Why has Charlie shared this information in the first place? What has motivated the character to do this?**

15 mins In groups of 4  
Students to devise a scene where we see what happens next. Emphasise the importance of a positive outcome. Their ideas need to improve the situation. Consider role of the friends as well as any other characters who might help.

**Stop students after 10 minutes**

Discuss in front of board (emphasis on sharing of ideas, not performance) **Q: What action did you decide could be taken? How do you think the situation could be improved? What does Charlie need to do now?**

### Lesson 3

What makes a good relationship?

**Learning objective:** To understand the qualities needed for a good relationship.

Time	Activity	Resources
3 mins	List on the w/board the different types of relationships people have: <ul style="list-style-type: none"><li>• Family relationships</li><li>• Friendships (could break down further, best friend, acquaintances etc.)</li><li>• Boyfriend/girlfriend, partner, husband/wife</li><li>• Boss</li></ul>	
	<b><i>Students to understand that we will have different relationships with different people and we may feel closer to people in some relationships than others.</i></b>	
10 mins	<b><u>Diamond 9 activity in small groups (will need pen)</u></b>  Students to rank qualities they would look for in a positive relationship. 8 qualities must be placed. <b><i>Students to come up with their own for 9<sup>th</sup>.</i></b>  <b>Discuss top 3 qualities around the room. Are there similarities?</b>	Diamond 9 sheets

*Emphasise that there is no right way of arranging them and certain qualities will be very important to some and not so important to others.*

5 mins In pairs. Students to decide on the type of relationship they will explore (refer to list on w/board)

Students to improvise a scene where we see positive qualities in the relationship (get pairs to decide on 2 qualities they want to show).

**Lower ability pairs will need to be given a context**

5 mins Stop students and ask them to come up with some negative qualities in a relationship. **Q: What are the things that make relationships difficult or can make you feel unhappy?**

Take some responses/brainstorm.

5 mins **Development of improvisation**

Students need to develop their scene so that at least ONE negative quality is seen.

Emphasise that the positive qualities should still be in the scene but they now have to include at least one negative.

- Pair to decide who shows the negative qualities
- Students to decide the balance of the scene e.g. how negative or how positive the relationship is in terms of the qualities shown

***Challenge: More able should aim to show negative qualities in a subtle way***

15 mins Share a selection of scenes

Students to evaluate the kind of relationship being shown

- What positive qualities did we see?
- What were the negative qualities and how did they impact on the relationship/the other person?
- From what we saw do you think this is a healthy relationship? Why/why not?

5 mins Return to w/board. Ask students to consider whether they have ever shown any of the negative qualities discussed/seen in the drama.  
***Majority of students are likely to admit to having shown some of the negative qualities.***

Emphasise to class that we all have moments where we will display more negative qualities depending on how we feel/what is going on in our lives. However, a positive relationship should be one where the relationship is balanced and positive qualities should outweigh negatives.

***If time: Get class/individuals to come up with a definition of a healthy relationship. Could be starter/re-cap for next week.***

## Lesson 4

### Control in relationships

Learning objective: To understand what a controlling friendship might look like and why people might behave in a controlling way. ***Can you come up with some positive action that might be taken against controlling behaviour?***

Time	Activity	Resources
10 mins	Re-cap definition of a healthy relationship. Refer back to positive/negative qualities explored last lesson.  Ask students to discuss what it means if you are controlled by someone/in a controlling relationship. <b><i>Encourage students to think back to the qualities identified previously and how they are effected by someone controlling someone else.</i></b>	
10 mins	Improvisation  2 friends at a cafe/in canteen. One of them tells the other what they <b>should eat and shouldn't eat</b> . Cast it and students to improvise scene spontaneously.  Stop after a minute and now get them to replay scene but this time friend is to tell them what they can and can't eat. LANGUAGE CHANGE.  See a selection, both ways. Q: How has the scene changed? Has the tone changed?  <b><i>Freeze performance and shoulder tap. Ask character why are you behaving in this way?</i></b>  <b>Q: Is this controlling behaviour? Could it be interpreted any other way?</b>	
5 mins	Improvisation  2 friends. One of them tells the other friend they can't go out at the weekend with other friends and that they need to cancel plans and see them instead.  Students to explore idea through drama but not to be performed. <b>Q: How is this behaviour controlling? How might the friend justify their behaviour?</b>	
15 mins	Students to develop one of the improvisation ideas to communicate what positive action could occur next time the two	

friends meet.

Q: What can be done to next time to ensure a different outcome?  
How can the friend stop the controlling behaviour without shouting? ***Refer to idea of assertive rather than aggressive behaviour.***

10 mins

We have looked at how controlling behaviour might be seen in friendships.

**Q: Are there any other relationships where one person might control the other? Can you think of examples?**

**Q: Why do people control others?** *Students to consider what causes someone to act that way.*

*Refer back to the idea of a positive relationship and that freedom of choice, being able to express your opinions/ideas are vital.*

## **HW**

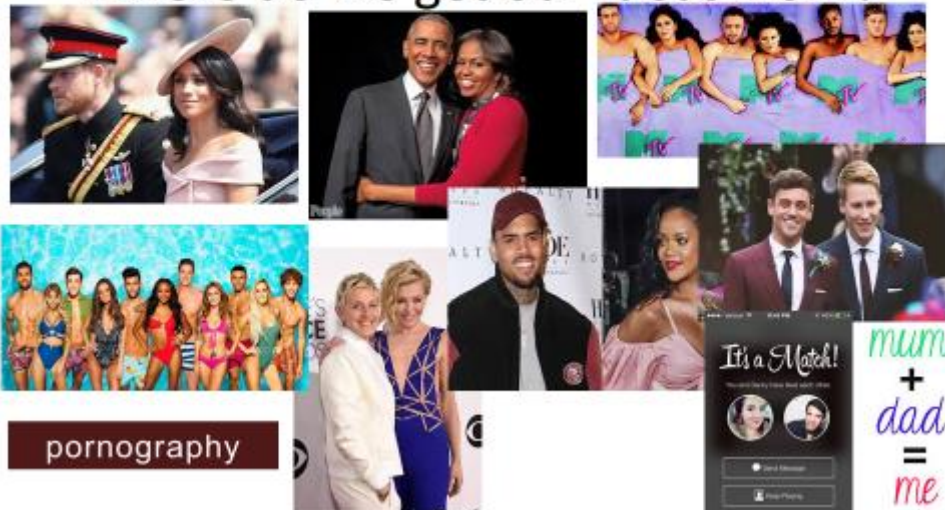
Agony aunt/problem page advice

Feature of a relationship	Healthy or unhealthy	Reason for your decision
Spending lots of time together; including every break and lunch time.		
Knowing each other's friends and family and making an effort with them.		
Never having an argument and making sure that you always avoid arguing		
Being open and honest with each other		

Always exchanging gifts		
Having a similar sense of humour		

## How do we know what a 'healthy' relationship is?

## Where do we get our ideas from?



**Sometimes relationships can become unhealthy. This next series of videos and questions for discussion explores what makes relationships 'unhealthy'.**

## What makes a relationship 'unhealthy'?



Young people with less knowledge about relationships or sex may be prone to victimisation as they may not understand that the abuse happening to them is wrong. A 2015 study by the Children's Commissioner found that over a quarter of adult survivors of child sexual abuse did not realise that they were being abused at the time. A survey of English schools by the Children's Commissioner found that over a third of teachers thought that children did not know enough about sexual abuse



Watch to 2:02 then pause.

**Questions:**

Has he been getting "signals"?

Do you think he has committed a crime?

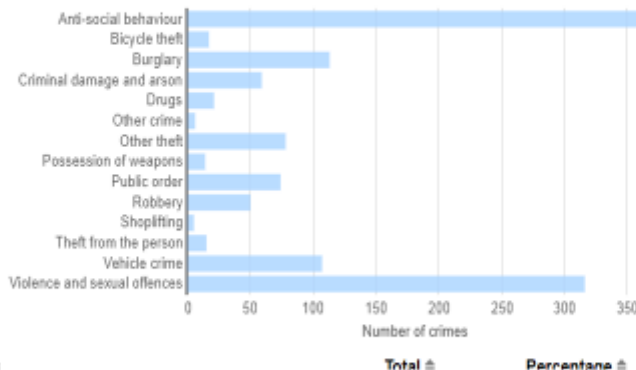
BBCThree: Is this sexual harassment?

Sexual harassment is any unwanted behaviour of a sexual nature that is offensive or makes **you feel** uncomfortable, humiliated, distressed, degraded, or intimidated. It creates a hostile and offensive environment. Even if it isn't directed at you, something that makes you feel this way is still sexual harassment. Sexual harassment can be committed by someone of the same sex or the opposite sex, and it can come from peers or someone in a position of authority.

**Common signs of sexual harassment are:**

- Sexual comments and jokes. This includes both when you are the subject of the joke and when you're not.
- Physical behaviour, including unwelcome sexual advances, touching, and all forms of sexual assault.
- Somebody displaying pictures, photos, drawings etc. of a sexual nature. For example, on their computer desktop background or erotic calendars.
- Sending messages with a sexual content. These can occur over text, emails, or an internal company messaging system.
- Facial expressions, hand gestures, and body movements of a sexual nature.
- Offensive comments on social media sites.
- Somebody staring or leering at your body.
- Somebody subjecting you to sexual propositions.
- Intrusive questions about your private or sex life.
- Behaviour of this nature is often described as just a 'bit of banter' – a phrase that massively downplays and trivialises the impact that sexual harassment can have on its victims.

## Comparison of crime types in this area between May 2017 and April 2018



Why do you think violence and sexual offences are such a large proportion of the crimes happening in Bromley?

## Domestic Violence and abuse

- Are experienced by adults and children from all backgrounds,
- Many domestic incidents remain unreported
- Incidents often result in devastating consequences for **long-term** mental and physical health.
- Domestic Violence/Abuse crosses **all** ethnicities, sexual orientations, class and age, with the impact of abuse on the elderly and those with complex and multiple needs often poorly reported.
- 2480 cases were reported in Bromley between June 2015 and June 2016. BUT it is known that only **35%** of domestic violence incidents are reported to the police.
- Kills two women every week in England and Wales by a current or former partner as reported by the Crime Survey of England and Wales for the year 2013/2014.
- Affects all age groups including children and older people, although the highest percentage of victims is in the 21-30 year age group. In Bromley, the highest percentage of perpetrator suspects is also in the 21-30 year age group.

## LGBT History Month tutorial resources

<b>5 mins</b>	<b>Introduction</b>	<p>Introduce the topic by reading the aims of the session. Explain that each year we celebrate LGBT+ History Month in February in the UK.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"><li>• Who has heard the acronym 'LGBT+'?</li><li>• What does 'LGBT' stand for?</li><li>• What does the '+' represent?</li></ul> <div><b>LGBT+</b><p>Lesbian, gay, bisexual, trans (definitions for these come in the next activity). The 'plus' is to represent lots of other related gender identity and sexual orientation words, that people choose to use to describe themselves.</p></div>
<b>15 mins</b>	<b>LGBT+ Terminology Anagrams</b>	<p>In this activity, we are going to learn some of the words that people commonly use to describe parts of their identity.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"><li>• What do we mean by the term 'sexual orientation'?</li></ul> <div><b>Sexual orientation</b><p>Is the part of a person's identity that describes the types of people that they are attracted to, or fancy?</p></div> <ul style="list-style-type: none"><li>• What do we mean by the term 'gender identity'?</li></ul> <div><b>Gender identity</b><p>Is how a person thinks about themselves, and knows themselves to be. A person might identify as a woman, a man, as both, as neither, or in another way.</p></div> <div><b>CONT...</b></div>

# CHALLENGES TO LGBT+ CELEBRATION AND EDUCATION

Read each of the challenges to LGBT+ celebration and education in the left hand column. Draw a line to what you think is the most appropriate response that could be given to this challenge in the right hand column.

COMMON CHALLENGES	POSSIBLE RESPONSES
'Why are there so many Prides? It's not fair that there isn't a Straight Pride too.'	People are complicated and complex, finding words to describe how we feel and want to be seen is really important.
'Being LGBT+ is a personal identity, why do we need to talk about it so much?'	If you mean something is rubbish, say it's rubbish. Identity words should be respected and used to describe who a person is.
'LGBTphobia is not as bad or serious as racism, but we talk about it more than racism.'	LGBT+ people have always existed, but they haven't always been visible, feeling like they needed to hide their true identity through fear. Erasing identities leads to confusion, prejudice and discrimination.
'My religion states that being LGBT+ is a sin, so I shouldn't have to learn about it.'	Is comparing types of discriminations that helpful? Why not use your time to challenge discrimination, rather than debate it?
'Primary school age is too young to be talking about this topic, it's inappropriate.'	Some people are LGBT+ and religious. Religion doesn't teach people to discriminate against anyone.
'Why are there so many identities and labels now? There are too many and it's too complicated!'	How can people begin to work out who they are if they don't have the language to describe how they feel?
'Talking about being LGBT+ is going to make people become LGBT+. Leave people to figure it out for themselves.'	Straight and cisgender people are represented everywhere, we see, read and talk about them all the time.
'The word 'gay' just means something rubbish now, we can't change the way we use it.'	LGBT+ Prides are to highlight a fight for rights, to be visible and to highlight discrimination against LGBT+ people; when do straight people experience discrimination for being straight?

# Prose: Letter to Our Younger Selves

In this lesson you will learn about the journalist and LGBT+ rights advocate Lyra McKee and start to think about ways of supporting those around us who might need it.

## Young people will:

- Develop an understanding of who Lyra McKee was.
- Reflect on the importance of empathy and support for peers and friends.
- Explore what being an 'ally' means.
- Have written a short piece of prose, showing support to their peers and friends.

**Supplied:** An Extract from Lyra McKee's 'Letter To My 14 Year Old Self' Page 25 **Needed:** Pens  
Workbooks/writing paper

## Preparation:

- 1) Read the entire lesson plan and familiarise yourself with the activities.
- 2) Photocopy an Extract from Lyra McKee's 'Letter to My 14 Year Old Self' (one per person).
- 3) If you have time, it might be useful to watch Lyra McKee's TEDx Talk (not to be shown to students) [www.ted.com/talks/lyra\\_mckee\\_in\\_memory\\_of](https://www.ted.com/talks/lyra_mckee_in_memory_of)

Time	Activity	Method
5 mins	Introduction	<p>Introduce the topic by reading the aims of the session.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>Has anyone heard of Lyra McKee before today?</li> </ul> <p>Lyra McKee was an LGBT+ advocate and journalist, who when covering a story about rioting happening in Derry, Northern Ireland in 2019, was shot dead by a gunman who was reported to have been shooting at the police.</p> <ul style="list-style-type: none"> <li>Does anyone know what an LGBT+ advocate is?</li> </ul> <p>An advocate is someone who acts in support on someone else's or a group's behalf, where that person or group might not be in a position to support themselves, or where an issue is given less attention, advocates can use their platform to raise visibility of an issue.</p>
20 mins	Lyra's Letter	<p>Tell the young people that LGBT+ History Month 2020 is dedicated to the memory of Lyra McKee. Hand out 'An Extract from Lyra McKee's Letter To My 14 Year Old Self' and explain that Lyra published, when she was 24, a letter that she had written to her 14-year-old self.</p> <p>Choose a few young people to take it in turns to read Lyra's letter out loud for the group, a paragraph at a time. Once read, in pairs or small groups, task the young people to pull out two themes from Lyra's letter that they feel they can relate to in some way and feed these back in their pairs and then as a whole group.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>Why did Lyra write a letter to her younger self?</li> <li>What do you think made Lyra publish this letter?</li> <li>What impact might this letter have on people who are LGBT+?</li> <li>What impact might this letter have on people who are not LGBT+?</li> </ul>

Time	Activity	Method
30 mins	Letter to a Friend	<p>Explain to the young people that they are now going to think about writing a letter, which addresses some or one of topics that have been discussed.</p> <p><b>Questions to ask the group:</b></p> <ul style="list-style-type: none"> <li>• What does the word 'ally' mean?</li> </ul> <p>An ally is a person who fights for, and supports others in their fight for equality, despite not being a member of the marginalised group, e.g. a straight and/or cisgender person who believes in, and fights for equality, for LGBT+ people.</p> <ul style="list-style-type: none"> <li>• Are you an LGBT+ ally?</li> <li>• Are you a visible or audible LGBT+ ally?</li> <li>• What are the things you do or say that make it clear that you are an LGBT+ ally?</li> </ul> <p>Give each person a piece of paper, or ask them to work in their books. The task is to write a letter to LGBT+ folk, many of whom might not be 'out' and might not know (without it ever being said), that you are their ally. Themes for the letter might include:</p> <ul style="list-style-type: none"> <li>• LGBT+ equality</li> <li>• Challenging LGBTphobia</li> <li>• The positives of being an LGBT+ person</li> <li>• Why you are an LGBT+ ally</li> <li>• What you will do as an LGBT+ ally/friend</li> <li>• Your hopes and dreams for the future</li> </ul> <p>Allow the group to choose who their letter is addressed to; this might be a hypothetical or real friend, family member, peer, a historical LGBT+ figure, or it could be addressed to 14-year-old Lyra.</p> <p>If it is appropriate, you could give some time for the young people to share their letters with each another. This could be by swapping letters between pairs, or for young people to read their letters out loud, if they wish.</p>

