

## Relationship and Sex Education Plan Overview 2020

If resources are not available electronically please see PSHE subject leader. For Springwood Gill Matthews and for Linwood Jodie Pierce.

	Learning Opportunities (statutory requirements)	Core Package Resources	Further Resources
KS1	<p>Outlined in the Early Years Development Matters Curriculum.</p> <p>Outlined in the SEND Early Years Curriculum.</p> <p>Outlined in the Semi-Formal Curriculum.</p>	N/A	<p>Pantasaurus</p> <p>J:\Curriculum\CURRICULUM 2014\PSHE\RSE Resources\Pantasaurus</p> <ul style="list-style-type: none"> <li>• PANTS guidance for early years</li> <li>• Pantasaurus video</li> </ul> <p>Rainbow SEAL</p> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Rainbow Seal\Foundation\Relationships</p> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Rainbow Seal\Year 1\Relationships</p> <p>Talkabout for Children 1 Workbook.</p>
KS2	<p><b>Every key stage 2 class need to teach these topics throughout the year at a level appropriate to their pupils. This may require individualised programmes of study.</b></p>		
	<p><b><u>Topic 5: Being Safe</u></b></p> <p><b>By the end of KS2 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> </ul>	N/A	<p>Pantasaurus</p> <p>J:\Curriculum\CURRICULUM 2014\PSHE\RSE Resources\Pantasaurus</p> <ul style="list-style-type: none"> <li>• Pantasaurus video</li> <li>• PANTS for children with Autism</li> <li>• PANTS for children with learning disabilities</li> <li>• PANTS lesson plan</li> <li>• PANTS poster</li> <li>• PANTS presentation</li> <li>• PANTS teaching resource guidance</li> </ul>

<ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice from e.g. family, school and/or other sources</li> </ul>		<p>Talkabout for Children 2 Workbook</p> <p>Talkabout for Children 3 Workbook</p> <p>Rainbow Seal J:\Curriculum\CURRICULUM 2014\PSHE\Rainbow Seal\Foundation\Getting on and Falling out J:\Curriculum\CURRICULUM 2014\PSHE\Rainbow Seal\Year 1\Getting on and Falling out</p>
<p><b>Topic 8: Changing adolescent body</b> <b>By the end of KS2 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from ages 9 through to 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Puberty-LD\Activities</p> <ul style="list-style-type: none"> <li>• Activity 1 – Public v Private</li> <li>• Activity 2 – Sequencing body changes</li> <li>• Activity 3 – Body changes</li> <li>• Activity 4 – Managing Periods</li> <li>• Activity 5 Wet Dreams – Males</li> <li>• Activity 6 – Appropriate Masturbation</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Puberty-LD\PowerPoint</p> <ul style="list-style-type: none"> <li>• Puberty PowerPoint</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Puberty-LD\Film</p> <ul style="list-style-type: none"> <li>• Films</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Puberty-LD\Resources</p> <ul style="list-style-type: none"> <li>• Selection of leaflets</li> </ul>	<p>DVD – Living and Growing Unit 1 programme 1,2,3 Unit 2 programme 4 DVD – You, your body and sex – periods and growing up.</p>

<p>KS3</p>	<p><b>Physical Health and Mental wellbeing</b>  <b>Topic 8: Changing adolescent body</b>  <b>By the end of KS3 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>	<p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Puberty-LD\Activities</p> <ul style="list-style-type: none"> <li>• Activity 1 – Public v Private</li> <li>• Activity 2 – Sequencing body changes</li> <li>• Activity 3 – Body changes</li> <li>• Activity 4 – Managing Periods</li> <li>• Activity 5 Wet Dreams – Males</li> <li>• Activity 6 – Appropriate Masturbation</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Puberty-LD\PowerPoint</p> <ul style="list-style-type: none"> <li>• Puberty PowerPoint</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Puberty-LD\Film</p> <ul style="list-style-type: none"> <li>• Films</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Puberty-LD\Resources</p> <ul style="list-style-type: none"> <li>• Selection of leaflets</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Conception- LD\Films</p> <ul style="list-style-type: none"> <li>• Film clips</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Conception- LD\Handout</p> <ul style="list-style-type: none"> <li>• Bodyworks – your guide to reproduction</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Conception- LD\PowerPoint</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> </ul>	<p>DVD – Living and Growing Unit 2  Programme 5 and 6 girl talk and boy talk</p> <p>DVD – You, your body and sex – keeping clean and masturbation.  <a href="https://bettyforschools.co.uk/resources/11-12-year-olds">https://bettyforschools.co.uk/resources/11-12-year-olds</a></p> <p>What’s Happening to Ellie?</p> <p>What’s Happening to Tom?</p> <p>Things that Tom likes.</p> <p>Things that Ellie likes.</p> <p>Social stories and booklets.</p>
	<p><b>Relationships and sex education</b>  <b>Topic 1: Families</b>  <b>By the end of KS3 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> </ul>	<p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Activities</p> <ul style="list-style-type: none"> <li>• Activity 1- Simpson activity</li> <li>• Activity 2- Relationship Target</li> <li>• Activity 3- Stand up, sit down</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Films</p>	<p>Talkabout Sex and Relationships 1 Workbook</p>

<ul style="list-style-type: none"> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>	<ul style="list-style-type: none"> <li>• ARC England Film clips and discussion</li> </ul>	
<p><b>Topic 2: Respectful relationships including friendships. By the end of KS3 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> </ul>	<p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Activities</p> <ul style="list-style-type: none"> <li>• Activity 4- Perfect partner</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Relationships PowerPoint</p> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Resources</p> <ul style="list-style-type: none"> <li>• Relationships leaflet</li> </ul>	<p>Talkabout for Children 3 Workbook</p> <p>Talkabout DVD</p> <p>Talkabout Sex and Relationships Workbook</p>

<ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> </ul>		
<p><b>Topic 3: Online and Media</b>  <b>By the end of KS3 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online their rights, responsibilities and opportunities online</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 what to do and where to get support to report material or manage issues online</li> </ul>	<p>N\A</p>	<p>Videos and plans  J:\Curriculum\CURRICULUM  2014\ICT\Esafety\Social media\Jigsaw  (online profile)</p> <p>J:\Curriculum\CURRICULUM  2014\ICT\Esafety\Social media\Sams  real friends</p> <p>J:\Curriculum\CURRICULUM  2014\ICT\Esafety\guides pupils &amp;  parents</p> <p>J:\Curriculum\CURRICULUM  2014\ICT\Esafety\sexting</p>

<ul style="list-style-type: none"> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>		<p>J:\Curriculum\CURRICULUM 2014\ICT\Esafety\Live streaming</p>
<p><b>Topic 4: Being Safe</b>  <b>By the end of KS3 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <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>	<p>Docs J: / Curriculum/ CURRICULUM 2014/ Consent LD/ Activities</p> <ul style="list-style-type: none"> <li>• Activity 1 Meaning of consent in a sexual relationship</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Consent- LD\PowerPoint</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Activities</p> <ul style="list-style-type: none"> <li>• Activity 4- Perfect Partner</li> </ul>	<p>Talkabout Sex and Relationships 2 Workbook</p> <p>DVD – You, Your body and sex – Kylie and Jason Consent and meeting someone.</p> <p>J:\Curriculum\CURRICULUM 2014\PSHE\RSE Resources\FGM</p> <ul style="list-style-type: none"> <li>○ FGM Presentation</li> <li>○ FGM Case studies and worksheets</li> <li>○ FGM Teacher’s Resource</li> <li>○ FGM Game Teachers Pack</li> <li>○ Forward FGM lesson plan</li> <li>○ Healthy Schools KS3 FGM Lesson plan</li> <li>○ Suggested Website links</li> </ul>
<p><b>Topic 5: Intimate and sexual relationships including sexual health</b>  <b>By the end of KS3 pupils should have been taught the following:</b></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,</li> </ul>	<p>Docs J:/ Curriculum/ CURRICULUM 2014/ Conception LD/ Activities/</p> <ul style="list-style-type: none"> <li>• Activity 1 Conception Timeline</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Contraception LD/ Films</p> <ul style="list-style-type: none"> <li>• Clinic Visit</li> </ul>	<p>DVD – You, Your body and sex – Kylie and Jason loneliness, consent and meeting someone, relationships love and affection, Safer sex, condoms, sex and people’s attitudes.</p> <p>Talkabout Sex and Relationships 1</p>

	<p>consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <ul style="list-style-type: none"> <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>• 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>• 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>		<p>Workbook</p> <p>Talkabout Sex and Relationships 2 Workbook</p> <p>DVD – Living and Growing Unit 3 programme 7 &amp; 8 How babies are made, How babies are born</p> <p>DVD – Living and Growing – Unit 3 Programme 9 Let’s talk about sex (Linwood DVD)</p>
KS4	<p><b>Topic 1: Families</b></p> <ul style="list-style-type: none"> <li>• What marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> </ul>	<p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Relationships PowerPoint</p> <ul style="list-style-type: none"> <li>• Relationships PowerPoint</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Resources</p> <ul style="list-style-type: none"> <li>• Relationships Leaflet</li> </ul>	<p>Talkabout Sex and Relationships 1 Workbook</p>

<ul style="list-style-type: none"> <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, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>		
<p><b>Topic 2: respectful relationships including friendships</b>  <b>By the end of KS4 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others,</li> </ul>	<p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Activities</p> <ul style="list-style-type: none"> <li>• Activity 5- Healthy and Unhealth relationships</li> <li>• Activity 6- Relationship timeline</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Relationships PowerPoint</p> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Resources</p> <ul style="list-style-type: none"> <li>• Relationships leaflet</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Films</p> <ul style="list-style-type: none"> <li>• Film clips and discussion</li> </ul>	<p>Talkabout for Children 3 Workbook</p> <p>Talkabout DVD</p> <p>Talkabout Sex and Relationships 1 Workbook</p> <p>Talkabout Sex and Relationships 2 Workbook</p>

	<p>including people in positions of authority and due tolerance of other people's beliefs.</p> <ul style="list-style-type: none"> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>		
	<p><b>Topic 3: Online and Media</b>  <b>By the end of KS4 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them what to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> </ul>	<p>N/A</p>	<p>Videos and plans  J:\Curriculum\CURRICULUM  2014\ICT\Esafety\Social media\Jigsaw  (online profile)</p> <p>J:\Curriculum\CURRICULUM  2014\ICT\Esafety\Social media\Sams  real friends</p> <p>J:\Curriculum\CURRICULUM  2014\ICT\Esafety\guides pupils &amp;  parents</p> <p>J:\Curriculum\CURRICULUM  2014\ICT\Esafety\sexting</p> <p>J:\Curriculum\CURRICULUM  2014\ICT\Esafety\Live streaming</p> <p>J:\Curriculum\CURRICULUM  2014\ICT\Esafety\revenge porn KS4+</p>

<p><b>Topic 4: Being Safe</b>  <b>By the end of KS4 pupils should have been taught the following:</b></p> <ul style="list-style-type: none"> <li>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <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>	<p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Handouts</p> <ul style="list-style-type: none"> <li>R U ready leaflet</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Consent LD/ Activities</p> <ul style="list-style-type: none"> <li>Activity 2 What does it look and sound like</li> <li>Activity 3 Recognising Consent Activity</li> <li>Activity 4 Rosie and Sammy consent film</li> <li>Activity 5 Play Pause Stop</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Consent- LD\PowerPoint</p> <ul style="list-style-type: none"> <li>PowerPoint</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Consent- LD\Film</p> <ul style="list-style-type: none"> <li>Film clips</li> </ul>	<p>Talkabout Sex and Relationships 1 Workbook</p> <p>Talkabout Sex and Relationships 2 Workbook</p> <p>DVD – Are you Ready?, conception, contraception, pregnancy</p> <p>J:\Curriculum\CURRICULUM 2014\PSHE\RSE Resources\FGM</p> <ul style="list-style-type: none"> <li>FGM Presentation</li> <li>FGM Case studies and worksheets</li> <li>FGM Teacher’s Resource</li> <li>FGM Game Teachers Pack</li> <li>Forward FGM lesson plan</li> <li>Healthy Schools KS3 FGM Lesson plan</li> <li>Suggested Website links</li> </ul>
<p><b>Topic 5: Intimate and sexual relationships including sexual health</b>  <b>By the end of KS4 pupils should have been taught the following:</b></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>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause</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> </ul>	<p>Docs J:/ Curriculum/ CURRICULUM 2014/ Relationships LD/ Handouts</p> <ul style="list-style-type: none"> <li>R U ready leaflet</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Conception LD/ Activities/</p> <ul style="list-style-type: none"> <li>Activity 1 Conception Timeline</li> <li>Activity 2 What does a baby need</li> <li>Activity 3 Pregnancy Choices</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Contraception / Activities</p> <ul style="list-style-type: none"> <li>Activity 1 Condom Demonstration</li> <li>Activity 2 Contrakit Activity Description</li> <li>Activity 3 Pregnancy True or False</li> </ul>	<p>DVD – You, Your body and sex – Kylie and Jason loneliness, consent and meeting someone, relationships love and affection, Safer sex, condoms, sex and people’s attitudes.</p> <p>Talkabout Sex and Relationships 1 Workbook</p> <p>Talkabout Sex and Relationships 2 Workbook</p> <p>DVD – Living and Growing Unit 3 programme 7 &amp; 8 How babies are made, How babies are born</p>

	<ul style="list-style-type: none"> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>	<p>Docs J:/ Curriculum/ CURRICULUM 2014/ Contraception LD/ Films</p> <ul style="list-style-type: none"> <li>• Condom demonstration</li> <li>• Clinic Visit</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Contraception LD/ Handout/</p> <ul style="list-style-type: none"> <li>• Contraception</li> <li>• LD contraception</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ Contraception LD/ PowerPoint/</p> <ul style="list-style-type: none"> <li>• Contraception PowerPoint</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\Contraception\Contraception\Supporting Resources</p> <ul style="list-style-type: none"> <li>• Contraception leaflet</li> </ul> <p>Docs J:/ Curriculum/ CURRICULUM 2014/ STI's / Activities</p> <ul style="list-style-type: none"> <li>• Activity 1 Safer sex timeline</li> <li>• Activity 2 Condom demonstration</li> <li>• Activity 3 Condom timeline</li> <li>• Activity 4 Safe behaviour activity</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\STI'S-LD\Film</p> <ul style="list-style-type: none"> <li>• Pass the Parcel</li> </ul> <p>J:\Curriculum\CURRICULUM 2014\PSHE\Core Package\STI'S-LD\PowerPoint</p> <ul style="list-style-type: none"> <li>• STI's PowerPoint</li> </ul>	<p>DVD – Living and Growing – Unit 3 Programme 9 Let's talk about sex (Linwood DVD)</p> <p>DVD – Your Life, Your Choice –pregnancy</p> <p>Model Penis with artificial semen, Model Penis economy model with condoms.</p>
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