

Tutor Time Curriculum Map

Year 7: Tutor Time PSHCE	Summer 1
Number of sessions: 9	KS3 – Puberty and Consent

Week Beginning	Lesson number & Title	Session objectives	Outline of the session	Key questions	Key terms and concepts
17 th April	1. Body Awareness	I will learn about the sexual organs of the body in order to understand how everyone is different.	In this lesson students will complete a baseline assessment in order to assess how much they know about the upcoming topic so far. They will then come back to this in the recap lesson. In this lesson students will learn about the sexual organs and the stigma that surrounds them that may cause shame and embarrassment due to them being different to another.	What are the sexual organs? Why is it important to know what they are?	Penis Vagina
24 th April	2. Puberty	I will learn what puberty is in order to be prepared for what happens as I grow.	In this lesson students will learn what puberty is in order to understand how their body is going to change/as already started to change. This lesson will focus more on the emotions surrounding the puberty and why people feel them.	What is puberty? When does puberty start and how long does it last? Why are the emotions around puberty?	Puberty Emotions
	3. Body changes	I will learn about the bodily changes that happen during puberty in order to understand what to expect.	In this lesson students will recap what puberty is in order to understand how it affects both males and females. Students will learn what to expect and why it is important to know what to expect.	What is puberty? What should women expect during puberty? What should men expect during puberty?	Puberty Expectations

1 st May	4. Body Image	I will recap the bodily changes that can happen during puberty in order to understand how they can affect my body image.	In this lesson students will recap on the changes that can happen during puberty as well as look back to the beginning of the year when they looked at body image. Students will then think about how puberty can positively and negatively affect body image in order to go onto look at turning the negatives into positives.	What is body image? How can puberty affect body image?	Puberty Body Image
8 th May	5. Periods	I will learn about the menstrual cycle in order to understand how it can be embraced.	In this lesson students will go into more detail about the bodily change of periods. Students will learn about the different period products there are as well as why many may find it hard to talk about it, allowing all students to understand that it is a normal part of growing up as a female.	What is a period? What are the different period products? Why do some find it hard to talk about periods?	Periods
	6. Emotional Changes	I will recap what puberty is in order to understand how it can cause emotional changes.	In this lesson students will recap the bodily changes that happen within puberty in order to understand the emotional changes that come along with puberty too. The lesson will focus on mood swings causes by new hormones in the body. They will then go onto see how this can happen during periods as well due to again, the hormones released into the body in order to understand how mood swings are normal.	What are the bodily changes during puberty? What are mood swings? How do mood swings and periods connect?	Mood Swings Hormones
15 th May	7. Breast Ironing	I will recap the bodily changes that can happen during puberty in order to understand what breast ironing is.	In this lesson students will recap the things that happen to a women when they go through puberty, specifically the growing of breast. This is in order to understand what breast ironing is and why it happens. Students will then look at how it is harmful and how it can affect women throughout their lives.	What is breast ironing? Why does breast ironing happen? Why can breast ironing be harmful?	Breast Ironing

22 nd May	8. FGM	I will learn what Female Genital Mutilation is in order to understand what signs to look out for.	In this lesson students will recap what breast ironing is in order to learn about FGM. Students will learn about what FGM is and the different types of FGM in order to understand why it happens and the different types of FGM. Students will then learn about the signs to look out for before looking at how FGM can affect someone both mentally and physically.	<p>What is FGM?</p> <p>What are the types of FGM?</p> <p>Why can FGM be harmful?</p> <p>What are the signs to look out for with FGM?</p>	Female Genital Mutilation
	9. Forced Marriage	I will learn what child marriage and force marriage is in order to understand why this happens and how it can affect people.	In this lesson students will recap what breast ironing and FGM is in order to understand other practices that are done. Students will learn what child marriages are as well as what forced marriages are in order to understand why they happen. Students will then learn the harms and understand how harmful they are due to the new laws introduced in Feb 2023 about child marriages in the UK. Students will then go into look at the ways these marriages can affect them both mentally and physically.	<p>What is child marriage?</p> <p>What is forced marriage?</p> <p>How can both of these marriages be harmful?</p>	<p>Child Marriage</p> <p>Forced Marriage</p>

Tutor Time Curriculum Map

Year 7: Tutor Time PSHCE	Summer 2
Number of sessions: 9	KS3 – Puberty and Consent

Week Beginning	Lesson number & Title	Session objectives	Outline of the session	Key questions	Key terms and concepts
5 th June	1. Developing Sexuality	I will recap puberty in order to understand what sexual arousal is.	In this lesson students will look at what sexual arousal is in order to understand what happens to both men and women's bodies during sexual arousal. There will be an information sheet for the class to read through together and get work done on. Students will then reflect on why it is important to know and understand sexual arousal.	What is sexual arousal? What happens to men and women when they are sexually aroused?	Sexual arousal
15 th June	2. Sexual awareness	I will recap what sexual attraction is in order to understand how males and females respond differently to stimulation.	In this lesson students will learn about masturbation and stimulation. This will lead onto the students learning about what orgasms are, how they are different for men and for women as well as what it results in. This will then allow the students to reflect on why orgasms are important.	What is masturbation/stimulation? What orgasms?	Masturbation Stimulation Orgasms
	3. Consent 1	I will recap what privacy is in order to understand what consent is in relation to sex.	In this lesson students will begin by looking back at the previous topic in Spring 2 to recap what private and personal information is. This will then lead onto learning what consent is and why it is important. Students will then test their understanding of consent by looking at some examples which are not consent and some which are.	What is consent? Why is consent important?	Consent

19 th June	4. Consent 2	I will learn what consent is in order to understand how it can be communicated.	In this lesson students will continue looking at consent by looking at how consent can be communicated to others. This will involve looking at verbal and nonverbal ways to give consent. This will lead them on to understand what things to look out for and what consent actually looks like.	What is consent? What does consent look like?	Consent
26 th June	5. YPSI (Youth Produced Sexual Imagery)	I will learn about sexting in order to understand the dangers it presents.	In this lesson students will look at what sexting is in order to understand the things that it can involved (i.e. it is not just sending flirty texts). This will allow them to then see what the dangers of sexting (e.g. sharing nude imagery) could be. This will then be related back to consent and how consent can change everything.	What is sexting? What are the dangers of sexting?	Sexting
	6. YPSI (Youth Produced Sexual Imagery)	I will recap the dangers of sexting in order to understand what is illegal and what is legal.	In this lesson students will recap what sexting is and consent in order to understand the legality around youth produced sexual imagery and the sharing of it. Students will look at a case study of where a danger has happened. This will lead the students onto look at why they may need support and where to go for this support.	What is illegal about sexting? What can happen to those who broke the law?	Law Sexting
3 rd July	7. Recap	I will recap the topic of digital opportunities and boundaries in order to prepare for an upcoming assessment.	In this lesson students will go over the more complication questions and key terms for the previous lessons. At the end of the lesson the same baseline assessment from the first lesson will be completed to see how much the students understand.		

10 th July	8. Recap	I will recap the topic of digital opportunities and boundaries in order to prepare for an upcoming assessment	In this lesson students will go over the more complication questions and key terms for the previous lessons. At the end of the lesson the same baseline assessment from the first lesson will be completed to see how much the students understand.		
	9. Assessment	I will complete an assessment in the topic digital opportunities and boundaries in order to evaluate my learning.	Students will complete an assessment with key terms then a scenario they have to respond to.		

Tutor Time Curriculum Map

Year 8: Tutor Time PSHCE	Summer 1
Number of sessions: 9	KS3 – Relationships and Sex Education

Week Beginning	Lesson number & Title	Session objectives	Outline of the session	Key questions	Key terms and concepts
17 th April	1. Intro to Relationships	I will learn what relationships are in order to understand the different types of relationships.	In this lesson students will complete a baseline assessment on the topic. This will then be revisited later in the topic. In this lesson students will look at what the different types of relationships are and why they are important. This will then lead them to think about the relationships they have that are important to them and why.	What are the different types of relationships? Why are relationships important?	Relationships
24 th April	2. Healthy Relationships	I will recap what the types of relationships are in order to understand the characteristics of a healthy relationship.	In this lesson students will reflect on the learning from the previous lesson to think about the different types of relationships and why they are important in general. They will look at the things within a relationship which makes a relationship healthy.	What does a healthy relationship look like? What does an unhealthy relationship look like?	Healthy Unhealthy
	3. Romantic Relationships	I will recap what romantic relationships are in order to understand how they differ from friendships.	In this lesson students will look at what romantic relationships are in order to understand what the difference is between romantic relationships and friendship. The lesson will explore what affection is in order to understand what 'flirty' means and when it is appropriate.	What are romantic relationships? What does affection mean?	Romantic relationships Affection

1 st May	4. Physical Relationships	I will recap what physical relationships are in order to understand that sexuality involves both an emotional and physical attraction.	In this lesson students will look at what physical relationships are, what it means to 'be sexual', what physical attraction is and why physical attraction is important within a relationship.	What is a physical relationship? What does physical attraction mean?	Attraction
8 th May	5. Consent	I will learn what consent is in order to understand why communication is healthy.	In this lesson students will reflect on what a healthy relationship looks like in order to understand why talking is important and what consent is. This will then lead onto look at what signalling consent looks like in order to understand how to best communicate consent.	What is consent? How can consent be communicated?	Consent Communication
	6. Setting Boundaries	I will recap what consent is in order to understand how to set boundaries about what I do and do not like.	In this lesson students will recap what consent and how it is communicated in order to understand that they may want to or have to set boundaries on things they are uncomfortable with. This will then lead them onto thinking about what things they would set boundaries on and what things they are comfortable with.	How can consent be communicated? How can I set boundaries?	Communication Boundaries
15 th May	7. Contraception	I will learn about contraception in order to understand what different types of contraception are available to me.	In this lesson students will recap what communication and consent is in order to look are what contraception is and how the two relate to one another. Students will then look at what the different types of contraception are in order to understand which ones prevent pregnancy and which ones prevent STI's as well	What is contraception? What contraceptives prevent pregnancies? What contraceptives prevent STI's?	Contraception
22 nd May	8. Recap	I will recap the topic of Relationships and Sex Education in order to prepare for an upcoming assessment.	In this lesson students will go over the more complicated questions and key terms for the previous lessons. At the end of the lesson the same baseline assessment from the first lesson will be		

			completed to see how much the students understand.		
	9. Assessment	I will complete an assessment in the topic The Online World in order to evaluate my learning.	Students will complete an assessment with key terms then a scenario they have to respond to.		

Tutor Time Curriculum Map

Year 8: Tutor Time PSHCE	Summer 2
Number of sessions: 9	KS3 – Equality and Diversity

Week Beginning	Lesson number & Title	Session objectives	Outline of the session	Key questions	Key terms and concepts
5 th June	1. Understanding sexual orientation	I will learn about sexual orientations in order to understand the misconceptions about them and the negative affects of stereotyping.	<p>In this lesson students will complete a baseline assessment at the beginning of the lesson in order to see what they know about the topic already. Students will come back to this at the end of the topic.</p> <p>In this lesson students will look at the different sexual orientation and the flags associated with these orientations to understand why sexual orientation expression is important. Then students will go into to look at the misconceptions of these orientations to understand how they can be harmful.</p>	<p>What is sexual orientation?</p> <p>What are the myths about sexual orientation?</p> <p>How can these myths be harmful?</p>	<p>Gay</p> <p>Lesbian</p> <p>Bisexual</p>
15 th June	2. Understanding gender	I will learn about the different types of gender identity in order to understand what the difference between biological identity and gender identity.	In this lesson students will recap what sexual orientation is before moving onto gender identity and looking at what it means to be transgender, non-binary and gender fluid. Students will look are how sexual orientation and gender identity are different things before moving onto looking at what deadnaming is. This will allow them to them reflect	<p>What is gender identity?</p> <p>How are sexual orientation and gender identity different?</p> <p>What is deadnaming?</p>	<p>Sexual orientation</p> <p>Gender Identity</p> <p>Deadnaming</p>

			on being respectful to the people of these communities.		
	3. Impact of homophobia and transphobia	I will learn what homophobia and transphobia is in order to understand how it can be harmful to the gay and trans community.	In this lesson students will look back at the previous lessons in order to learn what homophobia and transphobia mean in order to understand how these things impact the LGBTQIA+ community. They will learn both about the physical harm and emotional harm that can result from homophobia and transphobia in order to understand how they can be more respectful people.	What is homophobia? What is transphobia? How are homophobia and transphobia harmful?	Homophobia Transphobia
19 th June	4. Stonewall	I will learn what the stonewall riots are in order to understand the origins of PRIDE month.	In this lesson students will learn what the stonewall riots were in order to understand how people of the LGBTQIA+ community have been mistreated and discriminated against in the past. Students will then look at how stone wall is marked every year and why PRIDE month exists and what it means.	What are the stonewall protests? What is PRIDE?	Stonewall Pride
26 th June	5. Lesbian and Gay Equality	I will learn about the history of lesbian, gay and bisexuals in order to understand how they have become more equal.	In this lesson students will recap what sexual orientation is in order to understand what equality is in relation to those of the LGBTQIA community. Students will learn in more detail about how life can be harder for people within this community and how history progressed after the stonewall riots.	What is equality? How have the LGBTQIA+ community been seen as unequal in the past?	Equality AIDs Rights
	6. Racial Equality	I will learn what racism is in order to understand how racism is being fought against today.	In this lesson students will learn about racism and how it can be seen in today's society. This will be done through looking at the story of George Floyd and the BLM protests that happened all over the world after this. Students will then go on to look at	What is racism? How can racism affect people?	Racism BLM

			other types of racism in the UK today in order to see how all types of racism can affect people.		
3 rd July	7. Gender Equality	I will learn about gender equality in order to understand why it is an important issue that needed to be tackled.	In this lesson students will learn about what gender equality is and how it can be seen in today society. Students will then go onto look at how it is one of the UN goals to make gender equal by the year 2030 in order to understand why gender equality is important.	What is gender equality? Why is gender equality important?	Gender Equality
10 th July	8. Recap	I will recap the topic of Equality and Diversity in order to prepare for an upcoming assessment.	In this lesson students will go over the more complication questions and key terms for the previous lessons. At the end of the lesson the same baseline assessment from the first lesson will be completed to see how much the students understand.		
	9. Assessment	I will complete an assessment in the topic Equality and Diversity in order to evaluate my learning.	Students will complete an assessment with key terms then a scenario they have to respond to.		

Tutor Time Curriculum Map

Year 9: Tutor Time PSHCE	Summer 1
Number of sessions: 9	KS3 – Relationships and Contraception

Week Beginning	Lesson number & Title	Session objectives	Outline of the session	Key questions	Key terms and concepts
17 th April	1. Body Image	I will recap what body image is in order to understand the differences in what people find attractive.	In this lesson students will begin by completing a baseline assessment in order to see what they already know about the upcoming topic. Students will then go onto look at what both body image and body positivity are. This will then lead on to think about how these are subjective and different for everyone person as every person is attracted to different traits. Students will then look at how these relate to social media and how it can then harmful.	What is body image? What is body positivity?	Body Image Body positivity
24 th April	2. Developing sexual readiness	I will learn what sexual desires are in order to know what I am comfortable with.	In this lesson students will begin by recapping what is body image and consent in order to look at what sexual desire is and the things that can impact sexual desire. This will go back to last lesson with attraction, but also what things can negatively impact sexual desire. Students will then reflect by thinking more about the relationships between attraction and sexual desire.	What is sexual desire? What can impact sexual desire?	Sexual desire

	3. Consent 1	I will recap what consent is in order to understand the law surrounding consent and why it is important.	In this lesson students will look at how to communicate consent. This will be developed on from the consent lessons last year where the students learn about how alcohol and consent are link as well as why consent is so important. This will go onto look at how consent can affect someone's life.	How does alcohol affect consent? Why is consent so important?	Consent Alcohol
1 st May	4. Consent 2	I will recap what consent is in order to feel confident in knowing how to ask for consent.	In this lesson students will recap what consent is and how to give consent in order to see why communication is important. This will then go onto look at what bad communication is and why it may be a 'bad sign' within a relationship. Students will then think about the feelings of uncomfortableness that surround giving consent and what this may point to.	How do you communicate consent? What is bad communication?	Communication
8 th May	5. Contraception	I will learn about the different types of contraception in order to understand what they prevent.	In this lesson students will look back to what sexual desire is and what consent is in order to see what contraception is and communicating your wants with contraception. Students will have an information sheet with the types of contraception on. They will use this information sheet to fill out a table with the fact about these types of contraception.	What is contraception? What are the different types of contraception?	Contraception
	6. Sexual Health	I will recap the methods of contraception in order to understand how to practice good sexual health.	In this lesson students will look back what contraception is in order to understand what other things contraception can protect against. Students will learn more about STI's and why it is important to protect themselves from STI's. This will then lead	What are STI's? What are barrier contraception?	STI's Barrier Contraception

			onto looking in more detail about barrier methods of contraception.		
15 th May	7. Sexual violence and harassment	I will learn what sexual violence and harassment are in order to understand how it stereotypes genders.	In this lesson students will think back to what a stereotype is and examples of them. Students will then lead what sexual harassment and sexual violence is in more detail in order to understand what they explicitly mean. Students will then connect the ideas of stereotypes and sexual violence with men being accused of sexual violence.	What is a stereotype? What is sexual violence?	Stereotype Sexual Violence
22 nd May	8. Recap	I will recap the topic of Relationships and contraception in order to prepare for an upcoming assessment.	In this lesson students will go over the more complication questions and key terms for the previous lessons. At the end of the lesson the same baseline assessment from the first lesson will be completed to see how much the students understand.		
	9. Assessment	I will complete an assessment in the topic Relationships and contraception in order to evaluate my learning.	Students will complete an assessment with key terms then a scenario they have to respond to.		

Tutor Time Curriculum Map

Year 9: Tutor Time PSHCE	Summer 2
Number of sessions: 9	KS3 – Equality and Diversity

Week Beginning	Lesson number & Title	Session objectives	Outline of the session	Key questions	Key terms and concepts
5 th June	1. Peer approval	I will learn what peer approval is in order to understand how what I do can be influenced by the people around me.	In this lesson students will begin by completing a base line assessment in order to know what is coming up in this topic. Within the lesson students will look at what peer pressure is in order to understand in more detail why people give into it. Students will then lead to how peer pressure through pluralistic ignorance can lead to harmful or bad behaviours.	What is pluralistic ignorance?	Pluralistic ignorance
15 th June	2. Risk management	I will learn what risks someone might take in order to understand how to manage my own thinking about taking risks.	In this lesson students will look at what risk taking is in order to understand that life can be able taking risks sometimes. This will look into how risks can be good, but at the end of the video we will flip it in order to see what some unhealthy risks are in order to be able to give examples of both.	What are healthy risks? What are unhealthy risks?	Risks
	3. Dependency and addiction	I will learn what addiction is in order to understand how it can be dealt with and overcome.	In this lesson students will think back to unhealthy risks in order to understand what unhealthy risks such as taking drugs can lead to. This will think about what addiction is and why people use drugs even when they know they can be addictive. This will then allow the students to go into more detail	What is addiction?	Addiction

			about certain substances and how they can be addictive.		
19 th June	4. Influence of drugs	I will recap what drugs are in order to understand the negative influence they can have on life.	In this lesson students will look back over the previous lesson to learn in more detail what drug abuse is and the affects that it can have on someone. After the video students will think about the affects drug taking may have later on in their life.	What is drug abuse? How can drug abuse affect people?	Drug abuse
26 th June	5. Gambling	I will recap what addiction is in order to understand the other things that people are be addicted to.	In this lesson students will look back to what addiction is in order to understand what that people may get addicted to things other than substances. This will look specifically at gambling. Students will learn what gambling is and how it can have a serious affect on someone's life. Students will then think about what companies are doing in order to combat gambling addiction?	What is gambling? Why is gambling harmful?	Gambling
	6. The law around illegal substances and weapons	I will learn what the law is on weapons and substances in order to understand the consequences of possession, use and supply.	In this lesson students will look into what substances are illegal and what ones are legal in order to learn the laws around possession, use and supply of drugs. Students will also look at why people might carry a weapon and what this may lead to.	What is possession? What is supply? What is use?	Possession Supply Use
3 rd July	7. First Aid	I will learn about first aid in order to understand why it is important.	In this lesson students will think about why first aid is important in order to able to see what they should do when a person has an accident in front of them so they can feel confident in how they deal with the accident should they need to.	Why is first aid important? How do I make a primary assessment?	First Aid

10 th July	8. Recap	I will recap the topic of Risks and Influences in order to prepare for an upcoming assessment.	In this lesson students will go over the more complication questions and key terms for the previous lessons. At the end of the lesson the same baseline assessment from the first lesson will be completed to see how much the students understand.		
	9. Assessment	I will complete an assessment in the topic Risks and Influences in order to evaluate my learning.	Students will complete an assessment with key terms then a scenario they have to respond to.		

Tutor Time Curriculum Map

Year 10: Tutor Time Programme	Summer Term 1
Number of sessions: 9	KS4 – Relationships and Sex Education/Mental Wellbeing and Health

Week Beginning	Lesson title	Session objectives	Outline of the session	Key questions	Key terms and concepts
1 (17.04.23)	<p>1. Marriages and Civil Partnerships</p> <p>2. Foetal development, pregnancy and abortion</p>	<ul style="list-style-type: none"> Understand reasons for people to get married and the legal rights and responsibilities coming with marriage. Learn about marriage statistics in the UK. Explore and express own views about marriage. Learn about the unacceptability of forced marriage and how to safely seek help. Acknowledge that everyone should have a choice in who to marry. Explore the social and health consequences of CEFM. Describe the signs of pregnancy and stages of foetal development. Recognize the importance of delaying and spacing pregnancies. Describe the tests available to confirm a pregnancy and recall that pregnancies can be planned and can be prevented. Understand options available in case of unintended pregnancy and recall ways to prevent unintended pregnancy. 	<p>Students will understand that marriage/civil partnership is a legal commitment that is more binding than moving in with someone, or being in a long-term relationship. Students will understand that choice must be an essential part of it and that it is different from CEFM (child, early and forced marriage).</p> <p>Students come from different backgrounds and may have different opinions on abortion. Students are welcome to voice their opinions but not shame others for theirs. Make sure they understand that while abortion is an issue that is very polarised, abortion is allowed in the UK, that every pregnant person has the right to decide whether or not they want to end a pregnancy and that there are a variety of reasons why someone might not want to carry a pregnancy to term.</p>	<p>What is Marriage and civil partnership?</p> <p>What is divorce?</p> <p>What are the differences in relationship and legal status?</p> <p>What is child, early and forced marriage?</p> <p>What are the signs or pregnancy? Reasons to delay? What are abortions? Reasons to get an abortion?</p>	<p>Marriage</p> <p>Civil Partnership</p> <p>Cohabitation</p> <p>Divorce</p> <p>CEFM</p> <p>Foetus</p> <p>Abortion</p>

<p>2 (24.04.23)</p>	<p>3. Becoming a parent</p>	<ul style="list-style-type: none"> • Understand key features of parenthood, reasons for becoming a parent and decision making about parenthood. • Understand the consequences of unintended parenthood. • Reflect on one's own views on parenthood and social expectations in regards to parenthood. • Reflect on people's right to have a child, and what this can mean for society and law. 	<p>In this lesson, it should become clear that it is people's right to have a child, whether they have a disability for example, are in a same-sex couple or if they are HIV-positive etc. At the same time, this currently does not legally mean that the state needs to "provide" someone with a child, and it also does not mean that every person is fit for rearing a child.</p>	<p>What is parenthood?</p> <p>What is involved in becoming a parent?</p> <p>What things need to be considered?</p>	<p>Parenthood</p>
<p>3 (01.05.23)</p>	<p>4. Communication and vulnerability in relationships</p> <p>5. Family relationships and value conflicts</p>	<ul style="list-style-type: none"> • Learn about the features of healthy, intimate relationships, including that they should be equitable and pleasurable and learn the skills necessary to achieve this. • Reflect on relationship expectations and how to identify and evaluate own beliefs and values in relation to these. • Learn how to assertively communicate expectations in relationships and how to manage relationship changes safely and respectfully. • Learn about relationship challenges, how to manage strong emotions and communicate effectively. • Acknowledge that some of students' values may be different from their parents/guardians. • Apply strategies for resolving conflict and misunderstandings with parents/guardians. • Think about characteristics of a healthy functioning family. • Assess own contributions toward healthy family functioning. 	<p>Ensure that students know that it is completely normal to not have had a relationship at this point in time, that there is no pressure to get into a long-term relationship and that it is also normal to not feel romantic attraction in general and identify as aromantic.</p> <p>The students will learn there are different types of family (or non-family) constellations with an emphasis on inclusivity in the way we speak about family. Students will learn how to resolve conflicts with family members with emphasis that relationships are a two-way street, meaning that parents are also</p>	<p>What is good communication?</p> <p>What is vulnerability?</p> <p>Why is it important to be vulnerable and share expectations?</p> <p>Why is it good to have healthy relationships?</p> <p>Do you think its hard to make a decision that goes against your faith?</p> <p>What is honour-based violence?</p>	<p>Communication</p> <p>Vulnerability</p> <p>Values</p> <p>Conflict</p> <p>Honour based violence</p>

		<ul style="list-style-type: none"> Learn about honour-based violence. 	<p>supposed to respect their children and their decisions. Even if children make a decision that goes against their values, any form of abuse is never okay, and in such cases, it is best to seek help.</p>		
<p>4 (08.05.23)</p>	<p>6. Abusive relationships</p>	<ul style="list-style-type: none"> Learn how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online. Acknowledge that stigma, shame, self-worth, culture, religion etc might prevent someone involved in an abusive relationship talking about it, whether they are receiving or exhibiting these behaviours. Explore how they can dismantle this shame in order to have honest conversations about changing behaviour. Learn how to recognise manipulation and coercion, how to seek and assertively give or not give consent. Learn about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent. 	<p>The lesson will allow discussion around identifying the signs of abusive relationships and recognising manipulation and coercion.</p>	<p>What are the signs of unhealthy relationship?</p> <p>What is the relationship between unhealthy relationships and abuse?</p>	<p>Abuse</p> <p>Grooming</p> <p>Coercion</p> <p>Manipulation</p>
<p>5 (15.05.23)</p>	<p>7. Making decisions about sex</p> <p>Handout</p>	<ul style="list-style-type: none"> Learn how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate possible consequences. Explore possible choices that people can make to minimize risks associated with sexual behaviour and support their life plans. Understand that condoms and other contraceptives reduce the risk of unintended 	<p>The lesson will help students to develop their understanding around how they assess their readiness for sexual intimacy and how they explore choices to minimize the risks associated with sexual behaviour.</p>	<p>Which behaviours strongly reduce risk of pregnancy?</p> <p>How can someone deal with pressure to start having sex?</p> <p>What are other ways to be intimate?</p>	<p>Protection</p> <p>Contraception</p> <p>STI's</p> <p>Power dynamic</p>

	8. Sexual Consent – part 1	<p>consequences of sexual behaviours (e.g., HIV, STIs or pregnancy).</p> <ul style="list-style-type: none"> Learn how to make well-informed choices about their sexual behaviour. <ul style="list-style-type: none"> Define what is meant by sexual consent. Understand UK law relating to consent. Know how to give and ask for consent. Identify the non-verbal signs of consent. 	<p>The lesson will make clear that it is perfectly normal to not yet be sexually active (or to never be), but that it is important to learn about these issues to stay happy and healthy. Students will learn that STIs can be transmitted via hands and oral sex, too, so it reduces risk of pregnancy and some STIs.</p> <p>The lesson focuses on sexual consent explaining that consent is permission for something to happen or an agreement to do something. Students will learn that consent requires respect and communication. Consent is an important concept for young people to learn about from an early age. It can lead to better relationships with family, friends, peers and, eventually, romantic partners. Consent includes knowing and respecting a person's own boundaries as well as the boundaries of others. Understanding consent means that a person has the skills to leave a situation that does not feel comfortable, and respects when other people want to do the same.</p>	<p>What is consent?</p> <p>What is the law for consent?</p> <p>What constitutes a sexual crime?</p> <p>What is sexual harassment?</p> <p>How to give and ask for consent?</p> <p>What are the non-verbal signs of consent?</p>	<p>Consent</p> <p>Freedom, Capacity</p> <p>Legal age</p> <p>Reversible</p> <p>Choice</p>
6 (22.05.23)	9. Sexual Consent – part 2	As above	As above	As Above	As above

Tutor Time Curriculum Map

Year 10: Tutor Time Programme	Summer Term 2
Number of sessions: 8	KS4 – Relationships and Sex Education/Mental Wellbeing and Health

Week Beginning	Lesson title	Session objectives	Outline of the session	Key questions	Key terms and concepts
Half Term					
7 (5.06.23)	1. Contraceptive Methods 2. Mental Wellbeing	<ul style="list-style-type: none"> Identify the different ways that people can have sex. Explain the risks involved in different types of sexual activity. Explain how to make sexual activity as safe as possible. Know where to get help and support with safe sex. What are some common mental health issues young people face? What support and treatment is available for mental health issues? What strategies can I employ to support or improve my mental health? Is it possible to reframe thinking and create a positive attitude? 	<p>Students will learn and discuss about contraception and sexual activity and ways to keep safe. They will know how to use contraception and about the different types of contraception.</p> <p>The lesson will cover the common mental health issues young people face including taking care to portray support-seeking behaviour as entirely normal for all people including boys. It will signpost mental health support services that are available at school.</p>	<p>What are the different ways people can have sex?</p> <p>What are the risks involved in different types of sexual activity?</p> <p>How can sexual activity be safe?</p> <p>Where can I find help and support?</p> <p>What are mental health problems?</p> <p>What are different mental health disorders?</p> <p>What are the ways to improve mental health?</p>	<p>Penetration</p> <p>Orgasm</p> <p>Contraception</p> <p>Conception</p> <p>Monogamy</p> <p>Mental Health</p> <p>Mental Wellbeing</p>
8 (12.06.23)	3. Conversations about mental health	<ul style="list-style-type: none"> What does a conversation about mental health look like? What are the barriers to talking about mental health? 	The aim of this lesson is normalise conversations around mental health and encourage young people to examine their own mental health and	<p>What are myths about mental health?</p> <p>How does talk about feeling help?</p>	<p>Mental Health</p> <p>Mental Wellbeing</p>

		<ul style="list-style-type: none"> How have society's attitudes to mental health changed? What more needs to be done? 	their attitudes to others' mental health.	<p>What are the signs of mental health?</p> <p>What are the stereotypes about mental health?</p>	
9 (19.06.23)	4. First Aid	<ul style="list-style-type: none"> To know emergency first aid skills relating to CPR, defibrillators, wounds and choking. To know how to assess emergency and non-emergency situations and contact appropriate services. 	The lesson will cover emergency first aid skills and knowledge relating to a range of events which may require someone to give first aid including heart attacks, wounds and choking.	<p>How can you recognise a heart attack?</p> <p>How do you perform CPR?</p> <p>How do you use a defibrillator?</p> <p>What do you do when someone is bleeding from a knife wound or choking?</p>	<p>CPR</p> <p>First Aid Defibrillator</p> <p>Knife wound</p>
10 (26.06.23)	5. Making healthy choices	<ul style="list-style-type: none"> To know how to manage influences and risks relating to cosmetic and aesthetic body alterations. 	This lesson will explore how students can think critically about how much value that put on their appearance and to know that they are MORE than just their appearance.	<p>What are the risks of cosmetic surgery?</p> <p>What are the different types of cosmetic surgery?</p> <p>What are the common influences of cosmetic surgery?</p> <p>What are the positives and negatives to cosmetic surgery?</p>	<p>Cosmetic surgery</p> <p>Plastic surgery</p>
	6. Being influenced and influencing others	<ul style="list-style-type: none"> Reflect on what influence they can have on younger students and in their communities. Evaluate which messages from Life Lessons they feel should be shared most. Be able to share these lessons within their community. 	The lesson will explore influential relationships and the importance of being a good role model. There is the opportunity to speak about social norms, as well. There are issues we can control but we may be strongly	<p>What can you influence?</p> <p>What can influence us?</p> <p>How can role models impact influence?</p>	<p>Influence</p> <p>Role model</p>

			influenced by social norms to behave a certain way.		
11 (3.07.23)	7. Catch up week	<ul style="list-style-type: none"> To complete any outstanding lesson work and complete work in booklets. 			
12 (10.07.23)	8. Reflection	<ul style="list-style-type: none"> Quiz on Summer Term topics 			

Tutor Time Curriculum Map

Year 11: Tutor Time Programme	Summer Term
Number of sessions: 11	KS4 – Relationships and Sex Education

Week Beginning	Lesson title	Session objectives	Outline of the session	Key questions	Key terms and concepts
1 (17.04.23)	<p>1. Body Image in Media - Pornography</p> <p>2. Body Image Dangers</p>	<ul style="list-style-type: none"> Evaluate ways that sexually explicit media can contribute to unrealistic expectations about men, women, sexual behaviour, sexual response and body appearance. Acknowledge that sexually explicit media can reinforce harmful gender and racial stereotypes and can normalise violent or non-consensual behaviour. Reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour. Analyse common things people do to try and change their appearance (e.g., diet pills, steroids, bleaching cream) and evaluate the dangers of those practices. 	<p>The lesson will talk about pornography and discuss it generally and consider the good and bad sides of pornography.</p> <p>It should be emphasised that pornography is totally unrealistic and should never be used as a model for sex or relationships but that, in a relationship, couples may watch porn together as a form of stimulation with informed consent.</p> <p>The session will discuss eating disorders which may be a trigger for some students. Eating in general can be a very sensitive topic for some people and therefore there is no activity around this subtopic, just questions.</p>	<p>What are the unrealistic aspects of pornography?</p> <p>What could be the consequences if someone thinks porn is real?</p> <p>If it's not showing the reality of sex, why do people watch pornography?</p> <p>What impact could watching porn have on relationships?</p> <p>Is it possible to become addicted to porn? How might someone be able to tell if they are addicted?</p> <p>Are there benefits to porn?</p> <p>What are the beauty standards that exist? (gendered, racialised, age and ability standards)</p> <p>Do women want to be seen as "small and fragile"?</p>	<p>Pornography</p> <p>Stereotype</p> <p>Self esteem</p> <p>Body Image</p> <p>Bleaching Cream</p> <p>Eating Disorder</p>

		<ul style="list-style-type: none"> • Critically assess gendered, racialised, age and ability standards of beauty that can drive people to want to change their appearance. • Explain the various disorders (e.g. anxiety and eating disorders such as anorexia and bulimia) that people can struggle with connected to their body image. • Perceive that using drugs to change your body image can be harmful. • Demonstrate how to access services that support people struggling with their body image. 	<p>The session will also discuss the use of diet pills, steroids, botox which could also be upsetting for some students, particularly if they or someone they know use or have used these ways of changing their looks.</p> <p>Make sure that all students are given the option to remove themselves from the lesson.</p>	<p>Is there the same pressure on men as there is on women?</p> <p>What are the effects of beauty standards on society?</p> <p>Do you know anyone who has used diet pills, bleaching creams etc?</p> <p>Do you understand why people decide to use these methods? How can we persuade them not to?</p> <p>Where can you go for help if you are suffering from an eating disorder or anxiety about your appearance?</p>	
<p>2 (24.04.23)</p>	<p>3. Sexual health and STIs</p>	<ul style="list-style-type: none"> • What is 'safer sex'? • How can you ensure you're practicing safer sex? • What are the laws in the UK around contraception? 	<p>This lesson focuses on STIs and sexual health. Emphasise that 'safer sex' is everyone's responsibility and open and honest discussions, and contraception are the best ways of practicing safety. The class will learn about STIs and their causes, symptoms and treatment.</p>	<p>Why do you think STI numbers are rising in the UK?</p> <p>What would need to happen for STI numbers do get lower?</p> <p>Why is it important to get tested regularly?</p> <p>Should you get tested if you don't have any symptoms?</p> <p>How can getting tested make sex more enjoyable?</p>	<p>Safer sex</p> <p>Sexually Transmitted Diseases (STIs)</p> <p>Contraception</p>

				Where would you be able to access STI tests in your local area?	
3 (01.05.23)	<p>Parenthood and Fertility:</p> <p>Lesson 4 – Infertility and how LGBT couples have a baby.</p> <p>Lesson 5 – Pregnancy, miscarriage and support available to people who are not able to conceive or maintain a pregnancy.</p>	<ul style="list-style-type: none"> • Compare the different ways that adults can become parents (e.g. intended and unintended pregnancy, adoption, fostering, with medical assistance and surrogate parenting). • How to access appropriate advice and support in relation to pregnancy, including miscarriage. • Recognise that fertility changes over time and evaluate the implications of this. • Strategies to manage grief and loss, including bereavement and how to access support for self or others. • How to show compassion and empathy for others who are experiencing challenging situations. 	<p>The lesson will cover pregnancy, IVF, miscarriage etc and may be a trigger for some young people who may have some experience with these. Provide support for students who find these topics difficult to talk about.</p> <p>The lesson will also cover same-sex couples having children. Make sure to critically interrogate any homophobic comments.</p>	<p>Do you know anyone who has tried infertility treatments? (Don't mention names) Were they successful?</p> <p>What kind of options do infertile couples have apart from medical fertility treatments?</p> <p>How do you think one feels when having difficulty conceiving? How can it impact a relationship?</p> <p>What are reasons apart from infertility that mean a couple may not be able to conceive a child on their own?</p> <p>How can LGBT+ couples have a child?</p> <p>Why is the myth of men's fertility staying the same been persistent?</p> <p>How do gender stereotypes influence stigma around infertility, for people of different genders?</p>	<p>Fertility</p> <p>IVF</p> <p>Miscarriage</p>
4 (08.05.23)	6. Developing sexuality and readiness for sex	<ul style="list-style-type: none"> • Summarize key elements of sexual pleasure and responsibility and justify why good communication (including of boundaries and 	The lesson will cover asexuality (not having any sexual desire) or abstinence/ celibacy which are all valid and normal approaches to sex.	Whose responsibility is it to discuss contraception and/or STIs?	

		<p>limits) can enhance a sexual relationship.</p> <ul style="list-style-type: none"> • Reflect on how gender, racial, cultural norms and stereotypes influence people's expectations and experience of sexual pleasure. • Recognize that understanding their body's sexual response can help them understand their body and can help identify when things are not functioning properly so they can seek help. • Acknowledge that both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV. 	<p>The lesson will show some examples of unrealistic vs realistic portrayals of sex and intimacy try these clips from films:</p> <p>The aim of the lesson is to encourage discussion around the topics and help normalise the students' experiences.</p>	<p>When is the appropriate time to communicate wants, desires and limits?</p> <p>When or why might you have periods in life without sexual contact?</p> <p>What influences an individual's perception of sex throughout their life?</p> <p>Do men have a higher sex drive than women?</p> <p>Where does the idea that talking about/ negotiating sex is cringy or awkward come from?</p> <p>Why is it important to get to know one's own body?</p> <p>How can you approach communicating your desires and your boundaries?</p> <p>What is the connection between communication and pleasure?</p>	
<p>5 (15.05.23)</p>	<p>7. Adoption and fostering</p> <p>8. Consent – pressure dealing with rejection</p>	<ul style="list-style-type: none"> • Explain what fostering and adoption is and the main reasons why people choose to foster or adopt children. • How have our ideas around consent been shaped by the media and society? 	<p>The lesson outlines the differences between adoption and fostering and covers the main reasons for why people adopt or foster children in the UK including the processes and challenges.</p> <p>The aim of the lesson is to encourage discussion around consent and help normalise the students' experiences. The</p>	<p>Adopted and foster families – what are these and why do people choose to adopt or foster?</p> <p>How can outside influences encourage a person to apply pressure? Why is that a problem?</p>	<p>Adoption</p> <p>Fostering</p> <p>Consent</p> <p>Pressure</p>

		<ul style="list-style-type: none"> • How do expectations around consent change for different genders/ sexualities? • What are the nuances around consent and how can we read situations carefully and with moral integrity? • Saying no and respecting a no. 	<p>lesson will facilitate conversations about how expectations vary across genders and sexualities.</p>	<p>How can we deal and cope with rejection? Why might a woman feel less confident initiating sex or explaining what they want?</p> <p>Can you think of any double standards between men and women over sex?</p> <p>How do our stereotypes about sex and gender impact our understanding of LGBTQI+ community?</p> <p>What is harmful about stereotypes in sex?</p>	Rejection
6 (22.05.23)	9. Review Week				

Tutor Time Curriculum Map

Year 12: Tutor Time Programme	Summer Term 1
Number of sessions: 6	KS5 – Relationships and Sex Education

Week Beginning	Lesson title	Session objectives	Outline of the session	Key questions	Key terms and concepts
1 (17.04.23)	What kind of person do I want to be for and with others	<ul style="list-style-type: none"> How to articulate their relationship values and to apply them in different types of relationships. To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion. Learn about what unconscious bias is, what its consequences are and how we can become more aware of it. Explore ways to support others when they are struggling in life. 	The lesson will explore relationship values and recognize and challenge prejudice and discrimination. Students will learn about unconscious bias. Students will be signposted to support at school if they feel like they are experiencing discrimination and prejudice from others in a school context.	<p>How can values help guide our decisions?</p> <p>What is unconscious bias?</p> <p>What is the difference between prejudice and unconscious bias?</p> <p>What are the different ways to support somebody?</p>	<p>Prejudice</p> <p>Unconscious bias</p>
2 (24.04.23)	Sharing with others	<ul style="list-style-type: none"> How to share with others personal information or situations there going through. What to consider when reacting to somebody sharing and how to be a person to confide in. Recognising the benefits and difficulties in emotions when sharing. 	The lesson will explore how students can share personal information and how to support others when they are confiding with you.	<p>What are the things to consider when sharing?</p> <p>What are the ways you can share important information?</p> <p>What emotions may be considered when sharing something?</p>	<p>Sharing</p> <p>Genderfluid</p>

		<ul style="list-style-type: none"> How to be confident and manage family when sharing something. 		How can you be confident when sharing something important?	
3 (01.05.23)	Managing intimate relationships	<ul style="list-style-type: none"> To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy. To evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust.' 	This lesson will aim to explore reasons for having sex and the right time to begin a sexual relationship with someone. Students will have an opportunity to hear about different sexual relationships from all different backgrounds talking bravely from diverse young people across the UK. The lesson will give students the opportunity to explore the difference between healthy and unhealthy reasons to have an intimate relationship with someone and knowing the difference between love and lust.	<p>What different types of intimate relationships can people have?</p> <p>What role does sex play in them?</p> <p>What does "being sexual" mean?</p> <p>What role do feelings play in them?</p> <p>How do you know you are ready to have sex with somebody?</p> <p>What are the healthy and unhealthy reasons to have sex with someone?</p> <p>What is the difference between love and lust?</p>	<p>Love</p> <p>Lust</p> <p>Intimate relationship</p>
4 (08.05.23)	Maintaining old and developing new relationships	<ul style="list-style-type: none"> Understand that relationships change over time. Learn about ways to maintain friendships. To manage mature friendships, including making friends in new places. To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online. 	In this lesson students understand how relationships change over time. They will explore ways to maintain friendships and make new ones. The impact in how a change in relationships can have and the ways to show how important they are to work on and importance of meeting new ones during different parts of life.	<p>How do you make friends?</p> <p>How do you maintain friendships?</p> <p>How can friendships change over time?</p> <p>What is the importance of</p> <p>How to manage new personal friendships with online safety?</p>	<p>Change</p> <p>Friendships</p>

<p>5 (15.05.23)</p>	<p>Ending and improving relationships</p>	<ul style="list-style-type: none"> • Learn how to improve and support relationships and negotiate difficulties. • Understand that it is normal that friendships and relationships might end. • To manage the ending of relationships and friendships safely and respectfully, including online. • Strategies to recognise, de-escalate and exit aggressive social situations. 	<p>In this lesson students will learn and discuss break-ups in different types of relationships, which can be difficult. The lesson will not to assume that students have had romantic relationships yet will emphasise that it is completely normal to not have had any romantic relationship at this point. The lesson will explore ways to know when and how to end a relationship and why this happens sometimes and the impact this might have both positively and negatively in different situations.</p>	<p>How do you end a relationship? When do you end a relationship? What can be a productive way to work on your relationship?</p>	<p>Ended relationships.</p>
<p>6 (22.05.23)</p>	<p>Deepening your understanding of consent</p>	<ul style="list-style-type: none"> • To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online). • To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent. • Discuss what it means to listen for, acknowledge and act, or not act, on sexual consent. • Compare and contrast examples of situations where consent is and is not acknowledged or given. • Analyse factors (e.g. alcohol and other substances, GBV, poverty, 	<p>This lesson will explore and discuss what are the signs of consent and the factors impacting consent in sexual activity. This lesson features examples of lesbian and gay couples to also show why representation is important in respecting others. The lesson will highlight the importance of taking consent seriously and the legal -moral aspects of it. It will explore different situations and examples of where consent must be given and the consequences of when it is not.</p>	<p>What is consent? What are the laws for consent? What are the different ways of giving consent? What are the consequences of somebody not giving consent?</p>	<p>Consent Capacity Morals</p>

		<p>power dynamics) that can affect the ability to acknowledge or give consent.</p> <ul style="list-style-type: none">• Recognise that it is important to avoid factors that can impair sexual consent.			
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Tutor Time Curriculum Map

Year 12: Tutor Time Programme	Summer Term 2
Number of sessions: 6	KS4 – Relationships and Sex Education/Mental Wellbeing and Health

Week Beginning	Lesson title	Session objectives	Outline of the session	Key questions	Key terms and concepts
Half Term					
7 (05.06.23)	1. Sexual and partner violence	<ul style="list-style-type: none"> Learn how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities. Recognize that intimate partner violence can take in many different forms (e.g., psychological, physical, sexual). Recognize that intimate partner violence is wrong and that it is possible to leave an abusive relationship. Demonstrate how they would approach a trusted adult for support if they are experiencing this type of violence. 	This lesson will stress that sexual assault or rape can happen to people of any gender and in all types of relationships. It will establish what are the behaviours of violence or abuse in a relationship in all aspects of emotional, physical, and psychological. It will provide ways in which students can recognise gaslighting and ways to seek help, looking at reasons for people to report or not to report these kind of incidents, including the steps someone can take who has experienced sexual assault or rape.	<p>What are the signs of an abusive relationship?</p> <p>What is intimate partner violence?</p> <p>What reasons to people give to report or not report incidents?</p> <p>What steps can someone take who has experience sexual or partner violence?</p> <p>What safety information is available for getting out of a violent relationship?</p>	<p>Sexual Violence</p> <p>Partner Violence</p> <p>Gaslighting</p>
8 (12.06.23)	2. Know your rights - sexual and reproductive rights	<ul style="list-style-type: none"> Examine ways to promote human rights among friends, family, at school and in the community. 	This lesson examines what are sexual and reproductive health and rights (SRHR). It links the connection and importance between SRHS and human rights to show the importance and what is a part of SRHR. The lesson will illustrate what the	<p>What is sexual and reproductive health and rights?</p> <p>What is the connection between SRHS and human rights?</p>	<p>Reproductive health</p> <p>SRHR</p>

		<ul style="list-style-type: none"> Recognise why it is important to promote human rights that impact sexual and reproductive health and the right to make decisions concerning reproduction free from discriminatory coercion and violence. Take actions to promote human rights that impact sexual and reproductive health. 	<p>consequences of violating SRHR such as abortion rights, access to LGBTQ+ communities etc. Reflecting on ways to advocate for others and places where to seek support.</p>	<p>What is a part of SRHR?</p> <p>What are examples of SRHR violations?</p> <p>What are the consequences of SRHR being violated?</p>	
<p>9 (19.06.23)</p>	<p>3. Media influence identities and relationships</p>	<ul style="list-style-type: none"> To critically assess the potential positive and negative influences of media messages about relationships and health as well as narratives about different identities, incl. race, sexualities etc. To propose ways in which the media could make a positive contribution to promoting equality. To know ways to challenge stereotypes and inaccurate representations of various identities and relationships in the media. 	<p>This lesson will look at representations in the media as it is important for students to look at stereotypes presented in the media to be critical and think about why this is the case. The lesson will highlight that constant excitement and feeling in-love may not be realistic - any kinds of conflict or more boring aspects do not get shown on social media which can skew young people's expectations for a relationship. Students will understand that this is not to say that a healthy relationship means lots of fights or negative feelings - there is a big difference between a healthy relationship with a few ups and downs and an abusive relationship.</p>	<p>Why does representation matter?</p> <p>Are all representations equally good?</p> <p>Do you feel represented in the media?</p> <p>What are characteristics of a healthy realistic relationship?</p> <p>Do you see realistic depictions of healthy relationships on social media?</p>	<p>Sexuality</p> <p>Equality</p> <p>Abusive relationship</p>
<p>10 (26.06.23)</p>	<p>4. Alcohol and drug misuse, parties, and nights out</p>	<ul style="list-style-type: none"> How can you stay safe around drugs and alcohol? What is drink spiking and how can you keep yourself safe? Why is it important to know your personal limits? 	<p>This lesson explores the risks of drinking and the importance of self-regulating. Students are encouraged to think about drinking 'responsibly' and what that entails and who and what presents risk on a night out.</p>	<p>What are the dangers of drinking beyond limits?</p> <p>What is drink spiking?</p> <p>What are the pros and cons of drinking alcohol?</p>	<p>Drugs</p> <p>Alcohol</p> <p>Drink Spiking</p> <p>Personal limits</p>

				<p>What is the drink spiking law?</p> <p>What are the risks of party drugs?</p> <p>What are the consequences of using party drugs?</p> <p>What activity can you do as an alternative?</p> <p>Where can you go to get support?</p>	
11 (3.07.23)	5. Making healthy choices and preventing illness	<ul style="list-style-type: none"> To take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening. To consistently access reliable sources of information and evaluate media messages about health. To know how to make informed decisions about health, including vaccination/immunisation. 	This lesson reminds students about taking responsibility for and monitoring their personal and sexual health and wellbeing. It will explain why sunscreen helps to protect from cancer and to dispel the myth that you can't get a tan with wearing sunscreen. Students will learn about other important health screen tests and the importance of keeping healthy and checking their body and how to access support.	<p>Why is sun safety important?</p> <p>What should young people do to monitor their health?</p> <p>Why is it important to know your body?</p> <p>Where can I get support?</p>	<p>Sun safety</p> <p>Cervical screening</p> <p>Testicular self-examination</p> <p>Vaccination/immunisation</p>
12 10.07.23	6. Reflection - Assessment				

Tutor Time Curriculum Map

Year 13: Tutor Time Programme	Summer Term 1
Number of sessions: 6	KS4 – Relationships and Sex Education/Mental Wellbeing and Health

Week Beginning	Lesson title	Session objectives	Outline of the session	Key questions	Key terms and concepts
1 (17.04.23)	1. Connecting with body and emotions mindfully	<ul style="list-style-type: none"> Analyse the role hormones play in one's emotional and physical changes over their lifetime. Recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety. 	Students will understand the effect of hormones on their emotional self and how they impact physical changes over their lifetime. Students will recognise changes in mental health and understand that there are a range of strategies for building and maintaining positive mental health.	<p>How do hormones affect us physically and emotionally through our lives?</p> <p>How do hormones affect people assigned male at birth through their lives?</p> <p>How do hormones affect people assigned female at birth throughout their lives?</p> <p>Have you experienced changes in your mental health over time?</p> <p>How can we recognise changes in our mental health?</p> <p>What can we do if we see a change in our mental health?</p>	<p>Hormones</p> <p>Mental Health</p>
2 (24.04.23)	2. Looking after your body – healthy food and exercise	<ul style="list-style-type: none"> Know how to maintain a healthy diet, especially on a budget. Have effective strategies to address difficulties and promote wellbeing, including sleep, diet and exercise. 	Students will understand how to maintain a healthy diet and explore effective strategies to promote wellbeing.	<p>What is a healthy diet?</p> <p>How might living away from home and a potential lack of routine impact your health?</p>	<p>Balanced diet</p> <p>Wellbeing</p> <p>Nutrition</p>

				<p>What can you do to make sure you do not become less healthy when leaving home?</p> <p>How does food affect your mood?</p> <p>Why is exercise important for both physical and mental health?</p> <p>How can you tell whether (more) exercise might be beneficial for you?</p>	
3 (01.05.23)	3. Sexual health, condoms and stealthing	<ul style="list-style-type: none"> • Develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships. • Know how to effectively use different contraceptives, including how and where to access them. • Know how to reduce the risk of contracting or passing on a sexually transmitted infection (STI). • Know how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment. • Be able to recognise and critically think about the crime of “stealthing”. 	Students will understand how to select and use appropriate contraception as well as reducing the risk of contracting or passing on an STI. The lesson will also prompt discussion about the crime of ‘stealthing’.	<p>Does wearing a condom make sex less pleasurable?</p> <p>Does pulling out mean you do not need to use a condom?</p> <p>What is more important - pleasure or protection?</p> <p>What is “stealthing” and what is the law on stealthing?</p>	<p>Contraception</p> <p>STI</p> <p>Stealthing</p>
4 (08.05.23)	4. Parenthood and Fertility – Discussing contraception and accessing contraception	<ul style="list-style-type: none"> • Understand the implications of unintended pregnancy and young parenthood. • Recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age. 	This lesson discusses the implications of unintended pregnancy. It will help students understand that emergency contraception should be used in emergencies, and negotiate other contraception methods for regular sexual activity.	<p>Why can it be difficult to talk about contraception with a partner?</p> <p>Should someone have sex if they do not feel comfortable discussing contraception?</p>	<p>Contraception</p> <p>Conception</p> <p>Unintended pregnancy</p>

		<ul style="list-style-type: none"> Learn how to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner. Be able to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly. 		<p>What should someone do if they find their contraception fails?</p> <p>Is it a good idea to use emergency contraception as an only form of contraceptive?</p> <p>What are other options one can take in case there is a risk of pregnancy or if it is too late to take emergency contraception?</p>	
5 (15.05.23)	5. Developing sexual readiness pleasure	<ul style="list-style-type: none"> What is pleasure? How does society and the media impact our understanding of sexual norms and roles? How can you build confidence articulating what you like and don't like? 	This lesson explores pleasure and sexual readiness. It explores stereotypes around pleasure and sexual desire. The lesson will emphasise that sexual pleasure and readiness for sex changes throughout ones life and that communication, consent and safety are absolutely crucial to pleasure (and any sexual encounter).	<p>What is pleasure? Why is it important?</p> <p>Why is pleasure an important aspect of life, not just in sex?</p> <p>What are signs that you are experiencing pleasure? How do our bodies respond?</p> <p>Does everybody experience pleasure in the same way?</p> <p>How can open communication lead to more pleasure?</p> <p>What is the result of not considering both people's pleasure in sexual activity?</p> <p>What can people do to bring about equality?</p>	Pleasure

<p>6 (22.05.23)</p>	<p>6. Consent</p>	<ul style="list-style-type: none"> • How can you assert your limits and boundaries in sexual relationships? • How can you demonstrate your respect for other people's boundaries? • How can you show someone your interest while honouring their boundaries? 	<p>This lesson will facilitate discussion around asserting limits and boundaries within a sexual relationship and demonstrating respect for each other's limits and boundaries.</p>	<p>What behaviour might overstep someone's boundaries? When does "creepy" behaviour count as sexual harassment? How would this make someone feel? What does the fact that people can change their mind mean for practising consent? How can someone react respectfully if their partner changes their mind? What might it say about someone if they are applying pressure?</p>	<p>Respect Limits Boundaries</p>
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