



Relationships & Sex Education Policy

Review Responsibility:	Assistant Headteacher – Safeguarding & Inclusion & Head of Personal Development
Frequency of Review:	3 years
Date Approved:	Jan 24 (updated Jun 26)
Approved By:	Board of Trustees
Next Review Due By:	Jan 27

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Definition

The DfE definition of sex and relationships education is 'the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' (DfE 'Sex and Relationship Guidance', 2000).

The current terminology has been changed from 'Sex and Relationships Education' to 'Relationships and Sex Education' in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education. This change in terminology is reflected in the government's most recent guidance (*Department for Education, "Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education" March 2017*) outlining the statutory duty of schools to educate on this aspect of the curriculum.

RSE is therefore about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across different years. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy ('RSE Statutory Guidance')

RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment. RSE is not about the promotion of sexual activity.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school values of respect, kindness, creativity, resilience, courage and effort are the thread that runs throughout the RSE and Personal Development Curriculum.

Statutory Requirements

As a secondary grammar school academy we must provide RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Borden Grammar School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review — a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation — all school staff given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation — parents and any interested parties' views were invited to share their views and thoughts about the policy.
- Pupil consultation — student voice sought to identify what exactly pupils want from their RSE.
- Ratification - once amendments were made, the policy was shared with Trustees and ratified.

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary depending on changing guidance and logistical factors.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, stage, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught within the Personal Development (PD – which includes the Personal, social, health and economic (PSHE) education curriculum). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS), IT and PE lessons. Provision is also added through external speakers, the pastoral curriculum delivered in tutor time, general pastoral support, assemblies and events such as Anti Bullying, VAWG etc.

RSE will be delivered in the context of respect for all, the use of an accepted terminology, avoidance of personal stories or comments and sensitivity.

Content of RSE

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources are either made or adapted in-house to ensure their appropriateness and quality.

Alongside the annual consultation with parents and carers, the school will also communicate in a timely manner the topics studied, and views shared will be valued.

Pupils will be assessed in Personal Development lessons alongside the rest of the curriculum, and will be graded WEL (within expected level), AEL (above expected level) or BEL (below expected level).

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Inclusion & Equality

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of Resources

We will consider whether any resources we plan to use

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

We intend that our policy should enable all pupils to be included, irrespective of their cultural background, special educational needs or sexual orientation.

- *Ethnic and Cultural Groups:* We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.
- *Students with Special Needs:* We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.
- *Sexual Identity and Sexual Orientation:* We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

Use of External Organisations & Materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case-study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Inform all external organisations that the school is legally obliged to share all content with parents and carers
 - Share all external materials with parents and carers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme
 - Work with agencies who don't allow their material to be shared with parents and carers

Roles & Responsibilities

The Board of Trustees

The board of trustees will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, high-quality and appropriate for each year group

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Michelle Brooker.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' Right to Withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if a student wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in [Appendix 2](#) of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as soon as reasonably possible upon starting and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring & Evaluation of RSE

The delivery of RSE is monitored by the Assistant Headteacher and Head of Personal Development through:

- Planning scrutinies, learning walks and student voice
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, and are used to ensure all pupils gain a sound knowledge of all areas

- Monitoring of incidents relating to RSE matters
- Parental feedback

This policy will be reviewed every 3 years (or as needed).

At every review the policy will be approved by the Headteacher, Trustees, Curriculum & Learning Committee – overseeing, reviewing and organising the revision of the RSE policy.

Appendix 1 – RSE Curriculum

RSE Curriculum			
TOPIC	PUPILS SHOULD KNOW	Where?	When?
Families	<ul style="list-style-type: none"> that there are different types of committed, stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children. what marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership including that they carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in non-legally binding religious ceremony. That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children That forced marriage and marriage before the age of 18 are illegal why marriage is an important relationship choice for many couples and why it must be freely entered into the characteristics and legal status of other types of long-term relationships How families and relationships change over time, including through birth, death, separation and new relationships. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust 	PD	<p>Year 7 What are British Values? 1 (R3, L2), Right and wrong (L2), Human Rights (R3), Rule of Law (L2), Respect (R3), Individual Liberty (L2), Democracy (L2), Mental Health and resilience (H4, H9, L2)</p> <p>Year 8 Healthy relationships: Families: Roles and Responsibilities (H2, H10, R1, R14, R35, R36), Families: Commitment and Marriage (H2, H10, R6, R10, R14, R23, R36), Families: Changing attitudes to roles and responsibilities (H2, R7, R14, R36)</p> <p>Stereotypes, Discrimination and Prejudice (R38, R39, R40, R41), Equality and Protected Characteristics (R5, R38, R39, R40, R41), Neurodiversity, Respecting Boundaries (R24),</p> <p>Year 9 Term 1 – Changing attitudes to sex and relationships, Teen pregnancy: Impact, -Healthy and unhealthy relationships: Domestic Abuse (R19, R20, R37, KS4 R28, R29, R30, R31, R32)</p> <p>Year 10 Term 1 – Consent, Homophobia</p> <p>Year 10+11 lessons on misogyny</p>
		RS	<p>Year 7, 8 and 9 – Marriage in Judaism (Year 7 Term 3), Christianity (Year 8 Term 2), Hinduism (Year 8 Term 4), Sikhism (Year 8 Term 6) and Islam (Year 9 Term 4)</p> <p>Year 10 (option only) – Christianity Practices unit Year 11 – Relationships and Families unit</p>
		Pastoral Curriculum	Year 8 - Wellbeing

<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> ● About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships ● How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal ● The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others ● What tolerance requires, including the importance of tolerance of other people's beliefs ● The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict ● The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help ● Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration ● The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay ● How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice 	<p>PD</p>	<p>Year 7 What are British Values? 1 (R3, L2), Right and wrong (L2), Human Rights (R3), Rule of Law (L2), Respect (R3), Individual Liberty (L2), Democracy (L2), Mental Health and resilience (H4, H9, L2)</p> <p>Year 8 Healthy relationships: Families: Roles and Responsibilities (H2, H10, R1, R14, R35, R36), Families: Commitment and Marriage (H2, H10, R6, R10, R14, R23, R36), Families: Changing attitudes to roles and responsibilities (H2, R7, R14, R36)</p> <p>Stereotypes, Discrimination and Prejudice (R38, R39, R40, R41), Equality and Protected Characteristics (R5, R38, R39, R40, R41), Neurodiversity, Respecting Boundaries (R24),</p> <p>Year 9 Term 1 – Changing attitudes to sex and relationships, Teen pregnancy: Impact,-Healthy and unhealthy relationships: Domestic Abuse (R19, R20, R37, KS4 R28, R29, R30, R31, R32)</p> <p>Year 10 Term 1 – Consent, Homophobia</p> <p>Year 10+11 lessons on misogyny</p> <p>Year 10 Term 1 – Consent, Term 4 – Gareth Thomas vs Homophobia</p> <p>Year 11 Term 1 – Revenge Porn, Term 4 Emily Attack 'Asking for it' which examines sexting, stereotypes, misogyny and prejudice</p>
		<p>RS</p>	<p>Year 9 Term 3 and 4 – Islam, documentaries which challenge stereotypes</p> <p>Year 11 (option only) – exemptions in the Law from the equality act for example employment and marriage</p>
		<p>Pastoral Curriculum</p>	<p>All years - Termly focus, Well-being, Drop-down</p>

	<ul style="list-style-type: none"> • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called ‘involuntary celibates’ (incels) or online influencers 		
Online safety and awareness	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • not to provide material to others that they would not want 	PD	<p>Lessons on e-safety in Year 7, 8.</p> <p>Year 8 – Online vs real life</p> <p>Themes explored in Year 9: Unhealthy relationships</p> <p>Year 10: Rape Culture</p> <p>Year 11 Revenge Porn and Misogyny</p> <p>Some work about digital footprint in Careers lessons in PD</p>
	<p>shared further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images</p> <ul style="list-style-type: none"> • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren’t real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious 	<p>ICT</p> <hr/> <p>Pastoral Curriculum</p>	<p>Year 7 and 8 Term 1 - Rights and responsibilities, online risks, risks with sharing material, support to report and manage online material, information gathering and sharing online, laws and grooming</p> <hr/> <p>All years – Internet Safety Week</p> <p>All years - Termly focus, Well-being, Drop-down</p>

	<p>risks of sending material to others, including the law concerning the sharing of images.</p> <ul style="list-style-type: none">● That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime● How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared● What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online● About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them● That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons● Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong● That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice● How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns● That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it● How information and data is generated, collected, shared and used online		
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	<ul style="list-style-type: none"> ● That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) ● That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion ● That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk 		
Being Safe	<p>How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent</p> <p>That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others</p> <p>How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed</p> <p>How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour.</p> <p>That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</p> <p>What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it</p> <p>That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without</p>	PD	Year 7 Healthy relationships (H2, H10, R1, R2, R9, R10, R13, R14, R22, R23), Year 8 Respecting Boundaries (R24), Sexting and upskirting (R29, R30), Year 9 Consent (H35, R24, R25, R26, R27, R28, R33), Healthy and unhealthy relationships: Domestic Abuse (R19, R20, R37, KS4 R28, R29, R30, R31, R32), Year 10 Consent 2 (H26, H29, R1, R3, R7, R18, R20), Consent and Uncovering Rape Culture (R8, R19), Pornography and Revenge Porn (R8, R16, R19), Misogyny and cyber-flashing: Emily Attack: Asking for it (R14, R15, R16, R19)
		Pastoral Curriculum	Well-being VAWG

consent, public sexual harassment, pressuring other people to do sexual things, and upskirting

About concepts and laws relating to:

- Sexual violence, including rape and sexual assault
- Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language
- Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
- Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation
- Forced marriage
- Female genital mutilation (FGM), virginity testing and hymenoplasty
- obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury
- That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death
- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful
- How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault

<p>Intimate and Sexual Relationships, including sexual health</p>	<ul style="list-style-type: none"> ● That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive ● The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex ● About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent ● 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 ● That some sexual behaviours can be harmful ● The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making ● That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) ● About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 	<p>PD</p>	<p>Year 7 Healthy relationships (H2, H10, R1, R2, R9, R10, R13, R14, R22, R23), Year 8 Respecting Boundaries (R24), Sexting and upskirting (R29, R30), Year 9 Consent (H35, R24, R25, R26, R27, R28, R33) Alcohol, Tobacco, Vaping, Drugs - The Law and impact 2 (H24, H25, H26, H27, H28, H29, H30, H31, R20), Unhealthy behaviours: Wasted by Weed (H24, H25, H26, H27, H28, H29, H30, H31, R20), Unhealthy behaviours: Wasted by Alcohol (H24, H25, H26, H27, H28, H29, H30, H31, R20), Unhealthy behaviours: Drinking to Oblivion (H24, H25, H26, H27, H28, H29, H30, H31, R20) Year 10 Term 1 – Consent 2 (H26, H29, R1, R3, R7, R18, R20), Pregnancy and miscarriage, Fertility, Testicular Health, Consent and Uncovering Rape Culture (R8, R19), Pornography and Revenge Porn (R8, R16, R19), Misogyny and cyber-flashing: Emily Attack: Asking for it (R14, R15, R16, R19)</p>
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	<ul style="list-style-type: none"> ● About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment ● How the use of alcohol and drugs can lead people to take risks in their sexual behaviour ● How and where to seek support for concerns around sexual relationships including sexual violence or harms. ● How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. 	Science	Year 9 Term 6 – Reproduction Year 10 Term 3 – STIs
		Pastoral Curriculum	VAWG

<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. • How to critically evaluate which activities will contribute to their overall wellbeing. • Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug 	<p>PD</p>	<p>Year 7 Term 3 – Mental Health, Sleep, Term 5 – Resilience, Creativity Year 8 Term 2 – Inside out where students study the film Inside Out and reflect on what they can learn about their own mental health and that of others, Term 3 – My words, my deeds: FIT unit of work which also explores the impact of bullying on mental health Year 9 – Alcohol, Tobacco, Vaping and Drugs: The Law and impact, Wasted by Weed, Wasted by Alcohol, Drinking to Oblivion all explore the impact on mental health</p>
		<p>PE</p>	<p>GCSE PE Year 10 Term 1 – Happiness, signs of ill mental health, types of ill mental health, benefits of exercise</p>

	use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety.		
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Internet safety and harms	<ul style="list-style-type: none"> • About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. • How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. • The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it. 	PD	Year 7 Term 3 – Staying Safe Online Year 8 Term 3 – Sexting and upskirting Year 10 Term 6 – Revenge Porn Year 11 Term 4 – Emily Attack ‘Asking for it’ explores how to get support and the law.
		ICT	Year 8 Term 1 – Identifying harmful behaviours online and how to report and get support
		Pastoral Curriculum	Anti-bullying Week Safer Internet Day

Physical health and fitness	<ul style="list-style-type: none"> The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. Factual information about the prevalence and characteristics of more serious health conditions. That physical activity can promote wellbeing and combat stress. The science relating to blood, organ and stem cell donation. 	PD	Year 7 Term 3 – Mental Health, Sleep, Term 4 – Healthy eating Year 10 Term 6 – Healthy me Year 11 Term 3 – Disordered eating: Freddie Flintoff: Living with Bulimia
		PE	Year 9 Term 3 – Healthy eating and lifestyles Year 10 Term 1 – Link between physical and mental health, healthy lifestyle
		Science	Year 10 Term 3 – Cardiovascular diseases
Healthy eating	<ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. The impacts of alcohol on diet and unhealthy weight gain. 	PD	Year 7 Term 3 – Mental Health, Sleep, Term 4 – Healthy eating Year 10 Term 6 – Healthy me Year 11 Term 3 – Disordered eating: Freddie Flintoff: Living with Bulimia
		PE	Year 10 Term 1 – Diet and health risks
		Science	Year 8 Terms 1-3 – Energy for Life: nutrition and diet
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. <p>Understanding how to increase personal safety while drinking alcohol,</p>	PD	Year 9 Term 5+6 – Alcohol, Tobacco, Vaping and Drugs: The Law and impact, Wasted by Weed, Wasted by Alcohol, Drinking to Oblivion

	<p>including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.</p> <ul style="list-style-type: none"> • The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. • The dangers of the misuse of prescribed and over-the-counter medicines. • The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit. 	Science	Year 8 Term 4+5 – Human Health (Drugs and smoking)
		Pastoral Curriculum	Well-being
Health and prevention	<ul style="list-style-type: none"> • Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. • Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. • The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. • The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. • The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking 	PD	Year 7 Term 3 – Puberty and Torsion, Term 6 Hygiene Year 10 Term 2 – Testicular Health
		PE	
		Science	Year 8 Term 4+5 – Human Health (immunisations, vaccinations, body's defence system, antibiotics) Year 10 Term 4 – Immune System, Anti-biotics
		Pastoral Curriculum	Movember

	<p>folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.</p> <ul style="list-style-type: none"> • How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. • The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment. 		
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<p>Personal safety</p>	<ul style="list-style-type: none"> • How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many 		
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	<p>young people are carrying knives (which can lead to the misconception that they need to carry a knife too).</p> <ul style="list-style-type: none"> • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern. 		
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed and who can use them. 	PD	Year 7 and 8 Term 6 – First Aid
Developing bodies	<ul style="list-style-type: none"> • The main changes which take place in males and females, and the implications for emotional and physical health. • The facts about puberty, the changing adolescent body, including brain development. • About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women. 	PD	Year 7 Term 3 – Puberty
		Science	Year 7 Terms 1-4 –Reproductive System Year 11 Term 1 – Menstrual cycle

