



RELATIONSHIP SEX HEALTH EDUCATION POLICY

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Rationale for the Policy:	This policy outlines GSAL's commitment to provide effective relationships and sex education for all its pupils.
Policy aim:	To set out an agreed approach to RSHE in the curriculum for both Primary and Senior schools.

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**The School runs on FREDIE principles:
Fairness, Respect, Equity, Diversity, Inclusion and Engagement**

Glossary of Terms

the School	The Grammar School at Leeds
GSAL	The Grammar School at Leeds
RSHE	Relationships, Sex and Health Education
PSHE	Personal, Social, Health Education
RSE	Relationships and Sex Education
LGBTQ+	Lesbian, gay, bisexual, transgender, queer (or sometimes questioning), and others
FGM	Female genital mutilation

Rationale

The Grammar School at Leeds takes its responsibility to provide relevant, effective and responsible Relationships, Sex and Health Education (RSHE) to all of its students as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and students to feel assured that RSHE will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the RSHE provision.

This policy covers both the primary and secondary phase of The Grammar School at Leeds (GSAL), collectively referred to in this policy as "the School", and sets out Relationships, Sex and Health Education (RSHE) delivery.

EYFS statement

Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply to the Early Years Foundation Stage at GSAL, however children in the Foundation Stage (Nursery and Reception) begin learning about relationships as part of the personal, social and emotional development detailed in the Statutory Framework for Early Years (2021).

Aim and purpose

Relationships and sex education (RSE) is age and developmentally appropriate learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the knowledge, skills and positive values to have safe, fulfilling healthy relationships, recognising the importance of committed and stable relationships. As well as how to be comfortable with their sexuality and to take responsibility for their sexual health and well-being. RSE constitutes an important part of our work in ensuring our students grow up understanding the value of kindness and respect for others and themselves, as well as know how to keep themselves safe. High quality RSE and Health Education help create a safe school community in which our students can grow, learn and develop positive, healthy behaviour for life.

Values and Ethos

The policy is informed and underpinned by the School's values and ethos:
GSAL is a place of learning and success in all areas – academically, in wider co-curricular life and in personal relationships. Students flourish in an ambitious and aspirational environment, but crucially they also enjoy a friendly and caring community. Every child is valued and supported by our dedicated team of staff to become confident, caring and resilient, capable of high achievement and able to rise to any challenge.

The school has a reputation, established over many centuries, for excellence in intellectual, physical and creative pursuits; respecting tradition yet encouraging innovation. Our students benefit from generous staff ratios that enable us to offer a rich and stimulating curriculum and a sensitive pastoral system. Students are aware of the importance of developing social skills, showing mutual respect for, and commitment to, each other and the wider community.

Diversity and Inclusion

This policy is sensitive to the range of religious and cultural views about sexual behaviour whilst ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. The curriculum they learn is clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM).

GSAL has specific responsibilities in relation to equality and protected characteristics. RSHE fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying.

Guiding principles for high quality Relationship Sex Education in our school

RSE is an entitlement for all children and young people and the programme delivered:

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages;
2. Is delivered by competent and confident educators, who receive regular training (external visitors are invited in to school to enhance and supplement the programme, where appropriate);
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home;
4. Allows the pupils to feel safe and encourage participation by using a variety of approaches with opportunities to develop critical thinking and relationship skills;
5. Uses reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation (senior school only) and safe relationships online;
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity;
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex (KS2 and Senior), and nurtures respect for different views;
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online;
10. Fosters gender equity and LGBTQ+ equity and challenges all forms of discrimination in RSE lessons and in everyday school life;
11. Meets the needs of all our pupils with their diverse experiences – including those with special educational needs and disabilities;
12. Seeks pupil's views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Definition of sex education

Sex education is a programme tailored to the age, physical and emotional maturity of pupils which ensures they are prepared for the changes that adolescence brings. In secondary school we build on this age and stage appropriately to become aware of intimate and sexual relationships including sexual health, see further detail in the appendices, curriculum outline.

Intended Outcomes

As a result of our RSHE programme, pupils will:

- Know how to keep themselves safe;
- Have age and developmentally appropriate knowledge, skills and positive values to have safe, fulfilling relationships;
- Have gained age and developmentally appropriate knowledge, skills and positive values about the emotional, social and physical aspects of growing up;
- Help pupils develop their own moral values, reflecting on a variety of different issues, beliefs and viewpoints;
- Have gained age and developmentally appropriate knowledge, skills and positive values to enjoy their sexuality and to take responsibility for their sexual health and well-being;
- Understand the value and importance of kindness and respect for others and themselves;
- Learn to manage their money and finances effectively and learn about the world of work.

Research shows young people who are given a high quality sex and relationship education programme are:

- More likely to delay the first time they have sex;
- Less likely to regret their first time;
- More likely to use contraception effectively.

Other school policies to support RSHE:

This policy supports/complements the following policies:

- Anti-bullying
- Registration and Attendance (in particular relation to FGM)
- Whole school behaviour
- Safeguarding Children and Child Protection (including FGM)
- Equal opportunities
- Online safety
- Medical
- Health and Safety
- Monitoring and Evaluation
- Visitors in School

Documents that inform the school's RSHE Policy include:

- Keeping Children Safe in Education (2023)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- United Nations Convention on the Rights of the Child

Role and Responsibilities

The responsibility for the RSHE delivery at GSAL ultimately lies with the governing body. This policy will be ratified by the Education Committee and is reviewed annually with the Whole School Leadership Team. There is a member of the Senior Leadership team who oversees the delivery of RSHE in the school. RSHE delivery across the whole school will be monitored by the Primary and Secondary Deputy Heads, Pastoral. The primary phase and secondary phase have their own PSHE lead to ensure contextual and appropriate delivery at each key stage.

Policy development and review is through consultation with staff, pupils and parents through (but not limited to) the following channels:

- departmental review and feedback;
- national and regional good practice;
- parent focus group;
- student voice;
- staff surveys;
- ongoing feedback from PSHE and pastoral teams.

Parents have to opportunity to put forward their views both originally and each time the school policy is reviewed.

Safeguarding

PSHE and RSHE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

Monitoring and Assessing

Monitoring

The PSHE Department is reviewed on a 2-yearly basis as part of the School departmental review plan. The review is comprised of lesson observations, pupil voice interviews and a departmental report.

Assessment

There is no formal assessment of PSHE however the following makes an informal assessment:

- Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations;
- Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships;
- Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

Confidentiality

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to one of the Safeguarding team at GSAL.

Counselling Services

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support where needed.

Outside Speakers

Please refer to Appendix 16 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

School home partnership building excellent RSE

Parents will be part of the policy development having been part of the consultation in advance of the policy being issued. Ahead of the full implementation, parents have been given a questionnaire to complete and have been invited for small consultations with the school to talk through the curriculum plans and shown resources. Their views about the RSE curriculum will be talked through. Parents will have a summary letter at the start of the academic year outlining the curriculum shared through the weekly bulletin and the policy will be made available through the school website and parent portal. Parents' presentation evenings held at the beginning of every academic year for Years 7, 8, 10 and 12 will also outline the curriculum to be delivered for the respective one/two year(s).

Parents' right to withdraw their child

Parents/carers do not have any right to withdraw their children from Relationships Education in Primary or Secondary. Parents/carers do not have the right to withdraw from any science topics of sex education within the National Curriculum. Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE in Senior School. Equally, Primary parents have the right to request that their child be withdrawn from the sex education delivered in Key Stage 2. Before granting any such request the PSHE subject leader / Senior or Primary Deputy Head, Pastoral will discuss the request with parents/carers and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

The PSHE subject leader / Senior or Primary Deputy Head, Pastoral will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the student. This could include any social and emotional effects of being excluded, as well as the likelihood of the student hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents'/carers' request to withdraw the student, up to and until three terms before the child turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the student with sex education during one of those terms.

This process is the same for students with Individual Needs (SEND). However there may be exceptional circumstances where the head teacher/senior leader may want to take a student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, the school will ensure that the student receives _____

appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Concerns parents may have/ reasons parents may want to withdraw their child from sex education

Sexualisation	<ul style="list-style-type: none"> ➤ Sexualisation means to make something sexual – this is a very powerful word and not what education aims to do. ➤ We are educating; providing knowledge, skills and values to help young people make healthy choices and keep themselves safe. ➤ If we don't teach children about dangers such as FGM; forced marriage; exploitation – how can we expect them to be safe? Keep themselves safe? (And that includes being shocked by hearing about dangers from other sources like the playground and the internet). ➤ In a world of online communication and children having phones they have access to lots of sexualised images, characters and behaviour. We aim to help them make sense of all that in a safe and secure environment.
We don't believe/support LGBTQ+ equality	<ul style="list-style-type: none"> ➤ Importance of age/developmentally appropriate content. ➤ The 2010 Equality Act requires us to ensure that LGBTQ+ (along with others like race, religion, disability, age, gender) be treated as a protected characteristic which means we need to ensure that people in our community and wider society will be related fairly by our students. ➤ The above point crucially includes our own LGBTQ students not being excluded or made invisible by our teaching but also providing them with the opportunity to learn about safe and healthy relationships as they are relevant to them.
Withdrawing from lessons doesn't work	<ul style="list-style-type: none"> ➤ Best to get the accurate information from the teacher rather than the garbled message from their friend. ➤ They can look on line to find the answers to the questions they have or to fill the gaps they feel they have. This can be dangerous as we have no way of vetting the nature, quality and safety of such information or individuals. ➤ Access to their phones provides them with the opportunity to look for their own answers but also develop questions we might not feel are age appropriate; and see things we might not feel are age appropriate.

Primary Curriculum Overview

Primary pupils at The Grammar School at Leeds will be taught sex education, as recommended by the Department for Education but required by the law, in Key Stage 2, age and stage appropriate.

		Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
		Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working co-operatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	
Year 2	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	
Year 3	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognis-	Protecting the environment; compassion towards others	How information online is targeted; different media	Identifying job interests and aspirations; what influences	Healthy sleep habits; sun safety; medicines, vaccina-	Personal identity; recognising individuality and different	Keeping safe in different situations, including responding	

			ing prejudice and discrimination		types, their role and impact	career choices; workplace stereotypes	tions, immunisations and allergies	qualities; mental wellbeing	in emergencies, First Aid.
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Overview: Relationship and Sex Education and where it appears in the PSHE Curriculum

RSE in the PSHE curriculum 2023-2024

Y7	Topic	DEVELOPMENT	stat regs
lesson 1	content	Puberty Key facts about changes both, physical & mental	key facts about puberty, the changing adolescent body and menstrual wellbeing. the main changes which take place in males and females, and the implications for emotional and physical health.
lesson 2	content	HBV, FGM, Breast Ironing	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, <u>forced marriage, honour-based violence</u> and FGM, and how these can affect current and future relationships. Why marriage is an important relationship choice for many couples and why it must be freely entered into
lesson 3	content	Grooming Coersion	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, <u>forced marriage, honour-based violence</u> and FGM, and how these can affect current and future relationships.
Y7	Topic	INTERNET SAFETY	stat regs
lesson 1	content	youth produced sexual imagery and the law	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. The impact of viewing harmful content. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
lesson 2	content	youth produced sexual imagery harassment - what it is?	How information and data is generated, collected, shared and used online. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. 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.
lesson 3	content	harassment consent resilience to extremism	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 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 impact of viewing harmful content.
Y7	Topic	ME & YOU	stat regs

lesson 2	content	the equality act 2010	<p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p>
Y8	Topic	HEALTH	stat regs
lesson 1	content	sharing images	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>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.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>How information and data is generated, collected, shared and used online.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, <u>forced marriage, honour-based violence</u> and FGM, and how these can affect current and future relationships.</p> <p>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.</p>
lesson 2	content	sexual harassment inc upskirting	<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>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.</p>
lesson 3	content	sexual bullying	<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>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.</p>
lesson 6	content	the pornification of culture its impact on our self image	<p>The impact of viewing harmful content.</p> <p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p>
lesson 9	content	porn & addiction	<p>how to recognise the early signs of mental wellbeing concerns.</p> <p>The impact of viewing harmful content.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p>

Y8			
	Topic	SOCIETY	stat regs
lesson 2	content	the equality act 2010	<p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p>
lesson 3	content	LGBTQ+ bullying	<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p>
		scenarios	<p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>that happiness is linked to being connected to others</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>
lesson 5	content	<p>what is coercion grooming youths into crime</p> <p>resilience to extremism</p> <p>resilience to gangs</p>	<p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p>
lesson 6	content	<p>county lines</p> <p>resilience to gangs</p>	<p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>
Y9			
	Topic	RELATIONSHIPS	stat regs
lesson 1	content	RSE consent lesson	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, <u>forced marriage</u>, <u>honour-based violence</u> and FGM, and how these can affect current and future relationships.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p>
lesson 2	content	RSE sexual harassment	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, <u>forced marriage</u>, <u>honour-based violence</u> and FGM, and how these can affect current and future relationships.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>

			<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p>
lesson 3	content	RSE contraception lesson	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>
lesson 4	content	RSE contraception & peer pressure	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p>
lesson 5	content	RSE consequences of intimate relationships & scenario work	<p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p>
lesson 6	content	RSE and porn	<p>The impact of viewing harmful content.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, <u>forced marriage, honour-based violence</u> and FGM, and how these can affect current and future relationships.</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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.</p>
lesson 7	content	RSE consequences of intimate relationships intro to STIs	<p>The facts around pregnancy including miscarriage.</p> <p>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.</p>
lesson 8	content	RSE healthy relationships STIs, help and scenarios	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and</p>

outlook, sex and friendship.

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.

Y9	Topic	HEALTH	stat regs
lesson 7	content	Prejudice and discrimination stereotypes and its impact on our mental health protected characteristics & impact on mental health	<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>
Y10	Topic	HEALTH	stat regs
lesson 8	content	party culture drink spiking risk taking behaviour rape culture	<p>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.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p>
Y10	Topic	RELATIONSHIPS	stat regs
lesson 1	content	healthy intimate relationships ending relationships consent	<p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, <u>forced marriage, honour-based violence</u> and FGM, and how these can affect current and future relationships.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
lesson 2	content	healthy relationships sexual harassment recap sharing 'nudes' & youth produced sexual imagery in young people's relationships	<p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>The impact of viewing harmful content.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>
lesson 3	content	STIs in intimate relationships	<p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about <u>testing</u>.</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p>

			<p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
lesson 4	content	<p>reproductive health practical lesson (condoms)</p>	<p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about <u>testing</u>.</p>
lesson 5	content	<p>pregnancy inc miscarriage</p>	<p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>The facts around pregnancy including miscarriage.</p> <p>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
lesson 6	content	<p>rape culture risky situations the influence of drink/drugs on sexual choices naming peer on peer abuse or child on child abuse</p>	<p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>
lesson 7	content	<p>how to navigate the new phase of your lives the party scene how & when to ask for help how to support someone else healthy relationships sexual pressure using scenarios</p>	<p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p>
Y11	Topic	RELATIONSHIPS	stat regs
lesson 1	content	<p>sexual choices STIs</p>	<p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
lesson2	content	<p>sexual choices</p>	<p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p>

fertility,

pregnancy & further options

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.

How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

What constitutes sexual harassment and sexual violence and why these are always unacceptable.

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

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Practical steps they can take in a range of different contexts to improve or support respectful relationships.

lesson 3

content

domestic abuse part 1

what constitutes abuse

what constitutes a healthy relationship

lesson 4

content

domestic abuse part 2

gendered nature of abuse

myth busting

sexual

harassment & consent

the pornification of culture

how porn

affects intimate relationships

lesson 5

content

That they have a choice to delay sex or to enjoy intimacy without sex.

That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.

How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

What constitutes sexual harassment and sexual violence and why these are always unacceptable.

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

The impact of viewing harmful content.

That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

That **some types of behaviour within relationships are criminal**, including violent behaviour and coercive control.

lesson 6	content	coersion & grooming drink spiking risky sexual behaviour when under the influence staying safe at festivals	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. What constitutes sexual harassment and sexual violence and why these are always unacceptable. How the use of alcohol and drugs can lead to risky sexual behaviour.
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Y11	Topic	HEALTH	stat regs
lesson 5	content	Porn & how it affects mental health	<p>The impact of viewing harmful content.</p> <p>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.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>the porn stat regs to be also covered in relationships (how this affects their relationships)</p> <p>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.</p> <p>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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p>
lesson 7	content	self checking breasts/testicles for common cancers	(late secondary) the benefits of regular self-examination and screening.

Other stat regs not covered elsewhere in PSHE - year 7	
PE & FT	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
PE & FT	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
PE & FT	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
chemistry	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
chemistry	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
PE	basic treatment for common injuries
PE	life-saving skills, including how to administer CPR.
PE	the purpose of defibrillators and when one might be needed
Stat regs covered in PSHE but also covered in depth elsewhere - year 7	
IT	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.
IT	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
IT	What to do and where to get support to report material or manage issues online.
IT	The impact of viewing harmful content.
IT	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
IT	How information and data is generated, collected, shared and used online.
IT	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
IT	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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer
IT	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.
PE	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
PE	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
Other stat regs not covered elsewhere in PSHE - year 8	
biology	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
chemistry	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
biology	the facts and science relating to immunisation and vaccination.
foundations	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Stat regs covered in PSHE but also covered in depth elsewhere - year 8	
RS	that there are different types of committed, stable relationships
RS	How these relationships might contribute to human happiness and their importance for bringing up children.
RS	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
RS	Why marriage is an important relationship choice for many couples and why it must be freely entered into
RS	The characteristics and legal status of other types of long-term relationships.
RS	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
RS	that happiness is linked to being connected to others
foundations	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
foundations	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
Other stat regs not covered elsewhere in PSHE - year 10	
physics	(late secondary) the benefits of regular self-examination and screening.
Stat regs covered in PSHE but also covered in depth elsewhere - year 11	
RS	that there are different types of committed, stable relationships
RS	How these relationships might contribute to human happiness and their importance for bringing up children.
RS	What marriage is, including their legal status e.g. that marriage carries legal rights and

	protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
RS	Why marriage is an important relationship choice for many couples and why it must be freely entered into
RS	The characteristics and legal status of other types of long-term relationships.
RS	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
RS	That happiness is linked to being connected to others.

Year group	Topic As per PSHE rotation	Learning objectives and details of topics/ themes/ issues covered
Y7	Development	To understand the physical and emotional developmental changes in our bodies as we go through puberty
Y7	Bullying	To identify bullying behaviour and characteristics, to understand the long term negative impact of bullying and to understand the importance of preventing bullying by seeking help for ourselves or others.
Y7	Me & You	A reflection on how what are healthy relationships and how we develop them. As well as considering stereotypes and their role In prejudice and discrimination.
Y8	Safety	To assess online risk: Focusing on our rights and responsibilities as well as laws designed to keep us safe and knowing how to get support to report or manage issues online.
Y8	Family	These lessons are to understand the importance of family and what role parents/carers and teenagers should play.
Y8	Human Rights	These lessons explore and define what Human Rights are and how they are infringed by hate crime.
Y9	Relationships	These lessons discuss qualities of healthy relationships, contraception, consent, delaying sexual activity and the correct language around relationships and sex.
Y9	Prejudice and discrimination	To enable students to recognise and to understand the impact of privilege, prejudice and discrimination in society.
Y10	Relationships	To provide and open and non-judgemental space for the discussion of healthy relationships, healthy and safe sexual relationships including consent.
Y10	Safety	Lessons cover a range of real and online scenarios around (non-intimate relationship) and how to stay safe (including knife crime).
Y11	Relationships	To provide and open and non-judgemental space for the discussion of healthy relationships, healthy and safe sexual relationships including consent.
Y11	Safety	The lessons look at forms of grooming, sexual- exploitation including when and how to access support.

