



Rossall

INSPIRING EXCELLENCE

RELATIONSHIPS AND SEX EDUCATION POLICY

SLT Lead: Deputy Head (Pastoral)	Date Michaelmas 2023 Reviewed:
Circulation: Edwel, SLT and Common Room	Next Review Michaelmas 2024
Requirement: Mandatory ISI para. 2a	Revision/ New policy Revision
Ratified by Council	Date: 28/11/2023

ROSSALL SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY - WHOLE SCHOOL POLICY

Introduction

All schools in England are required to teach Relationship and Sex Education as part of their PSHE curriculum in line with statutory guidance provided by the Department for Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education, published for first teaching from September 2020. This policy was written in consultation with the Headmaster, the Senior Deputy Head (Curriculum), Deputy Head (Pastoral), Designated Safeguarding Lead, the PCT School Nurse and the PSHE Co-ordinator. Opinions of pupils were sought through the student school council. The Headmaster submitted it to the Chair of Council (Governors) and recommended it for adoption.

Rossall School is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The pupils at Rossall School come from diverse backgrounds, expressing a variety of beliefs and values. It is therefore essential that the curriculum is designed to support our pupils and is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The aim of this policy is to communicate to staff, governors, parents/carers and pupils the manner in which Rossall School will deliver and support Relationships and Sex Education (RSE) as part of the Personal, social, health and economic framework. This is in addition to the statutory National Science Curriculum topics.

Relationships Education, Relationships and Sex Education and Health Education guidance outlines what schools must cover. The PSHE Association Programme of Study, which has been used to design the PSHE curriculum at Rossall School, is a comprehensive programme that integrates, but is not limited to, this statutory content.

This policy is available to all staff on the School intranet. The policy is available to parents on the School website with a hard copy available on request. This policy is reviewed annually and is responsive both to changes in government policy as well as feedback from pupils, parents and teachers.

There are various opportunities for parents to be involved in consultation on the PSHE curriculum, including at Introductory Evenings, Q&A sessions and parent seminars.

What is Relationships and Sex Education?

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Relationships and Sex Education (RSE) is the right and responsibility of the parent/carer. Rossall School provides RSE to support parents/carers in fulfilling their responsibility and to contribute to every pupils' health, wellbeing and preparation for adult life.

Aims and Objectives

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

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

Effective RSE does not encourage early sexual experimentation but teaches young people to understand human sexuality and to respect themselves and others.” [DfE Relationships Education, Relationships and Sex education (RSE) and Health Education [2021]

RSE will be an integral part of the lifelong learning process and it fits in with our whole school ethos by promoting respect for self and others. We believe that with a growth mindset our pupils will be able to make positive life choices and decisions which will be beneficial to their overall wellbeing now but also in the future.

We have prioritised the following objectives:

Attitudes and Values

- Learning about the values of family life, marriage and stable relationships for the nurture of children.
- Learning the value of respect, love and care.
- Understanding that consent is central to learning about healthy, equal and safe relationships.
- Exploring and clarifying attitudes towards friendships, sexuality and gender.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Developing a good self-image and high self-esteem.
- Developing listening skills to be more aware of the feelings of others.
- Learning to be sensitive to the feelings of others as relationships develop.
- Understanding the importance of not using, either intentionally or unintentionally, language which could offend the sensibilities of others.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-esteem, self-respect and empathy for others.
- Developing skills to negotiate and resist unwanted pressure.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Learning how to recognise and avoid exploitation and abuse.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Laws relating to sex, relationships, consent and rape, sexual exploitation, abuse, grooming, coercion and harassment and recognition and protection of the LGBTQ+ community, (both on and offline).
- Information about healthier and safer lifestyles and understand when and how to report issues.
- Accurate information about physical development, reproduction, contraception and human sexuality.
- Promoting the skills to build positive relationships and be aware of their emotions.
- Exploring reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy.
- Pornography and explicit material as a distorted image of body image, relationships and sex.
- Internet safety and harm.
- LGBTQ+ awareness – individuals and relationships should be respected by all.
- FGM (female genital mutilation).

This will provide an objective and balanced view of sexual matters, correcting any misconceptions and misinformation pupils may have gained.

The RSE policy will reflect this ethos to support the development of self-awareness, a sense of responsibility both for their own actions and towards family, friends and the wider community and understanding and respecting diversity regarding religion, culture and sexual orientation.

We strive to develop in our pupils, a lifelong love of learning, a sense of responsibility, and personal integrity. We are a community based on trust, mutual respect, and compassion, and every member of our School is expected to uphold these values.

The RSE policy detailed applies to the whole school community.

The Policy References:

DfE Relationships Education, Relationships and Sex education (RSE) and Health Education [2021]

Curriculum Content

Please see Appendix 1 attached for breakdown of Curriculum Content across the Key Stages 1-2 and Appendix 2 for the RSE scheme of work Key Stages 3-5.

Organisation and Delivery

Teaching about relationships and sex is generally best provided as part of an integrated programme of Personal, social, health and economic education. The PSHE programme is developed to promote a safe and positive climate in which pupils and adults feel able to talk honestly and openly.

In the Pre Prep and Prep School, RSE is embedded within the Curriculum in the PSHE programme. In Years 7-11 RSE is also integrated into the PSHE programme. Pupils will receive stand-alone sex education sessions delivered through the weekly PSHE lessons taught by the PSHE teacher. In Sixth Form, PSHE and RSE are delivered by the Heads of Year and Tutor Team with resources produced by the PSHE and RSE Coordinator. Certain sessions will be delivered by trained health professionals.

Pupils will normally be taught in mixed classes to encourage their awareness, respect and sensitivity towards each other's differences; however provision for single-sex groups is made as appropriate.

There is a cohesive, graduated curriculum starting in Key Stage 1 through to Key Stage 5, supported by appropriate materials and resources.

In addition to PSHE and the planned science curriculum for all pupils, aspects of RSE may also occur in RS, English, History and other subject areas. RSE also occurs indirectly through the promotion of the school's ethos within school life as a whole. e.g. School assemblies and Heads of Year assemblies.

Roles and Responsibilities

The responsibility for the provision of Relationship and Sex Education is held by the Headmaster. The responsibility for the taught Relationship and Sex Education programme is held by the PSHE co-ordinator. In this role the co-ordinator, in consultation with relevant people, is responsible for developing key stage plans and schemes of work taking into account the National Curriculum requirements, school priorities for the personal and social development of the pupils, local priorities and initiatives, racial and cultural differences, DfE guidance on RSE, the special needs and maturity levels of individual pupils.

Rossall School recognises the need to create a supportive and secure atmosphere where pupils can develop the confidence needed to talk, listen and think about relationships and sex. In order to do this, staff members will:

- establish ground rules with pupils,
- emphasise the importance of mutual respect,
- encourage reflection,
- make pupils aware of the relevant persons to approach if in difficulty at Rossall School,
- deliver RSE in a sensitive way and model positive attitudes to RSE.

The PCT School Nurse will be invited to support the delivery of the RSE curriculum, with the support of other health professionals as appropriate. Other agencies / visiting speakers may be invited to input into the programme. Any visiting speakers will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including confidentiality issues. No visitor will work with pupils in a classroom situation without a teacher present.

Specific Issues

Parental Consultation and Right of Withdrawal

The RSE policy is made available to all parents on the school website. Parents and carers have an especially important role to play in RSE. They need to feel confident that Rossall's programme complements and supports their role. To enable this, parents with any concerns about the RSE programme are encouraged to talk with the PSHE Co-ordinator, or their child's Head of Year.

In the Prep School and Senior School a letter advising parents that the RSE element of study is planned within the term is sent home allowing parents to contact the school as appropriate. The communication contains information about what will be covered and provides parents with information, links and resources available to help them understand and discuss with their children what is being covered in school.

The UK Government made RSE statutory in all schools from September 2020. However, as parents you have the right to withdraw your child from some or all aspects of Sex Education delivered as part of RSE before your child turns 16. At this point, if your child wishes to receive Sex Education, they will be able to join the lessons taught at Rossall. There is no right to withdraw from Relationships

Education or Health Education at secondary level and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Before granting any such request it is good practice for the PSHE Co-ordinator, Safeguarding lead (DSL) or another member of the senior pastoral team to discuss the request with parents and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Rossall School will keep a record of these discussions.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Dealing with Sensitive Information and Answering Difficult Questions

Teachers will answer pupil questions appropriately and use their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

Confidentiality Statement

Teachers conduct sex education lessons in a sensitive manner and in confidence. In accordance with the DfE 'Relationship and Sex Education Guidance' we will:

- ensure that all staff, pupils and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality ensure that pupils are informed of the limits of confidentiality that may be offered by teachers.
- use ground rules in lessons including the limits of confidentiality.
- ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP, independent person or local young person's advice service.
- encourage pupils to talk to their parents or carers and give them support to do so.

If a teacher believes a pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents or child support agency where appropriate. In any circumstances where child safeguarding issues arise we will always follow the school's safeguarding procedures (see W6 Rossall School Safeguarding and Child Protection policy).

Inclusion

We are required by law to comply with the relevant provisions of the Equality Act 2010. At Rossall School, we intend our policy to be sensitive to the needs of all pupils and to ensure that they are appropriately met. All pupils are entitled to quality RSE. We do this by promoting the needs and interests of all pupils, to help them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their sex, age, race, disability, religion or belief, gender reassignment, or sexual orientation. At Rossall School, there are a variety 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. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We will ensure that all young people receive sex and relationship education, and we will:

- ensure provision is appropriate to the particular needs of all our pupils, taking specialist advice where necessary.
- implement high quality planning for pupils with special educational needs and disabilities.
- deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.
- Whatever their developing sexuality, ensure that young people feel that sex and relationship education is relevant to them.

Monitoring and Evaluation

Both the policy and classroom delivery will be reviewed as part of the regular cycle of self-review. Provision for relationship and sex education, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Management and the PSHE Co-ordinator. The policy will be reviewed at least annually and approved by Council.

Support and Training

The Council acknowledges that the effective teaching of RSE, within the PSHE framework, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy. As RSE issues may be raised in many different contexts across the school (e.g. form time, informal discussion) all staff should have the opportunity to attend awareness-raising sessions and to discuss whole-school issues e.g. through the school INSET programme.

Council will also be offered an annual opportunity to be updated on any changes and developments. Because of the changing nature of the content, issues of resourcing will be dealt with appropriately with PSHE/RSE being a consideration within the annual budget.

Appendix 1

Curriculum Content

The Focus will be on the children being able to understand the importance of:

In Pre-Prep:

- Self esteem
- The concept of growth and change
- Showing respect
- Relationships – family, friends; understanding others and respecting difference
- Feelings
- Knowing the correct names for the external parts of the body, including sexual parts
- Personal hygiene
- Knowing places that are safe and where to go for help
- Making safe choices – saying no, when to keep a secret, when to tell
- Knowing that we have rights over our own bodies.

In Prep:

- Life changes
- Self esteem
- Respect for their own and others bodies
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure
- The influence of the media
- How to access help
- Feelings and emotional change (linked to puberty)
- Bullying
- Relationships (family, friends, love, marriage)
- Understanding differences
- Preparation for sexual maturity and the process of conception and birth
- How changes at puberty affect bodily hygiene

In Key Stage 1 and 2 RSE is delivered through the weekly PSHE lessons taught by the class teacher.

Appendix 2

Rossall School RSE Scheme for Key Stage 3-5

Year 7

Topic	Pupils outcomes
Diversity- <i>Bullying</i>	To recognise the signs and effects/impact in all its forms, of all types of bullying, including online.
Diversity- <i>Bullying</i>	How to respond to bullying (including online). The skills and strategies to manage being targeted or witnessing others being bullied. How to support others.
Diversity- <i>Identity</i>	About identity, rights and responsibilities.
Diversity- <i>Diverse society</i>	About living in a diverse society. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.
Diversity- <i>Discrimination</i>	How to challenge prejudice, stereotypes and discrimination on individuals and Relationships.
Diversity- <i>Prejudicisim</i>	Unacceptability of prejudice-based language and behaviour.
Building relationships- <i>Self-worth</i>	How to develop self-worth, confidence and self-efficacy- mutual respect and tolerance (BV). Body image and self esteem.
Building relationships- <i>consent and unwanted contact</i>	About consent and how to seek and assertively communicate consent.
Building relationships- <i>Relationship boundaries</i>	How to recognise unhealthy relationships.
Building relationships- <i>Romance and friendship</i>	About qualities and behaviours relating to different types of positive relationships.
Building relationships- <i>Relationship boundaries</i>	How to evaluate expectations for romantic relationships.
Building relationships- <i>Media stereotypes</i>	How the media portrays relationships and the potential impact of this on people's expectations of relationships.
Building relationships- <i>Media stereotypes</i>	How to recognise and challenge media stereotypes.

Year 8

Topic	Pupils outcomes
Discrimination- <i>Self-worth</i>	How to develop self worth and confidence.
Discrimination- <i>In all its forms</i>	About disability and gender-based discrimination.
Discrimination- <i>Homophobia and biphobia</i>	How to recognise and challenge gender identity, transphobia, homophobia and biphobia.
Discrimination- <i>Peer pressure</i>	About group-think and persuasion- to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it.
Discrimination- <i>Influences</i>	How to manage influences on beliefs and decisions.
Discrimination- <i>Racism and religion</i>	How to recognise and challenge racism and religious discrimination.
Discrimination- <i>Cyber safety</i>	How to keep safe on social media.
Identity and relationships- <i>Consent</i>	About the law in relation to consent. That the legal and moral duty is with the seeker of consent/
Identity and relationships- <i>Consent and communication</i>	How to effectively communicate about consent in relationships.
Identity and relationships- <i>Gender identity and sexual orientation</i>	About gender identity and sexual orientation.
Identity and relationships- <i>Developing relationships</i>	About forming new partnerships and developing relationships.
Identity and relationships- <i>Healthy relationships</i>	The qualities of positive, healthy relationships and how to demonstrate positive behaviours in healthy relationships.
Identity and relationships- <i>Contraception</i>	About basic forms of contraception, e.g. condom and pill.
Identity and relationships- <i>Sexting and risks</i>	About the risks of 'sexting' and how to manage requests or pressure to send an image.

Year 9

Topic	Pupils outcomes
Respectful relationships- <i>Different types of families</i>	About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.
Respectful relationships- <i>Relationship changes</i>	How to manage relationship and family changes, including relationship breakdown, separation and divorce.
Respectful relationships- <i>Parenthood</i>	The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.
Respectful relationships- <i>Conflict</i>	About conflict and its causes in different contexts, e.g. with family and friends. Conflict resolution strategies and how to access support services.
Respectful relationships- <i>Healthy relationships to reduce homelessness</i>	About positive relationships in the home and ways to reduce homelessness amongst young people. How to access support.
Respectful relationships- <i>Peer influence and support</i>	To recognise peer influence and to develop strategies for managing it, including online. The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.
Intimate relationships- <i>Consent</i>	About the continuous right to withdraw consent and capacity to consent and about myths and misconceptions relating to consent.
Intimate relationships- <i>Contraception, the risks of STIs</i>	About STIs, effective use of condoms and negotiating safer sex. Consequences of unprotected sex, including pregnancy.
Intimate relationships- <i>Readiness for sexual activity</i>	About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex.
Intimate relationships- <i>Social media</i>	How to keep safe on social media (related to grooming). Recognise and respond to signs of grooming.
Intimate relationships- <i>Secure personal information</i>	How to secure personal information online.
Intimate relationships- <i>Social influences and sexting</i>	How to assess and manage risks of sending, sharing or passing on sexual images.
Intimate relationships- <i>Attitudes towards</i>	That the portrayal of sex in the media and social

<i>pornography</i>	media (including pornography) can affect people's expectations of relationships and sex.
--------------------	--

Year 10

Topic	Pupils outcomes
Healthy relationships- <i>Consent</i>	About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent.
Healthy relationships- <i>Myths</i>	About myths, assumptions, misconceptions and social norms about sex, gender and relationships.
Healthy relationships- <i>Recognising and reporting exploitation, including victim blaming</i>	How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support. How to recognise and challenge victim blaming.
Healthy relationships- <i>Relationship and Sex values and expectations</i>	About relationship values and the role of pleasure in relationships. About asexuality, abstinence and celibacy.
Healthy relationships- <i>Risks online</i>	About the opportunities and risks of forming and conducting relationships online.
Healthy relationships- <i>The impact of the media and pornography</i>	How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours.
Addressing extremism and radicalisation- <i>Community cohesion</i>	About communities, inclusion, respect and belonging.
Addressing extremism and radicalisation- <i>Discrimination</i>	How to safely challenge discrimination, including online.
Addressing extremism and radicalisation- <i>Challenge extremism and radicalisation</i>	How to recognise and respond to extremism and radicalisation.
Addressing extremism and radicalisation- <i>Equality Act</i>	About the Equality Act, diversity and values.
Addressing extremism and radicalisation- <i>Mis-representative information</i>	About how social media may distort, mis-represent or target information in order to influence beliefs and opinions.
Addressing extremism and radicalisation- <i>Mis-representative information</i>	How to recognise, manage and respond to conflicting views and misleading information.

Year 11

Topic	Pupils outcomes
Communication in relationships- <i>Assertive communication</i>	How to communicate assertively and how to communicate wants and needs - consent.
Communication in relationships- <i>Unwanted attention (on and offline)</i>	How to handle unwanted attention, including online. How to challenge harassment and stalking, including online.
Communication in relationships- <i>Relationship challenges and abuse</i>	About various forms of relationship abuse, (unhealthy, exploitative and abusive relationships). About 'honour based' violence and forced marriage and how to safely access support. How to access support in abusive relationships and how to overcome challenges in seeking support.
Communication in relationships- <i>Core values and emotions</i>	About core values and emotions. The characteristics and benefits of strong sense of self-worth, positive relationships, including mutual support, trust, respect and equality. The difference between love and abuse.
Communication in relationships- Gender identity and sexual orientation	About gender identity, gender expression and sexual orientation.
Communication in relationships- <i>Diversity and support</i>	About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. Questioning alignment of sexuality and mental health statistics.
Families- <i>Parenthood</i>	How to evaluate readiness for parenthood and positive parenting qualities. The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.
Families- <i>Contraception, the risks of STIs</i>	About STIs, effective use of condoms and negotiating safer sex. About the consequences of unprotected sex.
Families- <i>Family structures</i>	About different types of families and changing family structures. About adoption and fostering.
Families- <i>Fertility</i>	About fertility, including how it varies and changes.
Families- <i>Managing loss</i>	How to manage change, loss, grief and bereavement.

Families- <i>Pregnancy</i>	About pregnancy, birth and miscarriage. About unplanned pregnancy options, including abortion.
Families- <i>FGM</i>	About FGM and how to access help and support.

Year 12

Topic	Pupils outcomes
Forming and maintaining respectful relationships- <i>Consent</i>	About the concept of consent in maturing relationships. How to seek and assertively give, not give or withdraw consent, in all contexts. How to communicate personal values in different types of relationships.
Forming and maintaining respectful relationships- <i>Consent</i>	About the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent. About the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent.
Forming and maintaining respectful relationships- <i>Signs of abuse</i>	How to identify the signs of abuse, exploitation and assault or rape. Where and how to access support and report concerns, including online to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online.
Forming and maintaining respectful relationships- <i>Personal safety in relationships</i>	To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online. To manage the ending of relationships safely and respectfully, including online.
Forming and maintaining respectful relationships- <i>Manipulation and Coercion</i>	How to recognise manipulation and coercion and manage negative influence and persuasion. Exit strategies for unhealthy relationships, exit strategies for pressurised or dangerous situations.
Forming and maintaining respectful relationships- <i>Harassment, stalking and violence</i>	About rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help.
Forming and maintaining respectful relationships- <i>Forced marriage</i>	About the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help.
Sexual Health, Diversity and inclusion-	To develop a nuanced understanding of how to

<i>Contraception</i>	select appropriate contraception in different contexts and relationships. How to reduce the risk of contracting or passing on a sexually transmitted infection (STI).
Sexual Health, Diversity and inclusion- <i>Sexual Health</i>	How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment.
Sexual Health, Diversity and inclusion- <i>Decision making</i>	How alcohol and drugs impact decision making. Consent, pressure, peer pressure, sharing of images.
Sexual Health, Diversity and inclusion- <i>Cultural practices</i>	To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values. About how different cultures and beliefs see different values and morals, including marriage. (About the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate).
Sexual Health, Diversity and inclusion- Equality Act	Strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010).
Sexual Health, Diversity and inclusion- <i>Diverse Society</i>	About rights, roles and responsibilities in a diverse society and how to respect and advocate for them. To celebrate cultural diversity and promote inclusion.
Sexual Health, Diversity and inclusion- <i>Discrimination</i>	How to safely challenge prejudice and discrimination, including online.
Sexual Health, Diversity and inclusion- <i>Extremism and Radicalisation</i>	About extremism and radicalisation, how to reduce the risks and when, where and how to seek help.

Year 13

Topic	Pupils outcomes
Consent and safety- <i>Issues of consent (the law).</i>	How to assertively communicate relationship expectations. How to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent. How alcohol and drugs impact decision making.
Consent and safety- <i>Effective use of</i>	How to effectively evaluate and use the most

<i>different contraceptives</i>	appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner.
Consent and safety- <i>Sexual Health</i>	STI's and about sexual health services, locally, nationally and online, and how to access and use them.
Consent and safety- <i>Implications of unintended pregnancy</i>	To understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age.
Consent and safety- <i>Pregnancy advice and support</i>	To access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly. Including miscarriage. About the pathways available in the event of an unintended conception.
Consent and safety- <i>Sexual abuse</i>	How to recognise, and seek help in the case of, sexual abuse, exploitation, assault, and the process for reporting to appropriate authorities.
Building and maintaining relationships- <i>Professional relationships</i>	About professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries.
Building and maintaining relationships- <i>Constructive communication</i>	How to manage strong emotions, communicate constructively and negotiate difficulties. Strategies to recognise, de-escalate and exit aggressive social situations.
Building and maintaining relationships- <i>Organised crime</i>	How to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon.
Building and maintaining relationships- <i>Personal safety</i>	How to manage mature friendships, including making friends in new places. About personal safety in new relationships, including online.
Building and maintaining relationships- <i>Relationship challenges</i>	About relationship challenges and how to manage the ending of relationships safely and respectfully, including online.
Building and maintaining relationships- <i>Transitional life phases</i>	Strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time.
Building and maintaining relationships- <i>Love and lust</i>	How to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust'.

By the end of Secondary School:

As well as continuing to develop knowledge on the topics pupils are expected to study at primary school, the DfE guidance states that pupils should cover the following content by the end of secondary school:

Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including its legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships) and seek help or advice, including reporting concerns about others if needed.

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful and consensual relationships
- 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).
- That in school and in wider society they can expect to be treated with respect by others and that, in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and Media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they wouldn't want shared further, and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material (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.
- How information and data is generated, collected, shared and used online.

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing).
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy, including miscarriage.

- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment.