



6-7 RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

STATEMENT

In teaching relationship education, sex and relationship education and health education, Guildford High School:

- ensures due regard to Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 which make relationship and sex education compulsory as follows:
 - Every registered pupil in the Junior School is provided with relationships education. Parents have the right to withdraw their children from the aspects of the curriculum that cover sex education. This does not include the reproductive topics taught through Science.
 - Every registered pupil in the Senior School is provided with relationships and sex education, subject to limited parental right to withdraw pupils (see below for more)
- consults current teachers, parents and pupils on this policy and its review
- makes sure that the approach is set in the context of the school's ethos and pastoral care system and as part of the wider approach to supporting pupils to be safe and happy

A copy of this policy is published on the website and is provided to anyone who asks for it. The policy is reviewed and updated annually, and parents are informed of this and invited to ask questions or offer feedback.

DEFINITIONS

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Information about the body, sex, reproduction and birth are taught within science. Alongside this, the Beehive/ASPIRE (PSHE) curriculums provide a comprehensive programme to ensure children and young people have the essential skills to build positive, enjoyable, respectful, loving and non-exploitative relationships and stay safe both on and offline.

Health Education focuses on teaching the characteristics of good physical, mental and emotional health and well-being. It teaches that physical health and mental health are interlinked and should provide pupils with the information they need to make good decisions about their own health and well-being. It should enable them to recognise what is normal and what is an issue in themselves

and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

RSE at GHS is underpinned by the school's wider values and a deliberate cultivation of individual traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

GHS understands Relationship and Sex Education to be the process of lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care, and understanding that the expression and experience of these is individual and diverse. It is also about the teaching of sex, sexuality and sexual health. High quality, evidence based and age-appropriate teaching of RSE can help prepare children for opportunities, responsibilities and experiences of adult life, both in the real world and online.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At GHS, we want to build our pupils' self-esteem and confidence in order to make good, positive decisions around sexual activity.

The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

AIMS OF RSE AT GHS

- To understand why friendships and connections are important, how to effectively communicate and the ability to recognise unhealthy relationships to avoid exploitation, bullying and abuse
- To provide expert Relationships and Sex Education
- To provide expert Health Education that supports and promotes the schools' well-being programme
- To deliver RSE content that is in line with the school ethos and promotes the spiritual, moral, cultural and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life

CURRICULUM CONTENT

PRIMARY

In the Junior School, pupils are taught the fundamental building blocks and characteristics of diverse and positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. As pupils progress through school, they are taught the

principles of safe, positive and respectful relationships and how they apply them both online and offline. They are taught the skills to navigate a range of social experiences, including conflict, collaboration and caring for others. By the end of Junior School, pupils will receive sex education that draws on knowledge of the human life cycle covered in science and ensures factual information, using correct terminology, in explanation of how a baby is conceived and born. In addition, pupils are prepared for the emotional and physical changes that adolescence brings.

SECONDARY

In Senior School, we build on the foundations of relationships and sex education taught in Junior School to provide students with information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationships. It teaches about intimate and sexual relationships, contraception and sexual health. There is a strong focus on self-respect and respect of others; this includes reasons for delaying sexual activity, resisting pressure and not applying pressure to have sex, and understanding sex in context of a loving, healthy relationship regardless of sexual orientation. Pupils will be apprised of relevant legal provisions when topics are being taught such as consent (including the age of consent), FGM, sexuality, gender identity, exploitation.

HEALTH EDUCATION

Throughout Junior and Senior School, pupils are taught the characteristics of good physical and mental health, both of which are a part of normal, everyday life. This starts with pupils understanding the benefits of daily exercise, good nutrition and sufficient sleep, digital balance, self-care and personal hygiene. In addition, pupils are taught the language and knowledge to understand the normal range of emotions everyone experiences and are encouraged to articulate how they feel and talk about their bodies, health and emotions. In Senior School, pupils will be empowered to protect and support their own health and wellbeing. They are taught about the physical and emotional developments to their body and brain through adolescence as well as positive lifestyle choices and basic first aid. Pupils are told who they can go to for further help, advice and support and the Senior School Aspiring Girls/Junior School Well-being websites detail who and where they can go to both inside and outside school.

DELIVERY AND TEACHING STRATEGIES INCLUDING TIMING AND FLEXIBILITY

The Beehive/ASPIRE programmes ensure all aspects of RSE and health education are covered and monitored; this is organised and co-ordinated by the Head of Beehive/Assistant Head of Well-Being. It aims to safeguard our pupils, to ensure that they are fully informed to make responsible decisions that maintain physical and emotional health and to know the law. Core knowledge is broken into units of manageable size and delivered in a carefully sequenced way with sufficient

opportunities to apply and embed knowledge. Schemes of work, lesson plans and resources are all carefully selected and prepared by the Head of Beehive/ASPIRE who will manage and oversee the delivery. Lessons have age-appropriate content and meet the needs of our pupils. A flexible approach is taken to this with consideration given to pupil voice, parents and local or national pupil health and community issues.

JUNIOR SCHOOL

In Junior School, form tutors will deliver lessons, which will include Relationship Education and Health Education. All topics are covered in a spiral curriculum where pupils revisit concepts, skills and knowledge each year with age-appropriate coverage. This ensures every pupil is given the opportunity to explore, discuss and ask questions about the range of topics at any stage of their development.

Sex Education is covered in the Science curriculum by Science teachers and the Head of Beehive. In the Trinity Term of Year 5, parents are invited in to see an overview of the topics covered prior to teaching it.

SENIOR SCHOOL

In Senior School, form tutors will deliver lessons, which will include relationships and health education. Alongside the Science curriculum, within ASPIRE, Sex Education is facilitated by outside speakers and primarily from It Happens Education. GHS takes careful consideration over who they work with to ensure speakers know the aims and are able to promote the same values.

The curriculum as detailed above is delivered in a non-judgemental, factual way which allows scope for young people to ask questions, whether publicly or anonymously.

PARENTAL ENGAGEMENT

GHS recognizes that parents and/or guardians are the key people in teaching their children about relationships and sex. Parents and/or guardians have the most significant influence in enabling their children to grow, mature and form healthy relationships. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

Parents will be informed about when and how RSE is delivered to their children; this is through Information Booklets, Heads of Year blogs and when necessary, via letters home. At the introduction of the Sex component of the curriculum in Year 5, The Head of Science and Head of PSHE (Junior School) hold an information session for parents to come and learn about the curriculum content and ask any questions they may have. Pupil voice takes place to regularly review the delivery of RSE and, within talks, pupils have the opportunity to raise anonymous questions that will be answered by specialist speakers.

LGBT

The school will ensure that RSE is accessible to all its pupils, that their needs are appropriately met and that all pupils understand the importance of equality and respect. Pupils are taught to know and respect the Equalities Act and understand the role they play in society, the law regarding this and their own individual liberty. Discussion of LGBTQ+ is a fully integrated part of RSE and in all areas the teaching will be sensitive and age appropriate.

SEND

SEND issues will also be considered; RSE is made accessible to all pupils and consideration is given to this when designing and teaching these subjects. We recognize that some pupils may be more vulnerable to exploitation, bullying and other issues on account of their SEND. In addition, the religious background of all pupils is taken into consideration so that planning and content is appropriate and recognises religion or belief as a protected characteristic under the Equality Act 2010.

FAITH PERSPECTIVES

The religious background of all students will be taken into account when planning teaching so that the topics that are included in the core content of the guidance is handled appropriately. GHS ensures that it complies with the provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Balanced debate takes place and teaching reflects the law to ensure pupils understand what the law allows and does not allow, and the wider legal implications of decisions that pupils make.

SAFEGUARDING

Staff should be aware that any disclosures of a safeguarding nature should be passed to the DSL/Safeguarding team. Staff should also approach the Head of Beehive/ASPIRE or Deputy Head Pastoral (all of which are DSLs) if they wish to discuss any issues that arise in response to the subject content.

THE RIGHT TO BE EXCUSED FROM SEX EDUCATION

The statutory guidance for RSE and Health Education will come into effect in all secondary schools from 2020. This states that:

- Parents **will not be able** to withdraw their child from any aspect of **Relationships Education or Health Education**.
- Parents **will be able** to withdraw their child (following discussion with the school) from any or all aspects of **Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'

All requests of parents for their child to be withdrawn from some or all of sex education delivered as part of statutory RSE should be made in writing to the Head of Senior School. Before granting the request the Head of Senior School will discuss the request with the parents and, as appropriate, with their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. After these discussions, except in exceptional circumstances, GHS will respect the parents' request as outlined above. Requests will automatically be granted to parents who request to withdraw their child from sex education in primary schools, other than as part of the Science curriculum. The school will document and record this process.

Where pupils are withdrawn from sex education, this will be documented and the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Documents that support and inform the teaching of RSE and of this policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)
- DfE Statutory Guidance for teaching RSE (2019)
- Ofsted Review of Sexual Abuse in Schools and Colleges (2021)

Policy is supported and complemented by:

- PSHE Policy
- Pastoral Care
- Behaviour and Discipline
- Anti-Bullying
- Child Protection and Safeguarding
- SMSC

This policy has been reviewed and approved by Anna Lise Gordon, Safeguarding Governor.
Review Date: Sept 2023

APPENDIX 1 – DETAILS OF CONTENT AND WHEN EACH CONTENT IS TAUGHT

Curriculum areas such as Biology, Religious Studies and Physical Education teach Relationships and Sex Education and Health Education in the context of their own subject. The PSHE programmes try to ensure all aspects are covered, recognising the need for age appropriate content. For a more detailed map of this, please see appendix 2.

KEY STAGE 1

- Pupils begin to develop the skills for building appropriate relationships. This involves expressing themselves fairly and clearly, sharing ways to manage different emotions, including naming feelings and regulating themselves.
- They also begin to think about themselves as individuals and as part of different communities and various roles of responsibility, including online.
- Alongside this the pupils learn about animal classification, life cycles and reproduction in animals.

KEY STAGE 2

- The curriculum builds on the Key Stage 1 topics, while also developing an understanding of how to spot and deal with circumstances such as bullying, sadness, healthy eating etc.
- In Year 5 the Science Curriculum introduces the theme of reproduction in humans. This is delivered together with the Head of Beehive.

KEY STAGE 3

RELATIONSHIP EDUCATION

- Characteristics of positive, healthy relationships – with ourselves, friends, family. Recognising unhealthy relationships (including online behaviour and an understanding of what grooming is)
- Peer pressure, bullying (on and off-line) with early themes of consent, exploitation – coercive and controlling behaviour.
- Online risks – scams and social media – including sexting and the law. Screen time and digital balance. Being a critical consumer online.
- The teenage brain, gender and identity (Year 8)

SEX EDUCATION

- Healthy (sexual) relationships built on respect. Understanding of consent (Year 9)
- Contraception and sexual health (Year 9)
- Understanding sex in context of a loving, stable relationship and the choice to delay sex (Year 9)

HEALTH EDUCATION

- Mind Body and Soul – Aspiring Girls website for advice, resources, support and signposting
- Puberty – menstrual cycle and physical and emotional changes
- The developing teenage brain
- Female Genital Mutilation (year 9)
- Emotional wellbeing – resilience, self-compassion and self-esteem, regulating emotions and the importance of sleep.
- Negative impact of social media on self-esteem.
- First Aid (Year 9)
- ‘Female health’ (HPV and skin care)

KEY STAGE 4

RELATIONSHIP EDUCATION

- Recognising reliable sources of information and signposting of support.
- Recognising the difference in healthy and unhealthy relationships.
- Coercive and controlling behaviour (and the law relating to this).
- Consent (Freely given, Revocable, Knowledgeable and Informed Agreement).
The choice to delay sex or to enjoy intimacy without sex.
- Sexual orientation and gender Identity.
- Forced marriage, honour based violence and FGM
- Equalities Act and protected characteristics
- Viewing of harmful material – specifically explicit material and the damaging nature of distorted sexual behaviour

SEX EDUCATION

- Healthy (sexual) relationships built on respect. Understanding of consent.
- Contraception and sexual health
- Understanding the choice to delay sex
- Gender and sexual orientation
- GCSE Science curriculum: human reproduction, hormones and menstrual cycle.

HEALTH EDUCATION

- Mind Body and Soul – Aspiring Girls website for advice, resources, support and signposting
- Year 10 Lent term – ‘learning to live and think well’: Nutrition, Sleep, Exercise, digital balance and good mental health. Recognising the difference between normal range of emotions and signs of ill mental health and when and how to seek support.
- Drugs, Alcohol, risky behaviour and poor lifestyle choices.
- Impact of social media on self-esteem and mental wellbeing

KEY STAGE 5

RELATIONSHIP EDUCATION

- Recognising reliable sources of information and signposting of support
- Understanding and shaping our digital footprint
- Recognising the difference in healthy and unhealthy relationships
- Sexual orientation and gender Identity
- Viewing of harmful material – specifically explicit material and the damaging nature of distorted sexual behaviour
- Coercive and controlling behaviour (and the law relating to this). Domestic violence

SEX EDUCATION

- Aspiring Girls website includes section on sexual health and signposts how to receive health advice and treatment
- Sexual health - prevalence of some STI's
- Sexual Violence, sexual harassment, consent, rape and the law

HEALTH EDUCATION

- Mind Body and Soul – Aspiring Girls website for advice, resources, support and signposting
- Mental wellbeing
- Female Health (breast health and cervical screening)
- Fertility and reproductive health, pregnancy and choices, miscarriage and menopause

MAPPING OF RELATIONSHIPS EDUCATION, SEX AND RELATIONSHIPS EDUCATION AND HEALTH EDUCATION

Key : Cross Curricular **Beehive** / **ASPIRE** Theme

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|---|--|---|---|
| Families and people who care for me Relationships | Families give love, security and stability | Families give love, security and stability Other families can look different | | Stable, caring relationships are important Characteristics of family life Other families can look different | Stable, caring relationships are important | Stable, caring relationships are important | Other families can look different |
| Caring Friendships and Respectful Relationships Respect and Diversity | How friendships make us feel happy and secure Importance of respecting others, even when they are different. Conventions of courtesy and manners. Self-respect and how this relates to happiness. Showing respect Importance of permission seeking. | How people choose and make friends Importance of respecting others, even when they are different. Conventions of courtesy and manners. Showing respect. Importance of permission seeking. | Characteristics of friendship Supporting friends with problems English How to judge and what to do if a friendship is making you uncomfortable. Importance of respecting others, even when they are different. Conventions of courtesy and manners. Self-respect and how this relates to happiness. Expecting and showing respect. Types and impact of bullying. English Importance of permission seeking. | Supporting friends with problems Not making others feel excluded or lonely How to judge and what to do if a friendship is making you uncomfortable. Importance of respecting others, even when they are different. Conventions of courtesy and manners. Self-respect and how this relates to happiness. Expecting and showing respect. Importance of permission seeking. | Supporting friends with problems R Ups and downs in friendship Importance of respecting others, even when they are different. Steps to improve or support respectful relationships. Self-respect and how this relates to happiness. Types, impact and support for bullying. Stereotypes Importance of permission seeking and giving in relationships. | Supporting friends with problems Not making others feel excluded or lonely Ups and downs in friendship How to judge and what to do if a friendship is making you uncomfortable. Importance of respecting others, even when they are different. Steps to improve or support respectful relationships. Self-respect and how this relates to happiness. Expecting and showing respect. Types, impact and support for bullying. Stereotypes Importance of permission seeking and giving in relationships. | Supporting friends with problems English Ups and downs in friendship Importance of respecting others, even when they are different. Steps to improve or support respectful relationships. Self-respect and how this relates to happiness. Types, impact and support for bullying. English Stereotypes Importance of permission seeking and giving in relationships. |
| Online Relationships (Media) | Rules and principles for staying safe online. ICT | Same principles of relationships apply – including respect. Rules and principles for staying safe online. ICT | Same principles of relationships apply – including respect. Rules and principles for staying safe online. ICT | People behave differently online, including pretending to be someone different. | People behave differently online, including pretending to be someone different. | People behave differently online, including pretending to be someone different. | People behave differently online, including pretending to be someone different. |

Updated August 2022

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| Wider World | | | | Same principles of relationships apply – including respect. Rules and principles for staying safe online. ICT Critically consider relationships online. | Same principles of relationships apply – including respect. Rules and principles for staying safe online. ICT Critically consider relationships online. | Same principles of relationships apply – including respect. Rules and principles for staying safe online. ICT Critically consider relationships online. How information and data is shared online. ICT | Same principles of relationships apply – including respect. S3 T3 Rules and principles for staying safe online. ICT Critically consider relationships and information online. How information and data is shared online. ICT |
| Being Safe Safety & Change | Appropriate boundaries with peers and family. Concept of privacy. Your own body – safe and unsafe contact. How to respond safely and appropriately to a range of adults. How to recognise feeling unsafe. Ask for advice and help for themselves. Where to get advice. | Appropriate boundaries with peers and family. Concept of privacy. Your own body – safe and unsafe contact. How to respond safely and appropriately to a range of adults. How to recognise feeling unsafe. Ask for advice and help for themselves. Where to get advice. | Appropriate boundaries with a variety of relationships. Concept of privacy - keeping secrets. Your own body – safe and unsafe contact. How to respond safely and appropriately to a range of adults. How to recognise and respond to feeling unsafe. Ask for advice and help for themselves and others. Where to get advice. | Appropriate boundaries with a variety of relationships. Concept of privacy. Your own body – appropriate and inappropriate contact. How to recognise and respond to feeling unsafe. Ask for advice and help for themselves and others. How to report concerns of abuse, the vocabulary and confidence to do so. Where to get advice. | Appropriate boundaries with a variety of relationships. Concept of privacy. Your own body – appropriate and inappropriate contact. How to recognise and respond to feeling unsafe. Ask for advice and help for themselves and others. How to report concerns of abuse, the vocabulary and confidence to do so. Where to get advice. | Appropriate boundaries with a variety of relationships. Concept of privacy. Your own body – appropriate and inappropriate contact. How to recognise and respond to feeling unsafe. Ask for advice and help for themselves and others. How to report concerns of abuse, the vocabulary and confidence to do so. Where to get advice. | Appropriate boundaries with a variety of relationships. Concept of privacy. Your own body – appropriate and inappropriate contact. Ask for advice and help for themselves and others. How to report concerns of abuse, the vocabulary and confidence to do so. Where to get advice. |
| Sexual Relationships (including sexual health) Physical Health and Mental Wellbeing | Body parts vocabulary - Science Life cycles - Science Emotional Labelling Growing older | Marriage and partnerships - RE | Life Cycles Science Emotional Literacy | | | Human reproduction Puberty Science Phases of growth Science Safe emotional relationships | |
| The Law | Assemblies Whole School activities History | Assemblies Whole School activities History | Assemblies Whole School activities History | Assemblies Whole School activities History | Assemblies Whole School activities History | Assemblies Whole School activities History | Assemblies Whole School activities History |

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| Respect and Diversity | Class Rules | School Rules | Rights and responsibilities in the community | Respect and Diversity Human Rights and unlawful acts | | | |
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| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Sixth Form |
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| Families (and people who care for me) Agency, Positivity, Relationships | <p>How relationships contribute to human happiness <i>Mich wellbeing</i></p> <p>Value of connections <i>Mich, Lent - wellbeing and values</i></p> <p>Determine whether other children, adults or sources of information are trustworthy <i>Mich - staying safe online and using social media safely and critically.</i></p> | <p>Value of connections, links to wellbeing and how these relationships might contribute to human happiness <i>Mich, Lent – Friendships. Lorraine Lee – parents as anchors and fostering that relationship.</i></p> <p>Determine whether other children, adults or sources of information are trustworthy <i>Mich – Scam aware and fake news.</i></p> <p>Different types of committed, stable relationships <i>Lent - friendships, relationships and identity.</i></p> <p>Marriage as a choice and why it must be freely entered - RE</p> <p>Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’); and, how to seek help or advice <i>Lent - friendships and toxic relationships, power imbalance</i></p> | <p>Value of connections and links to wellbeing. <i>Mich - positive sense of self</i></p> <p>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 <i>Trinity - communication and connections</i></p> | <p>Value of connections and links to wellbeing. <i>Mich - learning to live and think well.</i></p> <p>Characteristics and legal status of other types of long-term relationships <i>Mich - emotional readiness for sexual relationships</i></p> <p>Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’); and, how to seek help or advice/ report concerns about others <i>Mich - learning to live and think well</i></p> | <p>Determine whether other children, adults or sources of information are trustworthy <i>Lent - current affairs</i></p> | <p>Marriage as a choice and why it must be freely entered <i>Lent - consent and forced marriage</i></p> <p>The roles and responsibilities of parents with respect to raising of children and successful parenting <i>Lent - successful parenting</i></p> |

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| <p>Respectful relationships (caring relationships)</p> <p>Agency, Safety, Positivity Relationships</p> <p><i>All year groups have an assembly on safeguarding in the first term</i></p> | <p>Characteristics of positive, healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships</p> <p>That in school and society they can expect to be treated with respect 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. <i>Lent - Recognising what respect looks and feels like, self-respect and Values / social skills for life</i></p> <p>Bullying the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>Legal rights and responsibilities regarding equality <i>Lent – Values and Tolerance, equalities act</i></p> | <p>Characteristics of positive, healthy friendships (in all contexts, including online): trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><i>Lent - friendships, toxic relationships,</i></p> <p>Some types of behaviour in relationships are criminal, including violent behaviour and coercive control. <i>Lent - recognising and understanding CSE, Trinity Sexting</i></p> <p>FGM</p> | <p>The characteristics of positive and healthy friendships <i>Mich - Positive sense of self and self-compassion.</i></p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships <i>Mich – self esteem in relation to making good choices, kindness. Mind lessons.</i></p> <p>Bullying the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p><i>Mich - kindness</i></p> <p><i>Lent: Cyber wisdom</i></p> | <p>The characteristics of positive and healthy friendships <i>Mich – risk taking, teenage brain and peer pressure.</i></p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships <i>Lent: RAP project</i></p> <p>Some types of behaviour in relationships are criminal <i>Mich – It happens - 'normal' relationships, boundaries and choice</i></p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable <i>Lent RAP project</i></p> <p><i>Mich – talk from Hope in U6</i></p> <p><i>'Me too – what next?' Lunchtime Club</i></p> | <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage</p> <p>That in school and society they can expect to be treated with respect 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>Legal rights and responsibilities regarding equality <i>Lent equalities act</i></p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p><i>'Me too – what next?' Lunchtime Club</i></p> | <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships – <i>Mich/Lent It Happens: intimate consensual relationships</i></p> <p>Some types of behaviour in relationships are criminal, including violent behaviour and coercive control <i>Mich / Lent - honour based violence and domestic abuse</i></p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable <i>Lent RAP project</i></p> <p><i>'Me too – what next?' Lunchtime Club</i></p> |
| <p>Online Media (online relationships)</p> <p>Agency, Safety, Relationships</p> | <p>Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online <i>Mich – ipad safety and security</i></p> <p>Online risks, including material someone provides to another has the potential to be shared</p> | <p>Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online <i>Lent – communication, friendship</i></p> <p>Online risks, including material someone provides to another has the potential to be shared</p> | <p>What to do and where to get support to report material or manage issues online – Aspiring Girls website and Digital Learning platform <i>and Mich campaign for kindness</i></p> <p>Online risks, including material someone provides to another has</p> | <p>What to do and where to get support to report material or manage issues online – Aspiring Girls website and Digital Learning platform</p> <p>The impact of viewing harmful content. <i>Lent RAP project – Growing up in a social</i></p> | <p>What to do and where to get support to report material or manage issues online – Aspiring Girls website and Digital learning platform</p> | <p>What to do and where to get support to report material or manage issues online – Aspiring Girls website and Digital Learning platform</p> <p>Rights, responsibilities and opportunities online, including that the same expectations of behaviour</p> |

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| | <p>online and the difficulty of removing potentially compromising material</p> <p>To not provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p><i>Mich – Using social media safely and critically and understanding grooming</i></p> <p>How information and data is generated, collected, shared and used online <i>Mich – ipad safety (chain emails and algorithms)</i></p> <p>Digital learning platform</p> | <p>online and the difficulty of removing potentially compromising material.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>Sharing and viewing indecent images of children is a criminal offence which carries severe penalties including jail. <i>Trinity – media and the law.</i></p> <p>How information and data is generated, collected, shared and used online. <i>Mich - Scam aware, phishing and fraud</i></p> <p>Digital learning platform</p> <p>Media influence in image and becoming a critical consumer.</p> <p><i>Mich – media influence</i></p> | <p>the potential to be shared online and the difficulty of removing potentially compromising material.</p> <p><i>Mich Campaign for kindness – online bullying.</i></p> <p><i>Lent – cyber wisdom. ‘What to do, if?’ Assembly</i></p> <p>Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p><i>Lent: Cyber-wisdom</i></p> <p>Digital learning platform</p> | <p><i>world: sexism, porn and consent.</i></p> <p>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><i>Mich and Lent RAP project and It Happens pornography, sexual pressure, intimate relationships and growing up in a social world.</i></p> <p>Digital learning platform</p> | | <p>apply in all contexts, including online</p> <p>To not 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><i>Mich – digital footprint</i></p> <p>The impact of viewing harmful content; 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. - <i>Mich</i></p> <p><i>Rav Gavrielli’s TED talk</i></p> <p>Digital learning platform</p> |
| <p>Being Safe</p> <p><i>Agency, Safety</i></p> <p><i>All year groups have an assembly on safeguarding in the first term</i></p> | <p>The concepts of, and laws relating to: abuse, grooming, coercion, harassment</p> <p><i>Mich Online safety – protecting personal information and data.</i></p> | <p>The concepts of, and laws relating to: sexual consent, CSE, grooming and FGM.</p> <p>How people can actively communicate and recognise consent from others.</p> <p><i>Lent – healthy and unhealthy relationships (early themes of consent, power imbalance and CSE)</i></p> | <p>The concepts of, and laws relating to: sexual consent, grooming, abuse, coercion, harassment,</p> <p><i>Mich - Self respect and making good choices.</i></p> <p><i>Lent – sex and the law, and female health</i></p> | <p>The concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, coercion, rape,</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>The concepts of, and laws relating to: sexual consent.</p> <p><i>Trinity - festival talk from It happens Education</i></p> | <p>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.</p> <p>How people can actively communicate and recognise consent from</p> |

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| | | <p><i>Trinity term – scam aware and Eagle radio – social media, law and ethics</i></p> <p>FGM – Science curriculum when discussing female and male anatomy.</p> | | <p><i>Mich: Substance misuse and impact to decision making / behaviour - It Happens Education talk.</i></p> <p><i>Lent term – risk taking and the party scene.</i></p> <p><i>Eastenders rape episode.</i></p> <p><i>Rap project – sex, consent, social influences and rape.</i></p> | | <p>others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). <i>Mich – consent and party scene.</i></p> <p><i>'Is it rape' documentary.</i></p> <p><i>RAP project. Lent- Year 13 consent and university.</i></p> |
| <p>Sexual relationships including sexual health</p> <p>Agency, Safety, Positivity, Relationships</p> <p>Information on how to get further advice is signposted for girls on the Aspiring Girls website</p> | <p>Puberty and periods. <i>Mich - Betty resources and school nurse</i></p> <p>Aspiring Girls website</p> | <p>There are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. <i>Trinity – sexting (zipit app) the law and social consequences</i></p> <p>Recognising 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><i>Mich - Lorraine Lees: Teenage brain - gender, identity and sexual orientation.</i></p> <p>The facts about reproductive health – Biology (reproductive systems, menstrual cycle, fertilisation, pregnancy and birth)</p> | <p>Puberty and Periods <i>Lent - Well woman / female health talk</i> Recognising 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 they have a choice to delay sex or to enjoy intimacy without sex.</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 testing.</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</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>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>There are a range of strategies for identifying and man <i>The facts about reproductive health, including fertility</i> aging 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 different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p> <p><i>Trinity – Freedom and festivals talk from It Happens</i></p> <p><i>The facts about reproductive health, including fertility - Biology</i></p> <p><i>The facts around pregnancy including miscarriage – Biology including caesarean</i></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>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>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><i>Mich – RAP project and lessons on consent</i></p> |

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| | | | sexual and reproductive health advice and treatment – <i>All the above covered in the Lent term during their Sex and relations talk / rotation (including sex in context of a loving relationship, benefits of delay and STIs and contraception)</i> | <p>Facts about the full range of contraceptive choices, efficacy and options available.</p> <p><i>Mich It Happens - Lent sexual health with School Dr and RAP project – sexual pressure and choice.</i></p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour. <i>Mich – It Happens – substances and Lent – lessons on risky behaviour</i></p> | <i>sections, premature births and pregnancy</i> | <p>the facts about the full range of contraceptive choices, efficacy and options available.</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 testing.</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><i>Lent Sexual Health talk and school Female Health checks talk with school Doctor. It Happens – future, fertility and family talk</i></p> |
| <p>The law</p> <p><i>Agency, Safety, Inclusivity</i></p> <p><i>Where relevant the law is discussed in relation to all covered</i></p> | <p>Online behaviours - sharing of videos or images. <i>Mich - iPad use and digital pledge</i></p> <p>Equalities act (addressed with tolerance / values)</p> <p><i>Lent - values</i></p> <p>Marriage - <i>RE</i></p> | <p>Online behaviours including sexting</p> <p>Consent</p> <p><i>Mich – social media, law and ethics</i></p> <p>Sexuality and gender identity</p> | <p>Age of consent.</p> <p><i>Trinity – digital relationships</i></p> <p>Substance misuse. <i>Trinity term – vaping and substances</i></p> | <p>Party scene: substance misuse. County lines</p> <p>Age of consent</p> <p>Pornography</p> <p>Sexuality</p> <p>Gender identity</p> <p>Substance misuse <i>Mich and Lent</i></p> | <p>Substance misuse, consent</p> <p><i>Trinity - Festivals talk</i></p> <p>Sexuality</p> <p><i>Lent - Equalities</i></p> | <p>Sexual Imagery and violence - <i>Criminal Law talk from Russell Robinson</i></p> <p>Sexual abuse, harrasment and rape - <i>Documentary – was it rape?</i></p> <p>Violence against women and girls</p> |

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| | | <p><i>Lent – teenage brain and identity. Discrimination and equalities act</i></p> <p>CSE – <i>Lent term</i></p> <p>FGM – <i>Science curriculum Lent term.</i></p> | | <p>Extremism / radicalisation <i>RE / Trinity term</i></p> <p>Criminal exploitation / county lines</p> | | <p>Lent term – <i>domestic violence</i></p> <p>Pornography <i>Mich / Lent</i></p> <p>Substance misuse <i>Mich / Lent</i></p> |
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