

RELATIONSHIPS AND SEX EDUCATION POLICY

Policy area

Students

Statutory Regulatory Framework

- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Education Act 1996 (Section 403)
- Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education 2026

SLT Lead

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July 2028

THE KING ALFRED SCHOOL RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy should be read in conjunction with the following policies:

- Upper School Curriculum Policy
- Lower School Curriculum Policy
- Safeguarding & Child Protection Policy
- SEND Policy

This policy has been written with regard to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance) Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance, Department for Education, July 2025 (for implementation from 1 September 2026)
- Keeping Children Safe in Education – latest version
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)
- National Citizen Service guidance for schools
- Children and Social Work Act 2017
- Education Act 1996
- Online Safety Act

1. INTRODUCTION

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) supports our school ethos and fulfils our school aims as included in the school's Curriculum Policy with particular attention to THRIVE KAS Deeper Learning Wheel (see appendix 1). This policy applies to all students including those in the Early Years.

This policy has been reviewed in light of the Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, published in July 2025 and applying from September 2026, and Keeping Children Safe in Education 2026.

2. DEFINITIONS

RSE supports the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, the law, personal identity and how to protect oneself and others. RSE involves a combination of sharing information and exploring issues and values.

RSE also equips pupils with the knowledge and skills to recognise when relationships or behaviours are unsafe, harmful, coercive or abusive and to know how and where to seek help.

Relationships Education:

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

Teaching will reflect positively and sensitively the wide range of family structures in which children may grow up, recognising that stable, caring relationships are at the heart of safe and happy family life.

Health Education:

The focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education:

The focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

At secondary level, statutory RSE also includes age-appropriate learning about consent and boundaries, healthy intimate relationships, sexual health, sexual harassment and sexual violence, and relevant aspects of the law.

3. POLICY DEVELOPMENT

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

- Review – the Assistant Head Personal Development & Wellbeing (Upper School) and the Deputy Head (Lower School) reviewed all relevant information including relevant national and local guidance
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Association Regulations and included relevant parts of the existing KAS RSE guidelines

- The school curriculum plans were amended accordingly (i.e. Brook RSE Education PSHE curriculum and PSHE Association approach adopted in the Upper School)
- Staff consultation – teaching staff were given the opportunity to review the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend meetings about the policy. The school will be transparent with parents about the content of RSE and the materials used to teach it. Curriculum materials will be made available to parents on request, and parents will be informed of significant changes to RSE provision.
- Pupil consultation – we discussed with pupils what they want from their RSE as part of the RSE lessons in forums and a PSHE survey was circulated to all Upper School students
- Drafting of policy – a member of staff pulled together all relevant information including relevant national and local guidance and feedback from the consultations and drafted the policy
- Ratification – once amendments were made, the final policy was shared with governors and ratified.

4. STATUTORY REQUIREMENTS

As an independent 4–18 school, we provide Relationships Education to pupils receiving primary education and Relationships and Sex Education to pupils receiving secondary education in accordance with the Children and Social Work Act 2017 and associated regulations. Independent schools are also required to make provision for PSHE under the Independent School Standards.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. From 1 September 2026, the school will have regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance published in July 2025.

5. AIMS

The aims of RSE at our school are:

- To give young people the information they need to help them develop healthy, nurturing relationships of all kinds
- 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
- To know and understand that “common law” marriage is a myth.
- To help pupils develop feelings of self-respect, confidence and empathy
- To provide a framework in which sensitive discussions can take place
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To create a positive culture around issues of sexuality and relationships
- To teach students about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)
- To help students 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
- To support the school's ethos of nurturing a caring community

- To support pupils to understand consent and boundaries, recognise coercive, controlling, exploitative or abusive behaviour, understand how inequalities of power can affect relationships, and know how to seek help for themselves or others
- To support pupils to critically consider how pornography, social media, online influencers, stereotypes and other online content can influence attitudes towards relationships, sex and gender.

6. CURRICULUM

RSE at King Alfred School will focus on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, and is informed by the statutory curriculum content set out in the Department for Education's Relationships Education, Relationships and Sex Education and Health Education guidance

Primary

- Families and People Who Care for Me
- Caring Relationships
- Respectful Relationships
- Online Relationships
- Being Safe
- Growing and Changing (which includes Changing Adolescent Body)

Secondary

- Families
- Respectful relationships, including friendships
- Online Safety and Awareness
- Harmful online communities and ideologies including incel culture.
- Being safe
- Intimate and sexual relationships, including sexual health

In accordance with the revised statutory guidance, secondary pupils will learn, at an appropriate age and stage, about emerging and contemporary risks within relationships and online environments. This includes consent and boundaries; coercive and controlling behaviour; inequalities of power within relationships; sexual harassment and sexual violence; misogyny and harmful stereotypes; the influence of pornography and harmful online content; harmful online influencers; artificial intelligence and deepfakes; sextortion and online sexual exploitation; the creation and sharing of indecent or sexual images, including AI-generated imagery; non-fatal strangulation and suffocation; relevant aspects of the law; and how and where to seek help.

Ensure pupils will be taught about relevant online legislation, including the Online Safety Act and the legal responsibilities and protections relating to online behaviour, content sharing, exploitation and abuse.

Teaching of these topics will be carefully sequenced and age appropriate. The intention is to equip pupils with knowledge before they are likely to encounter particular situations, without unnecessarily alarming pupils or normalising harmful behaviours.

RSE across the whole school will:

- Consider the ages, aptitudes and needs of all pupils including those with SEND/ and an EHCP plan:

- Not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief; and
- Ensure that discriminatory, extremist opinions or behaviours are challenged effectively and as a matter of routine
- Adapt as necessary according to needs, trends and requests from students (parents will be kept informed)
- Be carefully sequenced so that knowledge and skills build progressively as pupils mature.
- Remain responsive to emerging safeguarding concerns and developments in technology, while maintaining appropriate transparency with parents.

For more information about our curriculum please see Appendices 1, 2 & 3 and our Curriculum Policy.

7. DELIVERY

We take a holistic approach to RSE and recognise that the development of appropriate attitudes, knowledge and understanding is essentially cross-curricular.

In the Lower School, RSE is explicitly taught by class teachers within the personal, social, health and economic (PSHE) education curriculum. The school nurse and the school counsellor may also deliver aspects of the curriculum where relevant. The following themes are covered: 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 and Keeping Safe. For more information about our curriculum and content, see Appendix 2.

In the Upper School, RSE follows on from the PSHE/RSE curriculum in the Lower School. It is a spiralled curriculum from Year 7 to Year 13 to enable students to learn, re-visit and develop relevant knowledge and skills. For more information about our RSE curriculum and content, see Appendix 2.

RSE is explicitly taught through PSHE lessons in Year 7 8 & 9, through Form Hour in Year 10 & 11 and PSHE Lessons taught fortnightly in Year 12 and in Science/ Biology in KS3 and 4.

The delivery is supported by:

- Outside speakers
- Callovers
- The nurse
- The counsellor
- Other Departments e.g. English – study of a text may address personal social, moral and ethical issues relating to RSE

Where external organisations or visitors contribute to RSE, the school remains responsible for the content and the way in which pupils are taught. Resources and lesson content will be checked in advance to ensure that they are accurate, age and stage appropriate and consistent with this policy and the school's safeguarding procedures.

Difficult questions

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner. Questions do not have to be answered directly by teachers, and If a teacher is unsure how to respond appropriately to a question, they should seek advice from the Head of PSHE, relevant pastoral lead or safeguarding team rather than feeling required to answer immediately. A child should never be made to feel uncomfortable for having asked a

question. The anonymous writing of questions to be answered at random by the teacher can overcome some of these situations. Teachers should also be aware that, in order to respond to the demands of pupils with specific educational needs, they may need to plan work in different ways to be more explicit in their explanations so that students are fully informed and don't seek answers online.

A range of high-quality resources are used to support the delivery of RSE. The school will ensure that resources are accurate, age and stage appropriate and accessible. In line with statutory guidance, RSE materials will be available to parents on request. Pupil groupings

Pupils are taught in mixed gender classes for PSHE lessons. RSE is preferably taught in mixed classes so that all sexes and genders learn to understand and respect the viewpoints, feelings, and concerns of each other. At all times, teachers will endeavour to ensure that all members of the class are comfortable with the material that is being delivered. In line with best practice, there is flexibility to adapt the lesson according to the needs/knowledge of the specific pupils. Where there is an identified need, the school may adapt groupings for a particular topic in order to create an appropriate and supportive environment for discussion.

Religious View

As part of the sex education programme issues of contraception, HIV/AIDS and sexuality are addressed in Upper School. Facts are presented in an objective and balanced way. Pupils will be made aware of the difference between fact, opinion and religious belief and maintain mutual respect.

Safeguarding

Keeping Children Safe in Education 2026 states that all schools should ensure that children are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum. Our focus at KAS is always on keeping children safe. This policy is written with careful regard to the KAS Safeguarding Policy.

During PSHE/RSE we are aware that these open forums where we discuss potentially sensitive issues can increase the likelihood of safeguarding reports or concerns being raised. During these lessons children are always made aware of how to raise their concerns and report anything of concern. This may be a class teacher, form tutor, peer, Head of Year, school nurse or member of the safeguarding team, all of whom know that they cannot promise confidentiality in this instance. Staff will remain alert to the possibility that teaching about relationships, sexual violence, abuse, coercive behaviour and online harms may lead to safeguarding disclosures. If staff have any concern about a child's welfare they must act on it immediately in accordance with the school's Safeguarding Policy and Keeping Children Safe in Education.

When teaching PSHE/RSE, all teachers are aware that children may raise topics such as divorce, self-harm and suicide and will consider this when planning their lessons. Where we invite specialist speakers to deliver lessons we explain our safeguarding protocols in relation to reporting an incident, who the DSL is, and understanding the limits of confidentiality.

8. ROLES AND RESPONSIBILITIES

Staff

The Assistant Head PPersonal Development & Wellbeing of the Upper School and the Deputy Head of the Lower School have responsibility for the overview and yearly evaluation of this policy.

The Head of PSHE in the Upper School has responsibility for co-ordinating and planning the short-term RSE content for KS3,4 & 5 All staff are responsible for ensuring this policy is implemented and acted on including:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Sex Education
- Ensuring that any safeguarding concerns or disclosures arising during RSE are acted upon in accordance with the school's safeguarding procedures.

All staff are expected to teach RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the relevant Head of Year (Upper School), Head of PSHE or the Headteacher.

The Headteacher

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

Council

The Head of Council will hold the Headteacher to account for the implementation of the policy.

Students

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

9. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our curriculum is inclusive and our RSE is accessible for all students. For those pupils with Special Educational Needs (SEN) or an Specific Learning Difference (SpLD), the school has a well-established learning support department. Further details can be found in the Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, KAS is mindful of preparing students for adulthood.

KAS is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important for those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

Reasonable adjustments will be made where required to ensure that statutory RSE content is accessible and meaningful for pupils with SEND.

10. PARENTS RIGHT TO WITHDRAW

Lower School:

While relationships education is mandatory, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Upper School:

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, The school will ensure that pupils are aware of this right. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Before granting a request for withdrawal, the Headteacher will normally discuss the request with the parent and, where appropriate, the pupil to clarify the nature and purpose of the curriculum and the reasons for the request. In exceptional circumstances, including where there are safeguarding concerns or specific pupil vulnerabilities, the Headteacher may decide not to grant a request for withdrawal.

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

Alternative work will be given to students who are withdrawn from sex education.

Parents do not have the right to withdraw pupils from Relationships Education, Health Education, or content taught as part of the science curriculum.

11. TRAINING

Staff are trained on the delivery of RSE as part of their continuing professional development.

The Assistant Head Personal Development & Wellbeing (Upper School) and the Deputy Head of Lower School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The Headteacher will ensure appropriate CPD time is devoted to RSE training.

Training will reflect developments in statutory RSE guidance, safeguarding requirements and emerging issues affecting children and young people.

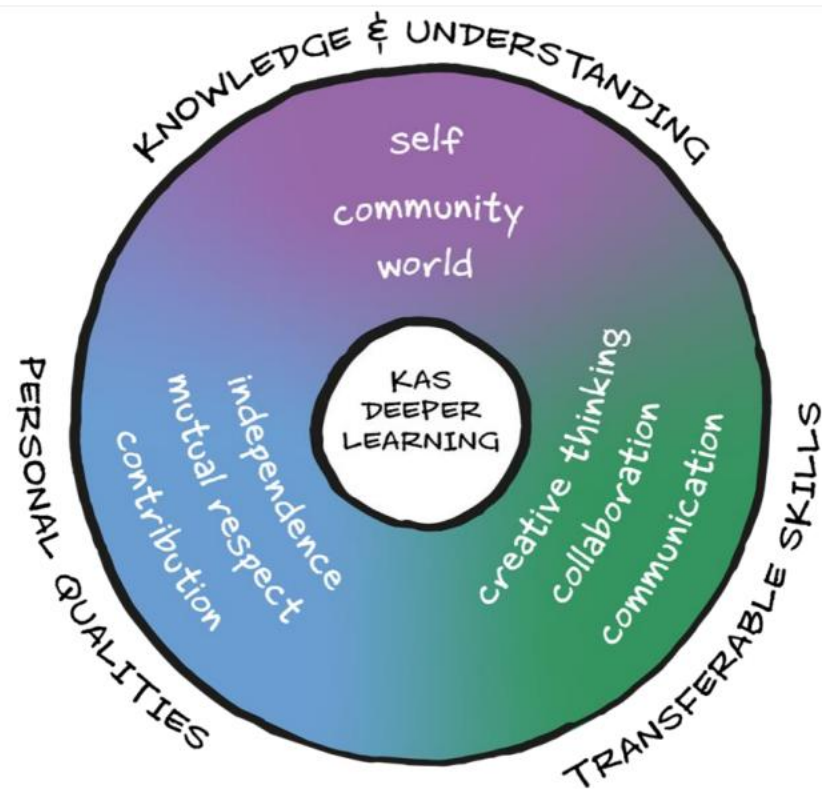
12. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by middle and senior leaders through curriculum audits, planning scrutinies (Lower School), lesson visits, children and staff surveys. Monitoring will also consider whether the curriculum continues to meet statutory requirements, is appropriately sequenced and remains responsive to emerging safeguarding and online risks.

Pupils' development in RSE is monitored by teachers as part of our internal assessment systems. We do not provide written reports or grades for RSE.

As a statutory policy, any changes will be consulted upon and reviewed by the Education Committee and the Chair of Council.

APPENDIX 1 – KAS DEEPER LEARNING WHEEL



APPENDIX 2 – CURRICULUM OVERVIEW

Lower School

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families & Friendships	Safe Relationships	Respecting Ourselves & Others	Belonging to a Community	Media Literacy and Digital Resilience	Money & Work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
REC/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
YEAR 2	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 cooperatively; 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 3	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
YEAR 4	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 & reproductive organs; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
YEAR 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
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

Upper School Overview

The Upper School's overarching aims of relationships and sex education (RSE) include and build on the Lower School and aim to develop the following:

Develop appropriate attitudes and values by:

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage, civil partnerships and stable and loving relationships for the nurture of children, understanding that there are different types of families that can provide a loving environment
- Learning the value of mutual respect, love and consideration for the perspectives of others in relationships
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

Develop the appropriate personal and social skills by:

- Learning to manage emotions and relationships confidently and sensitively
- Being able to communicate about sexual matters with confidence and dignity
- Practising self-respect, empathy and consideration for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice e.g. sexism and homophobia
- Understanding how gender issues can have an impact on mental health, careers and society in general
- Developing a sense of responsibility for one's own actions and an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Develop the appropriate knowledge and understanding by:

- Students will learn about medical consent, Gillick competence, confidentiality and parental responsibility, including how healthcare decisions are made before and after age 16.
- Knowing relevant laws (i.e. FGM, sexual harassment, sexual assault, rape, age limits for sexual consent, etc.)
- Learning about harmful practices including female genital mutilation (FGM), virginity testing and hymenoplasty, the significant physical and emotional harm associated with these practices, and the relevant law.
- Understanding an individual's rights and how to protect themselves, be an active bystander and know how to get help
- Learning about physical and mental development at appropriate stages including the effects of puberty and understanding how this may affect decisions and their consequences
- Learning about reproduction, sexuality, sexual orientation, sexual health and emotions
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning about reasons for delaying sexual activity, and potential benefits gained from such delay
- Learning about the availability of HIV prevention drugs Pre Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP).
- Learning that marrying before age 18 is illegal.

Upper School RSE General Outline of Core RSE lessons in line with Chameleon and PSHE Association

***N.B. The placement of the lessons in the school year is at the discretion of the Head of Year.**

PSHE PROGRAMME -SHORT TERM OVERVIEW 7-12

	Autumn 1 Living in the wider world	Autumn 2 Health & Wellbeing	Spring 1 Relationships	Spring 2 Living in the wider world	Summer 1 Health & Wellbeing	Summer 2 Relationships
Year 7	Digital Literacy Online safety, digital literacy, media reliability, Cyberbullying	Health and puberty Healthy routines, influences on health, puberty,	Identity and relationships Gender identity, sexual orientation. FIT Film. Positive Relationships.	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Diversity Diversity, prejudice, and FGM
	Health & Wellbeing	Relationships	Relationships	Health & Wellbeing	Living in the wider world	
Year 8	Drugs and alcohol & Addiction Alcohol and drug misuse and pressures relating to drug use	Respectful relationships Families and parenting, healthy/unhealthy relationships, marriage.	Sex Gender and the Media Identity and relationships Gender identity, sexual orientation, consent, 'sexting',	Mental Health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Community and Careers Equality of opportunity in careers and life choices, and different types and patterns of work	Relationships YSP, Online body image and positive online usage, introduction to contraception and risks of STIs
	Health & Wellbeing	Health & Wellbeing	Relationships	Living in the wider world	Living in the wider world	Speakers Amy Winehouse Foundation Naked Truth Everyone's Invited Police
Year 9	First Aid First response skills The recovery positions and CPR. British	Exploring influence The influence and impact of drugs. Respo	Relationships Relationships and sex education including consent, Sex & Law,	Politics To give all students an introductory understanding of UK politics. This includes the	Religion & Society This entire unit is designed to promote the Fundamental British Value	

	Red Cross Certificates	nsible health choices.	contraception, the risks of STIs, and attitudes to pornography	ideas of 'Left' and 'Right', the political spectrum, the key features of the political system	of tolerance of and better understandin g of other faiths / viewpoints, which may be different to the students' own	
	Health & Wellbeing	Relationships	Living in the wider world	Health & Wellbeing		
Year 10	Drugs and alcohol Alcohol and its effects Drugs and the Law	Healthy relationships Why we love, Consent, the impact of media and pornography. Risk taking	Charities	Wellbeing Carousel Topics include strategies for studying, good mental health, yoga and goal setting.		
	Relationships	Living in the wider world	Health & Wellbeing	Health & Wellbeing		
Year 11	Pregnancy and Outcomes Different families and parental responsibilitie s, pregnancy.	Mock Exams	Drugs and alcohol Substance misuse and links to mental health	Study Skills		
	Living in the wider world	Health & Wellbeing	Relationships	Relationships	Living in the wider world	
Year 12	Money Matters	Drugs and Alcohol	Communicat ion in relationships	Sexual Health	Diversity Exploring identity, race	External Speaker

	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Current drug trends the Law. Adult Dangers and Risks	Personal values, assertive behaviours. Consent. communication (including in relation to contraception and sexual health), relationship challenges and abuse	STIs, Sexual health, young parenthood.	and ethnicity.	Drugs Simon Leigh Cancers - Oddballs
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Forming Positive Relationships: In this lesson, students explore the nature of friendships and identify some of the challenges that can arise in social relationships as well as thinking about how to provide effective peer support.

Diversity, discrimination, tolerance & kindness: This lesson explores the importance of accepting diversity and being kind, whilst challenging stereotyping and discrimination. Sexual Identity and Gender Stereotypes are also discussed.

Puberty: This lesson explores the physical and emotional changes that can take place during puberty

FGM: This lesson has been written to raise awareness of the practice of Female Genital Mutilation (FGM) and to inform young people of the facts and issues, and how and where to get help if they need to.

Bullying and Cyberbullying: The lesson covers the importance of being respectful in our online interactions, the impact of bullying and what to do if you or someone you know is experiencing bullying

Attitudes to Mental Health: This first lesson builds on the mental health and emotional wellbeing work completed in key stage 2. The lesson addresses misconceptions about, and examines attitudes towards, mental health.

Associated topics to be considered: Pornograph

Healthy Behaviours and Relationships: This sequence of lessons helps young people to recognise healthy and unhealthy behaviours in relationships, including friendships and marriage, and to think about when and where to get themselves or others support.

Sexual Identity & Gender Stereotypes: These lessons explore the meaning of stereotyping particularly in relation to gender and sexual identity, and examines the meaning of gender, sex, and sexual orientation and how they all differ.

Online Body Image: This lesson covers how social media can impact body image, including some strategies to support positive wellbeing online.

Different Types of Relationships: This lesson explores different types of relationships and families. It looks at the positive attributes of healthy relationships whereby helping young people to recognise behaviours that are unacceptable within relationships and family such as forced marriage and domestic abuse.

Contraception: This lesson explores contraceptive methods, and responsibilities in relation to contraception, the correct use of a condom and confidential advice and support available.

Sexually Transmitted Infections: This lesson looks at the most common sexually transmitted infections (STIs), how they are transmitted, how to prevent transmission and how to identify and test for common STIs.

Youth Produced Sexual Imagery: This lesson explains what 'sexting' is and the laws surrounding it.

Consent: This lesson explores meaningful consent and our rights and responsibilities, including the law, when applying consent in everyday situations including relationships.

Sex And The Law: This lesson compliments knowledge from learning about consent, with a particular focus of sex and the law and how to keep safe and how to identify sexual harrassment. incl Public sexual harrassment (unsolicited sexual comment & street harrassment)

Child Sexual Exploitation CSE: This lesson explores the meaning of child sexual exploitation, including grooming, and advises young people about how to keep themselves and others safe from harm.

Pornography And The Media: This lesson (usually a visiting organisation) explores the need for young people to think critically when they view sexualised images and messages, and to recognise the importance of accessing reliable and accurate sources of information when it comes to sexuality and relationships. A speaker is usually invited in to meet the year group and discuss this topic.

Sex Pressures and Risk Taking Behaviour: This lesson builds on previous learning around consent, consent in relation to freedom, capacity and choice, risk taking behaviours and the pressures young people may face around having sex.

Relationships And Equality: This lesson builds on knowledge about healthy relationships and equality and explores the importance of celebrating diversity and understanding our values.

Pregnancy Choices: This lesson explores the three main choices someone has when they are pregnant; it also looks at factors that affect decision making in pregnancy and where to go for advice and support.

Roles And Responsibilities Of Parents: This lesson explores the roles and responsibilities of parenthood, the values and attitudes around parenthood and outlines the range of ways that people can become parents.

Online Presence: This lesson explores responsibilities online and focusses on how we maintain a reputable presence in the online world.

Identifying Harmful Sexual Behaviours: This lesson explores abuse within relationships, effects of abuse and ways to get help and support.

Online Harmful Behaviours: This lesson explores online opportunities and risks – and ways to safely manage harmful online behaviours.

Honour Based Violence And Forced Marriage: This lesson explores how marriage is a choice, arranged marriage and forced marriage, the unacceptability of violence in any relationship and where to go for help and support.

Dangerous Friendships: This lesson explores harmful behaviours and peer pressure in relation to dangerous friendships and relationships. It also explores how to deal with pressures and safety mechanisms that can help young people to deal with a range of situations.

Media And Online Body Image: This lesson explores the pressures we can experience online and how they can impact self-esteem and body image, while suggesting strategies to improve wellbeing for ourselves and others.
Movember: This lesson looks at some general facts and figures around male health, and introduces testicular cancer as the most commonly diagnosed cancer affecting boys and men aged 15-40. It encourages students to challenge preconceptions about male health, and gives guidance for boys on self-examination.
Cervical Screening And HPV: This lesson explores HPV, the importance of cervical cancer screening and supports young peoples' confidence to access services and information related to their health.
Relationship Values And Intimacy: <i>This lesson explores relationships values, the qualities of healthy, intimate relationships and how intimate relationships should be pleasurable.</i>
Sexual Health And Accessing Services: This lesson explores the topic of sexual health, rights and responsibilities including accessing services for support and having reliable information to make informed choices.
Gangs And Personal Safety: This lesson explores motivations for joining gangs, the risks and consequences of joining gangs and safety in relation to gangs.
Exploring Extremism: This lesson supports students to examine what extremism is, what factors could influence someone into supporting extremist ideologies and strategies to prevent and challenge extremism in their community.

Managing Online Life: This lesson explores the positives and negatives of forming relationships online, including our rights and responsibilities to interact respectfully and how to navigate the online world safely.
Consent 2: This lesson builds on previous learning about developing healthy relationships, and knowing about rights and responsibilities when it comes to consent, sex and the law.
Abuse In a Relationship: This lesson looks to deepen understanding of relationship abuse, how to identify it and how to access support.
Adult Dangers And Risks: This lesson brings together learning around risky situations and how to manage them. It applies this learning to new risks encountered at this stage in young people's lives and as they move on after school.

U/S Science Curriculum-related coverage:**Human reproduction:**

10. Be able to sketch and label male and female sex organs.
11. Describe sperm and egg in terms of shape, function, production by testes and ovaries and number.
12. Be able to explain what happens from arousal to fertilisation and conception of a fertilised egg/zygote.
13. Be able to outline the menstrual cycle
14. Explain in vitro fertilisation as a technique. Very simple outlines.
15. Be able to discuss some moral, financial and ethical aspects of fertility treatments.
16. Know some of the changes undergone by the foetus during pregnancy and birth.

Test 7A cells, 7B reproduction Exploring science. Wikd test on fertility.

H.W. Students write "feature" on subject from module. Eg IVF, STIs, Abortion, Mating habits, Pheromones etc.

APPENDIX 3 - PARENT FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS	
Name of child	
Name of Parent	
Class	
Date	
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature	
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Further information

Primary: click [here](#)

Secondary: click [here](#)