



# THE KING'S SCHOOL

GRANTHAM

## Relationships and Sex Education policy

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## 1 Aims

- 1.1 This is the relationships and sex education policy of The King's School.
- 1.2 The Academy believes that effective relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships and sex education is:
  - 1.2.1 to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. The Academy recognises that to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
  - 1.2.2 The Academy recognises that the role of Parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The Academy's relationships and sex education programme is intended to complement and support the role of Parents in educating their children about sexuality and relationships.
  - 1.2.3 The Academy recognises an aim of this policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
  - 1.2.4 The Academy recognises that schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the relationships and sex education programme.
  - 1.2.5 The Academy recognises the central role that the relationships and sex education programme plays in key regulatory standards; for example, through the Academy's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
  - 1.2.6 The Academy recognises the role of the pupil voice in creating, developing and reviewing the relationships and sex education programme and academy culture.
  - 1.2.7 The Academy relationships and sex education programme reflects and supports the Academy vision.

## 2 Scope and application

- 2.1 This relationships and sex education policy applies to all pupils of the Academy.
- 2.2 The policy applies to all staff who work for or on behalf of the Proprietor, regardless of their employment status (including employees, contractors, fixed term, part-time, temporary and voluntary staff and helpers, supply staff, Trustees and Governors) and pupils of the Academy.

## 3 Regulatory framework

- 3.1 This policy has been prepared to meet the Academy's responsibilities under:
  - 3.1.1 Education (Independent School Standards) Regulations 2014;

- 3.1.2 Education and Skills Act 2008;
  - 3.1.3 Education Act 2002;
  - 3.1.4 Children Act 1989;
  - 3.1.5 Equality Act 2010;
  - 3.1.6 Children and Families Act 2014;
  - 3.1.7 Children and Social Work Act 2017;
  - 3.1.8 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 it is based on statutory guidance from the DfE [Relationships education, relationships and sex education and health education](#) (DfE, June 2019);
  - 3.2.2 [Keeping children safe in education](#) (DfE, September 2021) (**KCSIE**);
  - 3.2.3 [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018 as amended December 2020);
  - 3.2.4 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, December 2020)
  - 3.2.5 [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, September 2021);
  - 3.2.6 [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018);
  - 3.2.7 The DfE's self-assessment tool on [Respectful School Communities](#) (DfE);
  - 3.2.8 [Tom Bennett independent review of behaviour in schools](#) (March 2017);
  - 3.2.9 [Relationships education, relationships and sex education and health education FAQs](#) (DfE, May 2018);
  - 3.2.10 [DfE guide for parents that schools can use to communicate about teaching relationships and health education](#); (DfE, June 2019);
  - 3.2.11 [Plan your relationships sex and health curriculum](#) (DfE, September 2020);
  - 3.2.12 [Teaching about relationships, sex-and health](#) (DfE, September 2020);
  - 3.2.13 [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021).
- 3.3 The following Academy policies, procedures, documents and resources material are relevant to this policy:
- 3.3.1 Safeguarding and child protection policy and procedures;
  - 3.3.2 Behaviour, rewards and sanctions policy;
  - 3.3.3 Risk assessment policy for pupil welfare;
  - 3.3.4 Anti-bullying policy;
  - 3.3.5 Special education needs and disability (SEND) policy;
  - 3.3.6 Online safety policy;
  - 3.3.7 Acceptable use policy;
  - 3.3.8 Curriculum policy;

#### 4 Publication and availability

- 4.1 This policy is published on the Academy's website.
- 4.2 This policy is available in hard copy on request from the school.
- 4.3 A copy of this policy is available for inspection from the school website during the school day.

#### 5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
  - 5.1.1 references to the **Proprietor** are references to The King's School.
  - 5.1.2 references to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian);
  - 5.1.3 references to **school days** mean Monday to Friday, when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

#### 6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
  - 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
  - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 6.3 The Proprietor is required to ensure that all those with leadership and management responsibilities at the Academy actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.
- 6.4 The Academy will take a whole school approach to relationships and sex education.
- 6.5 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Kassie Leek (i/c PSHE and SRE)	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Kassie Leek (i/c PSHE and SRE)	As required, and at least termly

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the policy	Kassie Leek (i/c PSHE and SRE)	As required, and at least annually
Formal annual review	Proprietor	Annually
Overall responsibility for content and implementation	Proprietor	As a minimum annually.

## 7 Definition of relationships and sex education

- 7.1 Relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and Parents, with the aim of providing pupils with the knowledge they need of the law.
- 7.2 Sex education, as part of relationships and sex education in secondary schools, includes also the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.

## 8 Curriculum content

- 8.1 In addition to relationships education, the Academy will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals
- 8.2 By the end of secondary education, relationships and sex education include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.
- 8.3 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, and semi-nudes etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism / radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM).]

## 9 Equality

- 9.1 The Academy will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of sex and relationships education. The Academy will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.
- 9.2 The Academy will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. The Academy is committed to the approach that the starting point should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", part of "growing up" or "boys being boys" as the Academy recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The Academy will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 The Academy will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole-school approach, the Academy (including through the PSHE co-ordinator and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the [relationships and sex education programme].
- 9.5 **Students with special educational needs and disabilities (SEND):** relationships and sex education will be accessible for all pupils and to ensure teaching will be differentiated and personalised. The Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.6 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The Academy will ensure that the teaching of relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.
- 9.7 The Academy is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the Academy to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.7.1 in the way it provides education for pupils;
  - 9.7.2 in the way it provides pupils access to any benefit, facility or service; or
  - 9.7.3 subjecting them to any other detriment.
- 9.8 The Academy is also aware of its duties to teach about equality issues and to ensure teaching at the Academy does not discriminate against pupils.

## 10 Curriculum delivery

- 10.1 The Academy sometimes invites visiting speakers to the Academy to help enhance and enrich our curriculum, our pupils' experiences and broaden their horizons and this is actively encouraged. The Academy will ensure that the arrangements for visiting speakers, whether

invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, age-appropriate and aligned to the developmental stage of the pupils being taught. The Academy will ensure any visiting speaker is appropriately supervised when on the Academy premises. In the unlikely event that the content, resources or delivery falls outside the Academy's expectations, or is deemed inappropriate, the Academy will take appropriate action, which could include stopping the presentation altogether.

- 10.2 *The content of the relationships and sex education curriculum is delivered through the curriculum areas of science and PSHE.. It is carefully sequenced with sufficient time allocated for topics that pupils find difficult, e.g. consent and sharing explicit images*

## 11 Resources

- 11.1 The Academy will assess the resources it will use prior to delivery of the programme and keep the resources under review.
- 11.2 The Academy will share example resources to Parents when requested.
- 11.3 The PSHE co-ordinator will lead the collation, assessment, review and use of these resources.

## 12 Pupil questions

- 12.1 The Academy appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the Academy's curriculum. The Academy's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

## 13 Safeguarding, reports of abuse and confidentiality

- 13.1 The Academy will follow Keeping children safe in education (**KCSIE**) and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The Academy recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- 13.2 Teachers will follow the Academy's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the Academy's Safeguarding and child protection policy and procedures if a child protection issue is raised.
- 13.3 In addition, but not alternatively to following the Academy's Safeguarding and child protection policy and procedures, teachers will also consider whether any anti-bullying and / or disciplinary issues arise following any pupil concerns and will follow the Academy's Behaviour and discipline policy and / or the Academy's Anti-bullying policy as appropriate.
- 13.4 The Academy will encourage students to talk to their Parents and support them to do so. The Academy will also inform students of sources of confidential help, for example, their General Practitioner (GP), counsellor, or local young person's advice service.
- 13.5 Where the Academy invites external agencies to support the delivery of these subjects, the Academy will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

## 14 Parents' participation

- 14.1 The Academy recognises that Parents are the first teachers of their children and that they play a vital role in:
- 14.1.1 teaching their children about relationships and sex;
  - 14.1.2 maintaining the culture and ethos of the family;
  - 14.1.3 helping their children cope with the emotional and physical aspects of growing up;
  - 14.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 14.2 The Academy will communicate to Parents what will be taught and when in delivering relationships and sex education. See Appendix 1.
- 14.3 Parents of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The Academy will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- 14.4 Following a request to withdraw the Academy should respect the Parents request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the Academy will make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head Master may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the Academy.
- 14.5 The Parents' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the Academy. There is no right to withdraw from relationships education.

## 15 Training

- 15.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 15.2 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships and sex education. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- 15.3 The Academy maintains written records of all staff training.

## 16 Record keeping

- 16.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.
- 16.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the Academy's Safeguarding and child protection policy and procedures.
- 16.3 The records created in accordance with this policy may contain personal data. The Academy has a number of privacy notices which explain how the Academy will use personal data. The

Academy's approach to data protection compliance is set out in the Overarching Data Protection Policy. In addition, staff must ensure that they follow the Academy's data protection policies and procedures when handling personal data created in connection with this policy; this includes the Academy's Data protection policy.

## 17 **Monitoring, evaluation and review**

17.1 The teacher with responsibility for PSHE and the lead for sciences will ensure that:

- 17.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;
- 17.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;
- 17.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with Parents and any training and development needs;
- 17.1.4 any review of the programme includes an opportunity for the views of Parents to be considered;
- 17.1.5 any review of the programme includes an opportunity for the views of teachers and pupils to be considered;
- 17.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

## 18 **Version control**

Date of adoption of this policy	September 2012
Date of last review of this policy	October 2021
Date for next review of this policy	October 2022



# THE KING'S SCHOOL

## GRANTHAM

### Appendix 1 Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas.

Statutory Guidance	Where is it covered in PDC?	
Guideline:	Year Group:	Booklet and lesson number:
<b>Families</b>		
That there are different types of committed, stable relationships.	Year 7 Year 8	Relationships lesson 2 Relationships lesson 1&2
How these relationships might contribute to human happiness and their importance for bringing up children.	Year 8 Year 9	Relationships lesson 4 Relationships lesson 4
What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	Year 11 Year 8	Health lesson 4 Relationships lesson 4
Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Year 11 Year 8	Health lesson 4 Relationships lesson 4
The characteristics and legal status of other types of long-term relationships.	Year 11 Year 8	Health lesson 4 Relationships lesson 4
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Year 8 Year 9	Relationships lesson 4 Relationships lesson 4
How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Year 7 Year 7 Year 10	Relationships lesson 4 Relationships lesson 1 Relationships lesson 3
Students in sixth form receive an assembly which focuses on various different parts of this topic. This is followed up with a form time discussion session.	Sixth Form	Families assembly
<b>Respectful relationships, including friendships</b>		
The characteristics of positive and 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. This includes different (non-sexual) types of relationship.	Year 7 Year 8 Year 9 Speaker	Relationships lesson 2&3 Relationships lesson 1 Relationships lesson 1&3 E-safety talk

Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Year 7	Relationships lesson 2&3
	Year 8	Relationships lesson 1
	Year 9	Relationships lesson 1&3
	Speaker	E-safety talk
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).	Year 9	Relationships lesson 2
	Year 10	Relationships lesson 1&2
	Year 11	Relationships lesson 2
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.	Year 9	Relationships lesson 2
	Year 11	Relationships lesson 2&3
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Year 7	Relationships lesson 2
	Year 9	Relationships lesson 2
	Speaker	E-safety talk
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Year 9	Relationships lesson 1
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	Year 9	Relationships lesson 1
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.	Year 9	Relationships lesson 2
Students in sixth form receive an assembly which focuses on various different parts of this topic. This is followed up with a form time discussion session.	Sixth Form	Respectful relationships Assembly
Online and media		
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Year 10	Relationships lesson 1
	Speaker	E-safety talk
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.	Year 10	Relationships lesson 1
	Speaker	E-safety talk
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Year 10	Relationships lesson 1
	Speaker	E-safety talk
What to do and where to get support to report material or manage issues online.	Year 10	Relationships lesson 1
	Speaker	E-safety talk
The impact of viewing harmful content.	Year 11	Relationships lesson 2
	Speaker	E-safety talk
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.	Year 11	Relationships lesson 2

That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Year 10 Speaker	Relationships lesson 1 E-safety talk
How information and data is generated, collected, shared and used online.	Year 10 Speaker	Relationships lesson 1 E-safety talk
Students in sixth form receive an assembly which focuses on various different parts of this topic. This is followed up with a form time discussion session.	Sixth Form	Online and Media Assembly
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 FGM, and how these can affect current and future relationships.	Year 9	Relationships lesson 1
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).	Year 9 Year 10	Relationships lesson 1 Relationships lesson 3
Students in sixth form receive an assembly which focuses on various different parts of this topic. This is followed up with a form time discussion session.	Sixth Form	Being safe assembly
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.	Year 7 Year 8 Year 9 Year 10	Relationships lesson 3&4 Relationships lesson 1 Relationships lesson 1 Relationships lesson 3
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.	Year 10 Year 11	Relationships lesson 3 Relationships lesson 3
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	Year 11	Health lesson 4
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.	Year 10	Relationships lesson 3
That they have a choice to delay sex or to enjoy intimacy without sex.	Year 10	Relationships lesson 3
The facts about the full range of contraceptive choices, efficacy and options available.	Year 11	Relationships lesson 3
The facts around pregnancy including miscarriage.	Year 9	Relationships lesson 3
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).	Year 9	Relationships lesson 3
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer	Year 10 Year 11	Relationship lesson 3 Relationship lesson 3

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.	Year 10	Relationship lesson 3
	Year 11	Relationship lesson 3
How the use of alcohol and drugs can lead to risky sexual behaviour.	Year 11	Relationships lesson 1
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Year 9	Relationships lesson 3
Students in sixth form receive an assembly which focuses on various different parts of this topic. This is followed up with a form time discussion session.	Sixth form	Sexual Health Assembly
Mental Wellbeing		
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Year 7	Health lesson 3
	Year 8	Health lesson 3
	Year 9	Health lesson 2
	Year 10	Health lesson 2
	Year 11	Health lesson 3
That happiness is linked to being connected to others.	Year 7	Relationship lesson 2
	Year 8	Relationship lesson 1
How to recognise the early signs of mental wellbeing concerns.	Year 7	Health lesson 3
	Year 8	Health lesson 3
	Year 9	Health lesson 2
	Year 10	Health lesson 2
	Year 11	Health lesson 3
Common types of mental ill health (e.g. anxiety and depression).	Year 9	Health lesson 2
	Year 10	Health lesson 2
	Year 11	Health lesson 2
How to critically evaluate when something they do, or are involved in, has a positive or negative effect on their own or others' mental health.	Year 7	Health lesson 3
	Year 8	Health lesson 3
	Year 9	Health lesson 2
	Year 10	Health lesson 2
	Year 11	Health lesson 3
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Year 7	Health lesson 3
	Year 8	Health lesson 3
	Year 9	Health lesson 2
	Year 10	Health lesson 2
	Year 11	Health lesson 3
Internet Safety and harms		

The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online).	Year 8 Year 11 Speaker	Relationships lesson 2 Relationships lesson 2&5 E-safety talk
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Year 7 Speaker	Relationships lesson 3 E-safety talk
Students in sixth form receive an assembly which focuses on various different parts of this topic. This is followed up with a form time discussion session.	Sixth Form	Internet safety and harms assembly.
Physical health and fitness		
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Year 7 Year 8 Year 11	Health lesson 1 Health lesson 2 Health lesson 1
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	Year 7 Year 8 Year 9 Year 11	Health lesson 1 Health lesson 2 Health lesson 1&2 Health lesson 1
About the science relating to blood, organ and stem cell donation.	Year 7	Health lesson 4
Healthy Eating		
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Year 9	Health lesson 1
Drugs alcohol and tobacco		
The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.	Year 10	Health lesson 1
The law relating to the supply and possession of illegal substances.	Year 10	Health lesson 1
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Year 10	Health lesson 1
The physical and psychological consequences of addiction, including alcohol dependency.	Year 11	Health lesson 5
Awareness of the dangers of drugs which are prescribed but still present serious health risks.	Year 11	Health lesson 5
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Year 10	Health lesson 1

Health and prevention		
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Year 9	Health lesson 3
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	Year 9	Health lesson 1
(Late secondary) the benefits of regular self-examination and screening.	Year 9	Health lesson 3
The facts and science relating to immunisation and vaccination.	Year 9	Health lesson 3
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Year 9	Health lesson 1
Students in sixth form receive an assembly which focuses on various different parts of this topic. This is followed up with a form time discussion session.	Sixth Form	Health and prevention Assembly
Basic first aid		
Basic treatment for common injuries.	Year 7 Year 8&9 Year 10&11	Year 7 First Aid PPT Year 8&9 First Aid PPT Year 10&11 First Aid PPT
Life-saving skills, including how to administer CPR.	Year 8&9 Year 10&11	Year 8&9 First Aid PPT Year 10&11 First Aid PPT
The purpose of defibrillators and when one might be needed.	Year 8&9 Year 10&11	Year 8&9 First Aid PPT Year 10&11 First Aid PPT
Changing Adolescent body		
Key facts about puberty, the changing adolescent body and menstrual wellbeing.	Year 8 Year 11	Relationships lesson 3 Health lesson 4
The main changes which take place in males and females, and the implications for emotional and physical health.	Year 8 Year 11	Relationships lesson 3 Health lesson 4