



# HALL GREEN SCHOOL

## RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

<b>Adopted:</b>	6 November 2024
<b>Next Review:</b>	November 2027
<b>Governing Committee:</b>	Pastoral and Curriculum
<b>Responsibility:</b>	Deputy Headteacher PSHE Lead

*Hall Green School is a place where relationships are based on trust and mutual respect.  
There is a powerful sense of community and mutual support.*

This policy was developed in response to Relationship and Sex Education which is statutory in all schools from September 2020 (though an extension until the start of the summer term 2021 is in place due to disruption to learning due to Covid 19).

## **Definition of RSHE**

RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

## **Principles and values**

**In addition, Hall Green School believes that RSHE should:**

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

## **Statutory Curriculum for RSHE**

By the end of year 11 students will have learnt about:

### Health and Wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### Relationships

- Families
- Respectful relationships, including friendship
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health  
(See appendix 1 for full details of programme of study).

## **How the policy has been produced and how it will be reviewed**

The policy is based on the DFE RSHE content and guidance which became statutory in September 2021. Whilst the content is statutory, the school ensures that parents are kept informed of what will be taught and when, along with their right to withdraw their child from some or all of the sex education delivered as statutory RSE. Parents have been given the opportunity to understand and ask questions about the school's approach to RSE, so that any concerns can be addressed. The policy will be reviewed every three years.

## **Roles and responsibilities**

Overall responsibility for the policy:

- Chair of governors
- Headteacher.

Strategic planning of RSHE

- Deputy Headteacher for curriculum.

## Implementation of RSHE

- Curriculum leader for RSHE.

## Values our school seeks to promote as a moral framework in which to teach

Our school teaches RSE within the following moral and values framework engendering:

- self-respect
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- an awareness of the way others feel
- mutual support and co-operation
- honesty and openness
- the acceptance of the responsibility for and the consequences of personal actions
- the right of people to hold and express their own views within the boundaries of respect for the rights of others
- the right to not be abused by or taken advantage of by other people
- the right to accurate information about sex and relationship issues
- an understanding that issues such as everyday sexism, misogyny, homophobia and gender stereotypes will not be tolerated
- an understanding that sexual violence and sexual harassment are not acceptable in any form
- an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment.

The school will act proactively through the RSHE curriculum to combat online sexual abuse, violence and harassment even if there are no reported cases.

## Mode of delivery

RSHE at Hall Green is delivered partly through the academic curriculum, especially in science (focusing on the physical aspects of reproduction, as covered by the Science National Curriculum) and PE (focusing on aspects of health education), but mainly through timetabled PSHE sessions. The large majority of these are delivered by Hall Green staff, who have been trained in the delivery of relationship and sex education and also include trained specialists in first aid and mental health first aid. Dedicated sex education sessions are taught in single-sex groups.

In addition to this, Hall Green School uses Loudmouth Theatre Company, a local provider with whom we have worked for a number of years, to deliver sessions with supplement the RSHE curriculum. Occasionally, the school may invite other outside speakers to supplement some of our RSHE sessions. Hall Green School has a code of practice for using outside speakers to support the delivery of RSHE:

- speakers are invited into school because of the particular expertise or contribution that they are able to make;

- all input to RSHE sessions is part of a planned programme and negotiated and agreed with staff in advance
- all speakers are supervised/supported by a member of staff at all times:
- the input of speakers is monitored and evaluated by staff and pupils. This evaluation informs future planning.

In addition, as part of the school's No Platform policy, "External speakers due diligence checks" are carried out and recorded.

### **Resources and ethos**

RSHE resources are selected, checked and reviewed for age appropriateness and accuracy, for being up to date and inclusive, and to ensure that they provide positive, healthy and unbiased messages and promote positive values.

All resources are posted in the PSHE section of the school website so that they can be viewed at any time by parents or by pupils who may have been absent from school and missed a session. The one exception to this would be those sessions which are deemed to be "sex education". Pupils who miss these sessions will be spoken to and given access to the information from the sessions by the PSHE Co-ordinator.

Any RSHE lesson may consider questions or issues that some students will find sensitive. For this reason, some sessions are taught in single-sex groups. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers will show awareness of and sensitivity towards the cultural background of pupils when delivering any aspect of RSHE.

### **How the delivery is made accessible to all pupils, including those with SEND**

Hall Green School fully recognises that Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is adapted and personalised ensures that all pupils can access the topics covered in RSHE.

Key aspects of RSHE, which need to be reinforced, are identified and opportunities taken to revisit the content in other contexts. (e.g. Loudmouth Theatre Company, curriculum lessons, visits from the communication and autism team, the school nurse, mental health and welfare referrals.

### **Right to withdraw (from sex education only)**

There is no right to withdraw from Relationships Education or Health Education.

Hall Green School will publish information about dates and topics to be covered as part of sex and relationship education in advance in the school newsletter and on the school website.

Some parents prefer to take the responsibility for aspects of sex education and as such have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child's sixteenth birthday. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms. This is in line with DFE guidance.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

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

### **Legal requirements (Equalities Act)**

At Hall Green School we aim to ensure that we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

We aim to ensure that all teaching is sensitive and age appropriate in approach and content. Teaching pupils about LGBT is fully integrated into our programmes of study and in line with the statutory requirements for all secondary schools.

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent

- violence against women and girls
- online behaviours including image and information sharing (including 'sexting')
- 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
- female genital mutilation (FGM).

### **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Any disclosure made must be referred immediately to the Designated Senior Lead for Child Protection. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 years old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

For every topic covered, students are sign-posted where to get further help, advice and support, both in school and appropriate specialist agencies such as childline, NHS

### **Assessment, Monitoring and Evaluation of Relationship, Sex and Health**

It is the responsibility of the Headteacher to organise the monitoring and evaluation of the programme. The Governors Pastoral and Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Relationship, Sex and Health Education Policy.

A key part to monitoring the quality of both teaching and learning of RSHE is through pupil voice exercises, which may take the form of discussion with a focus group and also questionnaires, delivered through Microsoft Forms which may be used to test some of the ideas and feedback generated by the focus group. There will be a focus group meeting for each year group at least once every year. Responses to what students have learnt as well as what topics they would like to learn about/which topics are most relevant to them, student knowledge, understanding and opinions of the quality of RSHE sessions are considered for future planning. The provision and quality of teaching and learning in RSHE is monitored in depth on a three-year cycle, in line with other departments. RSHE will be evaluated as part of the PSHE departmental review. The quality of resources, pupil voice and lesson observations will form part of this review progress. In addition, RSHE sessions will be included in the normal school cycle of lesson observations and learning walks.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

In addition, inspectors will gather evidence on how schools promote equality and pupils' understanding of the protected characteristics, which will be used to inform their judgment on the personal development of pupils.



**Appendix**  
**Curriculum map**  
**Physical health and mental wellbeing. Key stages 3 and 4**

	Statutory content	Subject	Year	Detailed place in scheme (term, unit name, link)
<b>Topic 1: Mental Wellbeing</b>	<b>Pupils should know:</b>			
	How to talk about their emotions accurately and sensitively, using appropriate vocabulary	New Start Programme	7	Term 1 activities
		PSHE workshop	7	Term 1: PSHE sessions on Healthy Relationships, Term 2: Peer on peer abuse, Mental Health
		PSHE workshop	9	Term 2: dropdown day session: Talking Heads (Loudmouth Theatre Company), PSHE session: Anxiety and depression.
	That happiness is linked to being connected to others	New Start Programme	7	Term 1 activities
		PSHE workshop	7	Term 1: Healthy Relationships, Bullying
		PSHE workshop	9	Term 2: Talking Heads (Loudmouth Theatre Company), When do you need Help?
	How to recognise the early signs of mental wellbeing concerns	PSHE workshop	7	Term 1: Bullying Term 2: Mental Health
		PSHE workshop	9	Term 2: Talking Heads (Loudmouth Theatre Company), When do you need Help?
	Common types of mental ill health (e.g. anxiety and depression)	PSHE workshop	7	Term 2: PSHE sessions on Mental Health
		PSHE workshop	9	Term 2: dropdown day sessions: Talking Heads (Loudmouth Theatre Company), Anxiety and depression, Eating disorders

	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	PSHE workshop	7	Term 2: dropdown day sessions on Healthy relationships, Peer on peer abuse
		PSHE workshop	9	Term 2: dropdown day sessions: Talking Heads (Loudmouth Theatre Company), PSHE Sessions: What help do you need Anxiety and depression, Honour-based violence and forced marriage, Domestic Violence
		PSHE workshop	8	Term 2: PSHE Sessions: Eating disorders, Mentally healthy lifestyle, Anger management, Conflict resolution
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	PSHE workshop	9	Term 3: PSHE Sessions on Mindfulness
		PSHE workshop	8	Term 2: Mentally Healthy Lifestyle, Sleep routines

<b>Topic 2: Internet safety and harms</b>	<b>Pupils should know:</b>			
	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,	PSHE Workshop	9	Term 2 : Social media
		PSHE Workshop	7	Term 3: Body Image, Internet Harms: Online vs Reality
		English	10 or 11	Y10 Term 2 English Language Paper 2
	Over-reliance on online relationships (including social media),	PSHE Workshop	10 or 11	Term 2: PSHE Session: healthy online behaviour
	The risks related to online gambling including the accumulation of debt,	PSHE Workshop	10 or 11	Term 2: PSHE Session: healthy online behaviour
		PSHE Workshop	8	Term 1: Addictive behaviours: Gambling
	How advertising and information is targeted at them and how to be a discerning consumer of information online	PSHE Workshop	10 or 11	Term 2: PSHE session: healthy online behaviour
	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	English	10 or 11	Term 2 English Language Paper 2

<b>Topic 3 Physical health and fitness</b>	<b>Pupils should know:</b>			
	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	PSHE workshop	8	Term 2: PSHE Session: Mentally healthy lifestyle
	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 cardio-vascular ill-health.	PE	7	Fitness modules (1 half term) on a rota basis throughout the year.
		PE	8	Fitness modules (1 half term) on a rota basis throughout the year.
		PE	9	Fitness modules (1 half term) on a rota basis throughout the year.
			7,8,9,10,11	Whole school assembly on Healthy Mind and Body
		PE	10	Year 10 Passport to Fitness booklet.
		Science	7	Half term 4: Food & Digestion: Lesson 1 )Healthy lifestyle)
			10	Year 10 Unit B5 Health and Disease Lesson 3
	As about the science relating to blood, organ and stem cell donation**	Science	Year 7	Lungs & Gas Exchange - lesson 4

<b>Topic 4 Healthy eating</b>	Pupils should know:			
	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	DT/Food	7	Eat well guide
			7	Food and digestion unit - lesson 4
			8	Diet and health, eat well guide
		PE		Yr11 Sport Science nutrition module
Science	10	Year 10 Unit B5 Health and Disease Lesson 2		

<b>Topic 5 Drugs, alcohol and tobacco</b>	<b>Pupils should know:</b>			
	The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	Science	8	Half term 5 - Drugs unit all three lessons
		PSHE workshop	7	Term 2: PSHE session on "Lethal Highs"
		PSHE workshop	9	Term 1: PSHE session on Addictive behaviours: Substance abuse
	The law relating to the supply and possession of illegal substances.	Science	8	Half term 5 - Drugs unit all three lessons
		PSHE workshop	7	Term 2: PSHE session on "Lethal Highs"
	The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Science	8	Half term 5 - Drugs unit all three lessons
	The physical and psychological consequences of addiction, including alcohol dependency.	Science	8	Half term 5 - Drugs unit all three lessons
	Awareness of the dangers of drugs which are prescribed but still present serious health risks.	Science	8	Half term 5 - Drugs unit all three lessons
	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.	Science	8	Half term 5 - Drugs unit all three lessons

<b>Topic 6 Health and prevention</b>	<b>Pupils should know:</b>			
	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	PSHE workshop	9	Term 2: PSHE Session on Personal Hygiene
		Science	10	Year 10 Unit B5 Health and Disease Lesson 5 - bacteria, viruses, how they are spread and prevention
		Science	10	Year 10 Unit B5 Health and Disease Lesson 8 antibiotics
	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist**	PSHE workshop	9	Term 2: PSHE Session on Personal Hygiene
	(Late secondary) the benefits of regular self-examination and screening	PSHE workshop	9	Term 2: PSHE Session on Personal Hygiene
	The facts and science relating to immunization and vaccination	Science	10	Year 10 Unit B5 Health and Disease Lesson 7
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	PSHE workshop	8	Term 3: Sleep routines
		PSHE workshop	9	Term 2: PSHE Session on Personal Hygiene

<b>Topic 7 Basic First Aid</b>	<b>Pupils should know:</b>			
	Basic treatment for common injuries	PE	10	Yr10 Sport Science Module on Injuries
	Life-saving skills, including how to administer CPR	PE	11	Yr11 Passport to Fitness First Aid module
	The purpose of defibrillators and when one might be needed	PE	11	Yr11 First Aid module Re-start a Heart day (drop down PE lessons) all year groups.



<b>Topic 8 Changing adolescent body</b>	<b>Pupils should know:</b>			
	Key facts about puberty, the changing adolescent body and menstrual wellbeing	Science	7	Half term 2 - Reproduction unit lesson 2
	The main changes which take place in males and females, and the implications for emotional and physical health	Science	7	Half term 2 - Reproduction unit lesson 2

**Relationships and Sex Education. Key stages 3 and 4**

	<b>Statutory content</b>	<b>Subject</b>	<b>Year</b>	<b>Detailed place in scheme (term, unit name)</b>
<b>Topic 1 Families</b>	<b>Pupils should know:</b>			
	That there are different types of committed, stable relationships.	English	9	Spring 1 - Romeo and Juliet
		RE	10	Term 1: Marriage and the family
	How these relationships might contribute to human happiness and their importance for bringing up children.	English	9	Spring 1 - Romeo and Juliet
		RE	10	Term 1: Marriage and the family
	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.	English	9	Spring 1 - Romeo and Juliet
		RE	10	Term 1: Marriage and the family
	Why marriage is an important relationship choice for many couples and why it must be freely entered into	English	9	Spring 1 - Romeo and Juliet
		RE	10	Term 1: Marriage and the family

	The characteristics and legal status of other types of long-term relationships.	English	9	Spring 1 - Romeo and Juliet
		RE	10	Term 1: Marriage and the family
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	English	9	Spring 1 - Romeo and Juliet
		RE	10	Term 1: Marriage and the family
	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.	English	9	Spring 1 - Romeo and Juliet
		RE	10	Term 1: Marriage and the family

<b>Topic 2 Respectful relationships, including friendship</b>	<b>Pupils should know:</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.	PSHE Session	7	Term 2: PSHE Sessions on Healthy Relationships, Peer on peer abuse, Child sexual exploitation (CSE)
		PSHE Session	8	Term 1: "Safe and Sound" (Loudmouth Theatre Company)
		PSHE Session	8	Term 2: Child sexual exploitation (CSE)
		PSHE Session	9	Term 2: "Working for Marcus" (Loudmouth Theatre Company)
		PSHE Session	9	Term 1: PSHE Session on consent.
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	PSHE Session	7	Term 2: PSHE Sessions on Healthy Relationships, Peer on peer abuse, Child sexual exploitation (CSE)
		PSHE Session	8	Term 1: "Safe and Sound" (Loudmouth Theatre Company)
		PSHE Session	8	Term 2: Child sexual exploitation (CSE)
		PSHE Session	10	Term 1 PSHE Session: Inappropriate sexual behaviour
Assemblies		All	Importance of respect in all contexts, as part of school behaviour policy: "Ready, respectful and safe"	

	<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p>	<p>English</p>	<p>10 or 11</p>	<p>Y10 Autumn 1 delivered through texts and discussions in preparation for Speaking and Listening Assessment</p>
	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p>	<p>PSHE Session</p>	<p>7</p>	<p>Term 1 induction sessions on: (1) inclusion and tolerance (2) "Ready, respectful, safe"</p>
		<p>Assemblies</p>	<p>All</p>	<p>Importance of respect in all contexts, as part of school behaviour policy: "Ready, respectful and safe"</p>
		<p>PSHE presentation</p>	<p>7</p>	<p>Term 2 PSHE Session: Educate and Celebrate</p>
		<p>PSHE Session</p>	<p>8</p>	<p>Term 2 Faith and Belief Forum: Encounter workshop</p>
	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>	<p>PSHE Session</p>	<p>7</p>	<p>Term 2 PSHE Session: Healthy relationships, peer on peer abuse</p>
		<p>PSHE Session</p>	<p>10</p>	<p>Term 1 PSHE Session: Inappropriate sexual behaviour</p>

		Form PSHE and assembly	All	Annual form activities and assembly on "Peer on peer abuse"
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	English	10 or 11	Autumn2- Y10 Language Paper 2 Reading/ Y11 An Inspector Calls
		PSHE Session	9	Term 2: PSHE Session on Forced Marriage and Honour-Based Violence
		PSHE Session	10 or 11	PSHE Session: Violent and coercive behaviour
	What constitutes sexual harassment and sexual violence and why these are always unacceptable	PSHE Session	10 or 11	PSHE Session: Violent and coercive behaviour
		PSHE Session	10	PSHE Session: Inappropriate sexual behaviour
		PSHE presentation	7	Term 2 PSHE Session: Educate and Celebrate

<b>Topic 3 Online and media</b>	<b>Pupils should know:</b>			
	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	ICT	7	Term 1b: E-Safety Scheme of work
	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.	ICT	9	Term 2: PSHE Session on sexting
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	ICT	7	Term 1b: E-Safety Scheme of work
			9	Term 2: PSHE Session on sexting
	What to do and where to get support to report material or manage issues online.	ICT	7	Term 1b: E-Safety Scheme of work
	The impact of viewing harmful content.	ICT	7	Term 1b: E-Safety Scheme of work
	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.	ICT	7	Term 1b: E-Safety Scheme of work
			9	Term 2: PSHE Session on pornography
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	ICT	7	Term 1b: E-Safety Scheme of work
PSHE Session		9	Term 2: PSHE Session on sexting	
How information and data is generated, collected, shared and used online.	ICT	7	Term 1b: E-Safety Scheme of work	

<b>Topic 4 Being safe</b>	<b>Pupils should know:</b>			
	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(female genital mutilation), and how these can affect current and future relationships.	PSHE Session	7	Term 2: PSHE Sessions on CSE(child sexual exploitation), FGM(female genital mutilation)
		PSHE Session	8	Term 1: "Safe and Sound" (Loudmouth Theatre Company)
		PSHE Session	8	Term 2: CSE (Child sexual exploitation)
		PSHE Session	9	Term 2: "Working for Marcus" (Loudmouth Theatre Company)
		PSHE Session	10 or 11	PSHE Session: Violent and coercive behaviour
	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).	PSHE Session	7	Term 2: PSHE Session on CSE(Child sexual exploitation)
		PSHE Session	8	Term 1: "Safe and Sound" (Loudmouth Theatre Company)
		PSHE Session	8	Term 2: CSE (Child sexual exploitation)
		PSHE Session	9	Term 2: PSHE Session on consent.
PSHE Session		10 or 11	PSHE session: Consent	



<b>Topic 5 Intimate and sexual relationships, including sexual health</b>	<b>Pupils should know:</b>			
	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.	PSHE Session	9	
		PSHE Session	10 or 11	PSHE Session: healthy relationships
	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.	PSHE Session	10 or 11	PSHE Session: healthy relationships
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	PSHE Session	10 or 11	PSHE Session: facts about fertility
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	PSHE Session	10 or 11	PSHE Session: sexual pressure
	That they have a choice to delay sex or to enjoy intimacy without sex.	PSHE Session	10 or 11	PSHE Session: sexual pressure
	The facts about the full range of contraceptive choices, efficacy and options available.	PSHE Session	9	Term 2: Dropdown day: "Contraception"
		Science	10	Year 10 term 3: Combined science (Biology) Topic 7: "Animal co-ordination, control and homeostasis"
	The facts around pregnancy including miscarriage.	Science	7	Half term 2 - reproduction lesson 4
	PSHE Session	10 or 11	KS4 PSHE lesson on pregnancy and miscarriage	

	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	PSHE Session	10 or 11	KS4 PSHE lesson on choices in relation to pregnancy
	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.	PSHE Session	9	Term 2: "STIs" (Sexually transmitted infections)
		PSHE Session	10	Term 3: "Trust me" (Loudmouth Theatre Company)
	About the prevalence of some STIs (Sexually transmitted infections), the impact they can have on those who contract them and key facts about treatment.	PSHE Session	9	Term 2: "STIs" (Sexually transmitted infections)
		PSHE Session	10	Term 3: "Trust me" (Loudmouth Theatre Company)
	How the use of alcohol and drugs can lead to risky sexual behaviour.	PSHE Session	10 or 11	KS4 PSHE lesson on drugs, alcohol and risky sexual behaviour
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	PSHE Session	10	Term 3: "Trust me" (Loudmouth Theatre Company)
		PSHE Session	10 or 11	PSHE Session on treatment of STIs (Sexually transmitted infections)