

## **Relationships and Sex Education (RSE) Policy**

---

## Table of Contents

1. Aims .....	3
2. Statutory Requirements .....	3
3. Policy Development.....	4
4. Definition .....	4
5. Curriculum .....	5
6. Delivery Of RSE .....	5
7. Use of External Organisations and Materials .....	6
8. Roles and Responsibilities .....	7
9. Parents' Right to Withdraw .....	7
10. Training.....	8
11. Monitoring Arrangements .....	8
12. Review .....	8
<b>Appendix 1: Francis Holland Prep .....</b>	<b>9</b>
<b>Appendix 2: Francis Holland Regent's Park .....</b>	<b>12</b>
<b>Appendix 3: Francis Holland Sloane Square.....</b>	<b>13</b>
<b>Appendix 4: By the end of primary school pupils should know (according to the statutory guidance from the Department of Education) .....</b>	<b>24</b>
<b>Appendix 5: By the end of secondary school pupils should know (according to the statutory guidance from the Department of Education) .....</b>	<b>26</b>

# Relationship and Sex Education (RSE) Policy

## **This policy applies to:**

**Francis Holland Regents Park   Francis Holland Sloane Square   Francis Holland Prep**

Where there are differences between the schools these have been clearly highlighted.

## **Related Policies:**

Personal, Social, Health & Economic Education PSHE

Anti-bullying

Equality, Diversity, Inclusion and Belonging

Online Safety

Safeguarding and Child Protection

Learning Needs

Accessibility Plan

## **1. Aims**

The aims of relationships and sex education (RSE) in the Francis Holland Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- promotes the fundamental British values of democracy, the rule of law, equality and individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This includes diverse expressions of sexuality

## **2. Statutory Requirements**

### **2.1 Francis Holland Prep**

As a prep school, Francis Holland Prep must provide relationships education to all pupils in accordance with the statutory guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#)

While not having to follow the National Curriculum, the school is expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, the school must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

Francis Holland Prep must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when conducting their activities.

At Francis Holland Prep, Relationships Education is taught as set out in this policy.

## 2.2 Francis Holland Schools – Regent’s Park and Sloane Square

As senior schools, Francis Holland Regent’s Park and Sloane Square must provide RSE to all pupils in accordance with the statutory guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

In teaching RSE, the schools must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

The schools must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when conducting their activities.

At Francis Holland Regent’s Park and Sloane Square, Relationships and Sex Education is taught as set out in this policy.

## 3. Policy Development

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

- Step One, Review – a working group including staff from all three schools in the Trust, pulled together all relevant information including relevant national and local guidance.
- Step Two, Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Step Three, Parent/stakeholder consultation – parents/carers were invited to look at the policy and make recommendations.
- Step Four, Pupil consultation – The schools investigated what exactly pupils want from their RSE.
- Step Five, Ratification – once amendments were made, the policy was shared with the Senior Leadership Team in each school and ratified.

## 4. Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

RSE covers various aspects of relationships, sexuality, and personal well-being. Rooted in respect, inclusivity, and understanding, RSE aims to empower pupils with the knowledge and skills necessary to navigate the complexities of relationships, make informed choices regarding their sexual health and behaviour, and foster a culture of mutual respect and consent. Through age-appropriate curriculum, open discussions, and support systems, the Trust endeavours to create a safe and supportive environment where pupils can explore and develop a positive sense of self, relationships, and sexuality.

## 5. Curriculum

At Francis Holland Prep, we follow the Jigsaw RSE programme to help the girls learn about relationships, puberty, and human reproduction in a way that is appropriate for their age and stage of development.

The programme's goals include:

- Teaching correct terminology
- Preparing for puberty
- Helping girls cope with change
- Addressing girl's needs

The RSE curriculum for each Senior School in the Trust is set out as per Appendix 3 (Sloane Square) and on the Parent Portal at Regent's Park but may be adapted as and when necessary.

The curriculum has been developed in consultation with parents/carers, pupils, and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The schools will share curriculum materials with parents and carers upon request.

## 6. Delivery Of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS)

Francis Holland Schools – Regent's Park and Sloane Square

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

For more information about the FHP and SSQ RSE curriculum, see Appendices 1 and 2. And for FH-RP see The Parent Portal Link <https://myportal.fhs-nw1.org.uk/>

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

The schools will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, or the illegal use of drugs.

### 6.1 Inclusivity

The schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, makes pupils feel:

- Safe and supported;
- Able to engage with the key messages.

The schools will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in a whole class setting or in small groups or targeted sessions;
- Give careful consideration to the level of differentiation needed.

## 6.2 Use of Resources

The schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage, and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

## 7. Use of External Organisations and Materials

The schools will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The schools remain responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used do 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 beliefs.

Francis Holland Schools will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where the schools have full confidence in the agency, its approach, and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they are going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Schools can share agreed content from external organisations with parents and carers

## 8. Roles and Responsibilities

### 8.1 The Governing Body

The governing body will approve the RSE policy and hold the Heads to account for its implementation.

### 8.2 The Heads

The Heads are responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Teaching of RSE

- Francis Holland Prep - RSE lessons are taught by the Head of PSHE
- Francis Holland Regent's Park - RSE lessons are taught in PSHE lessons by trained staff, and in workshops by [It Happens Education | RSHE for Schools](#)
- Francis Holland Sloane Square - RSE lessons are mainly delivered by [ACET UK](#) with some sessions being delivered by Form Tutors.

### 8.4 Pupils

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

## 9. Parents' Right to Withdraw

### 9.1 Francis Holland Prep

- Parents/carers do not have the right to withdraw their child from relationships education.
- Parents/carers do have the right to withdraw their child from the non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing and addressed to the Head. Notice to withdraw must be given two terms in advance.

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

### 9.2 Francis Holland Regent's Park and Sloane Square

- Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. Notice to

withdraw must be given two terms in advance. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

- Requests for withdrawal should be put in writing and addressed to the Head.
- A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents/carers and take appropriate action.

Pupils who have been withdrawn from RSE lessons must attend school as usual. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

## 10. Training

The training of staff on the delivery of RSE is included in our continuing professional development calendar.

## 11. Monitoring Arrangements

The delivery of RSE is monitored by:

- Francis Holland Prep – The Head and Head of PSHE
- Francis Holland Regent's Park – Head of PSHE
- Francis Holland Sloane Square – Head of Wellbeing

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. services to aid those with specific learning needs.

## 12. Review

Policy author/s	RP: Deputy Head Pastoral SSq: Senior Deputy Head Pastoral Prep: Senior Deputy Head and DSL
This review	SLTs: Autumn 2025
Approved by	Education Committee, Autumn 2025
This version published	16 <sup>th</sup> December 2025
Next review	Autumn 2026

The Francis Holland Schools Trust is an educational charity which manages three leading independent girls' schools in central London, across three sites.

Registered charity number: 312745

Registered office: Francis Holland Schools Trust, 35 Bourne Street, London SW1W 8JA



## Appendix 1: Francis Holland Prep

### Relationships and sex education curriculum map

All RSE lessons are PSHE specialist led unless an external provider is specified.

YEAR GROUP		TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1		Autumn 2	<b>Safe Relationships:</b> <ul style="list-style-type: none"> <li>Recognise that some things are private and the importance of respecting privacy</li> <li>Understand that the parts of their body covered by underwear are private</li> <li>Know how to respond to safely to adults they don't know</li> <li>Learn how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>Learn about the importance of not keeping adults' secrets</li> </ul>	NSPCC – "PANTS"
Year 2		Autumn 2	<b>Safe Relationships:</b> <ul style="list-style-type: none"> <li>Know there are situations when they should ask permission and when permission should be sought</li> <li>Learn basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe</li> </ul>	
		Summer 2	<b>Ourselves, Growing and Changing:</b> <ul style="list-style-type: none"> <li>Name the main parts of the body</li> <li>Learn about growing and changing from young to old and how people's needs change</li> </ul>	
Year 3		Autumn 2	<b>Safe Relationships:</b> <ul style="list-style-type: none"> <li>Learn about privacy and personal boundaries</li> <li>Understand what is appropriate in friendships and wider relationships</li> <li>Understand why someone may behave differently online, including pretending to be someone they are not</li> <li>Learn strategies for recognising risks, harmful content, and contact and how to report concerns</li> </ul>	



		Summer 2	<p><b>Ourselves, Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>Understand that for some people gender identity does not correspond with their biological sex</li> <li>Learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)</li> <li>Learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>Learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for</li> <li>Know about where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>	<p>speaker from the RAP Project</p> <p>The Big Leavers workshop for girls</p> <p>Let's Rap About the Digital Birds and Bees for PARENTS</p>
--	--	-------------	---	---

## **Appendix 2: Francis Holland Regent's Park**

### **Relationships and sex education curriculum map**

Please see the Parent Portal <https://myportal.fhs-nw1.org.uk/>

## Appendix 3: Francis Holland Sloane Square

### Relationships and sex education curriculum map

#### Year 7

Date	Delivery	Topic	Details
Spring term	External: ACET	Self Esteem	The aim of the lesson is to encourage the development of healthy self-esteem. The learning outcomes will be that pupils will be able to name their achievements, ambitions, personal qualities and abilities. They will understand how to respond to negative comments about themselves and how to focus on their positive attributes.
Spring term	Tutors	Bullying	The pupils will be able to spot the signs and understand the effects of bullying, including relating to the online world. They will consider how to respond to bullying, both if they experience it or witness it. They will learn how to communicate concerns to those who could support them, and the person they are feeling bullied by.
Spring term	Tutors	Identity & Community	The lesson will explain the ways that some people can be similar and others different to each other. It will then focus on how people may feel part of a community, and strategies to help individuals feel they belong in a community and help others feel they are part of it. The key theme is inclusivity.
Spring term	Tutors	Discrimination & Protected Characteristics	The aim is to allow pupils to identify when there may be discriminatory behaviour. They will then explore the impact of discrimination and how to seek help if they experience or witness it. The law and protected characteristics will also be explained.
Spring term	Tutors	Families	The aim is to look at different types of families, including single parents, same sex parents, blended families, adoption and fostering.
Spring term	External: ACET	Puberty	The aim of the lesson is to increase the pupils' knowledge of puberty and help develop their skills to cope with it. The learning outcomes will be that pupils will be able to name the physical and emotional changes that take place during puberty and know how to deal with these changes.

Summer term	Biology Teachers	Puberty	This will follow on from the ACET session, giving the pupils a smaller group opportunity to discuss the topic and ask questions relating to both the physical and emotional changes through puberty.
Summer term	Online Content	Tutors	The aim of the lesson is for pupils to be aware of the risks of the online world, and what to do if they are exposed to anything they do not want. They will learn how they may end up unintentionally exposed to upsetting online content and what to do to avoid it, and what to do if it does happen.
Summer term	External: Talk Consent	Consent	The session will focus on being assertive when setting boundaries. It will start thinking about in class and friendships, explaining their capacity and freedom to choose. They will think about why someone might do something they do not want to. The session will finish introducing the topics of sexual harassment, sexual assault and image-based abuse and what could constitute this in an age-appropriate manner.
Summer term	Respect & Relationships	Tutors	The lesson will focus on the wide range of relationships that young people have, and how different types of relationships will work in different ways. They will consider how to be respectful in relationships, and what that means depending on who they are with e.g. the difference between friends and teachers.

#### Year 8

Date	Delivery	Topic	Details
Autumn term	Tutors	Friendship	The pupils will identify how to distinguish between healthy and unhealthy communication within friendships, including online and with WhatsApp. They will discuss conflict management strategies, and how to exit friendships if they feel the need.
Autumn term	Tutors	Types of Bullying	The lesson will explain the impact of bullying and 'banter'. The ways in which people can bully and experience bullying will be looked at, followed by a chance for pupils to evaluate the way that they treat other people.
Autumn term	Tutors	Online Safety	The aim is for the pupils to learn how to stay safe online. This will include understand and learning to spot

			phishing, how to report dangerous behaviour and how to recognise potential threats
Spring term	Tutors	Equality in the UK	The pupils will learn about the Equality Act 2010. They will think about why it was introduced; how successful it has been and what are the challenges of the Act. They will then evaluate the behaviour and conduct that falls under the Act.
Spring term	Tutors	Racism and Discrimination	The lesson will start with a brief history of colonisation and the British Empire. This will lead onto how some racism in the UK has developed. They will then look at the statues debate that has developed over recent years.
Spring term	External: ACET	Self Esteem and Body Image	The aim of this lesson is to build upon the pupils' understandings of what healthy self-esteem is and how it relates to their own perceptions of their bodies. The learning outcome will be that the pupils will be able to identify healthy and unhealthy body image perceptions and feel more comfortable with their own bodies.
Spring term	External: ACET	Emotional Wellbeing	The aim of this lesson is to improve the emotional wellbeing and resilience of the pupils. The learning outcomes are that pupils will be able to identify and recognise at least two coping strategies that they can use to build up resilience to stresses they may face and help improve their emotional wellbeing.
Summer term	External: Talk Consent	Consent	The session will focus on being assertive when setting boundaries. It will start thinking about in class and friendships, explaining their capacity and freedom to choose. They will think about why someone might do something they do not want to. The session will finish introducing the topics of sexual harassment, sexual assault and image-based abuse and what could constitute this in an age-appropriate manner.
Summer term	Dealing with Conflict	Tutors	The lesson will think about conflict management strategies and understand the different causes of conflict. The focus will be on their friendships, but parental relationships will also be covered.
Summer term	Types of Romantic Relationships	Tutors	The lesson will explore different types of romantic relationships. This will cover heterosexual and LGBT relationships. The use of language to describe relationships will be discussed, and pupils will learn

			about the importance and impact of using the correct terminology.
Summer term	Online Grooming	External: Breck Foundation	The aim of the session is for pupils to understand how to protect themselves online. Using a real-life example of a pupil their age, the process of grooming will be explained. Pupils will learn how to identify signs and seek help.
Summer term	Social Media	Tutors	The lesson will look at the potential benefits and dangers of social media. The pupils will think about their digital presence, and the short and long term effects of this. Techniques to take control of their social media use will be taught.
Summer term	Cyberbullying	Tutors	Pupils will learn about trolling, cyberbullying and harassment. This will cover relationships with friends online, but also how strangers might be involved. Pupils will be taught the impact on their wellbeing and how to prevent and respond to cyberbullies.

#### Year 9

Date	Delivery	Topic	Details
Autumn term	Tutors	Gangs & County Lines	The session will explain what “county lines” means, how they recruit and how they may exploit young people. It will be explained how to and why it is important to get support as soon as possible if they or a friend needs help.
Autumn term	Tutors	Social Media & Online Stress	The pupils will explore potential links between mental health and social media usage. They will look at strategies to manage online stress and recognise the difference between online and real life.
Autumn term	Tutors	Families	The lesson will explain the different types of families, including single parents, same sex parents, blended families and adoption. The pupils will evaluate how to foster positive relationships in the home.
Spring term	External: ACET	Relationships and Sex	The aim of this lesson is to explore what makes a good relationship and the place of sex in a relationship. The learning outcome will be that pupils will recognise what a healthy relationship looks like and will have decided together how and when sex becomes relevant to a relationship.



Spring term	External: ACET	Sexting	The aim of this lesson is to raise awareness and increase pupils' knowledge of sexting and to enable pupils to protect themselves from the dangers of sexting. The outcomes will be that pupils will be able to describe 3 potential consequences of sending a naked or indecent image of someone under 18; and can explain how best to respond to sexting situations.
Spring term	External: ACET	STIs	The aim of this lesson is to ensure pupils understand the range of STIs, their transmission, symptoms, consequences, treatment and prevention. To understand some of the benefits of waiting/delaying sex, being faithful and using a condom. The learning outcomes will be that pupils will be able to name and describe some of the main STIs and know how to prevent getting them. They will understand the risk of having multiple partners.
Spring term	Tutors	Conflict in Relationships	Pupils will learn to define conflict and explain how there are positive and negative impacts of this. Strategies that have the effect of calming down the brain to reduce fear or anger will be explored.
Spring term	Tutors	Body Respect & Self Esteem	The session will aim to promote body respect and self-esteem authentically. The pupils will be encouraged to embrace their true selves, free from societal pressure and unrealistic standards. They will build and maintain a positive self-image by focusing on their unique strengths and qualities.
Summer term	Head of Biology	FGM	The lesson will explain the law in the UK regarding Female Genital Mutilation and cover the dangers associated with it. The ways to seek support and help will be outlined.
Summer term	External: Bold Voices	Consent in Culture	This talk uses personal stories to apply a critical lens to the issue of consent within our culture. Through exploration of gender stereotypes, objectification, victim blaming and glorification of 'the chase', pupils will leave with a better understanding of how consent is informed by wider issues of gender inequality at a societal level and gives pupils the knowledge and tools to begin to notice, question and ultimately challenge.

Year 10

Date	Delivery	Topic	Details
------	----------	-------	---------

Autumn term	External: ACET	The Media Challenge	The aim of this lesson is to equip the pupils to recognise the way the media can distort relationships and sex with a particular focus on pornography's effects on people. The learning outcomes will be that the pupils will be able to identify the distortions the media gives about sex and relationships and the distortions and effects of pornography on sex and relationships.
Autumn term	Tutors	Mental Health Stigma	The pupils will recap what mental health is and some of the symptoms of poor mental health. They will then discuss how to challenge stigma, stereotypes and misinformation surrounding mental health
Spring term	External: ACET	Pregnancy and Contraception	The aim of this lesson is to improve and refresh the pupils' understanding of how unassisted pregnancy works as well as improving their knowledge of the different contraceptives available and how they work. The main learning outcome will be that the pupil will be able to explain at least three different types of contraception and their advantages and disadvantages.
Spring term	Tutors	Substance Use	The pupils will examine the impact of drugs and alcohol on individuals, personal safety and the wider community. They will look at how substances can impact decision making, and how to keep themselves and others safe.
Spring term	External: ACET	Relationships and Consent	The aim of this lesson is to ensure that the pupils understand and know what they want from a healthy relationship as well as being aware of what sexual consent looks like and the law regarding sexual consent. The learning outcome will be that the pupils will be able to identify the three main aspects of the law regarding sexual consent.
Spring term	Tutors	Substance Use	Building on the previous session, pupils will look at warning signs in themselves and others that they need to seek help. The lesson will look at where help and support is available, and the benefits of seeking it early on.
Spring term	Head of Biology	Health Awareness	The pupils will learn about the benefits of regular self-examination and medical screenings. They will understand the process of organ, blood and stem cell donation.

Spring term	External: Personal experience	Substance Abuse	A former alcohol will speak to the pupils about her experience. She was a young, female alcoholic who used alcohol and drugs to try and deal with her anxiety and depression. She is now a psychotherapist and has been sober for over 10 years.
Spring term	Support with Mental Health	Tutors	The pupils will look at how to recognise signs of mental health disorders in themselves and others. The topic of relationships and sexuality linking to mental health will be discussed. The support available and how to access it will be taught. <i>This session is timed to be before the Easter break, when they will return for their end of year exams.</i>
Summer term	Understanding and Preventing Extremism	Tutors	The lesson will explain the difference between violent extremism and legitimate behaviour in the UK democracy. The impacts of extremist behaviours will be explored for individuals and communities. They will analyse strategies to reduce the influence of radicalisation and extremist views among peers and within a community.  <i>This is part of the Prevent Duty in schools</i>
Summer term	Illegal Online Behaviour	Tutors	The lesson will explain techniques used to engage someone with an extremist group, and how they can respond to radicalisation tactics. They will look at the risks of online content promoting self harm.  <i>This first half is part of the Prevent Duty in schools</i>

#### Year 11

Date	Delivery	Topic	Details
Autumn term	External: ACET	Actions and Attitudes	This lesson aims to address the negative stereotypes that the pupils may have of people who may be living with HIV, as well as other sexually transmitted infections. It seeks to address any misconceptions and hidden biases that they may have. The learning outcomes are that pupils will be able to reflect on their own biases or negative stereotyping that they might have had and
Spring term	External: ACET	Relationships	The aim of this lesson is to raise awareness of unhealthy attitudes and behaviours that can be harmful in a relationship and how the pupils can protect themselves from the dangers. The learning outcomes will be that the

			pupils will be able to identify and describe 3 indicators that a relationship is unhealthy and can explain how best to respond in such situations.
Spring term	Tutors	Healthy Emotional Relationships	The pupils will learn about what positive and healthy romantic relationships look like, including a variety of different sexual preferences. They will look at how emotional abuse and controlling behaviour can develop, what signs to look out for in their own relationships and those of friends, and where to go for help or support.
Spring term	External: ACET	STIs	The aim of this lesson is to refresh the pupils' knowledge of STIs. The learning outcome will be that pupils will have an up to date and more in-depth knowledge of STIs than when they had the topic taught to them in year 9.
Spring term	Tutors	Cosmetic & Aesthetic Procedures	The aim of the lesson is to understand the difference between aesthetic and cosmetic procedures and understand the positives and negatives of undertaking these procedures. The pupils will look at what influences people to feel they need to change their appearance for themselves or society.
Spring term	Tutors	Alcohol, Parties & Choices	The pupils will explore alcohol abuse, drink spiking and the associated risks. They will evaluate what and who impacts their decisions about their own health and the choices that they make.
Spring term	Tutors	Festivals and Substances	The aim of the lesson is to understand the risks associated with parties, festivals and experimenting with drugs. They will look at how to stay safe at parties and festivals. The pupils will learn about New Psychoactive Substances and the dangers and uncertainties associated with them.
Spring term	Tutors	Relationship Values	The pupils will look at what relationship values are and how to explore their own values and needs. The pupils will think about what can happen if they and their partner's values do not align.

#### Year LVI

Date	Delivery	Topic	Details
Autumn term	External : DSM	The Party Scene	The aim of the session is to understand the consequences of substance use. They will look at how to manage the use of alcohol and drugs in various scenarios.

Autumn term	External : School Chaplain	Inclusivity, Gender & Sexuality	The pupils will learn about the Equality Act 2010, and the history of equality in the UK. The session will explain how to ensure they are respectful and inclusive of everyone in society, with an emphasis on LGBT. There will be an opportunity to ask questions.
Spring term	Tutors	Coercion and Controlling Behaviour	The aim of this lesson is to raise awareness of unhealthy attitudes and behaviours in relationships. The pupils will be able to identify coercive control is abuse and identify relationship red flags. It will highlight what to do if the pupil or a friend is in a controlling relationship
Spring term	Tutors	Culture & Diversity	The session will explain why it is important to celebrate culture and diversity in the UK. They will understand and evaluate the benefits of living in a diverse society.
Spring term	Tutors	Prejudice & Discrimination	The pupils will learn about the different types of prejudice, describe discrimination and explain what it looks like. They will evaluate the impact of prejudice and discrimination on people's lives and communities.
Spring term	Tutors	Extremism & Radicalisation	The pupils will learn to recognise and understand about extremism and radicalisation. They will look at national initiatives to reduce the risks, and when, where and how to seek help.  <i>This is part of the Prevent Duty</i>
Summer term	Tutors	Online Dating	The pupils will think about how and why people date online. They will explore the risks and benefits of dating both online and offline. They will understand how to stay safe, particularly when using apps.
Summer term	Tutors	Consensual Relationships	The aim of the lesson is to reframe the discussion around consent and sexual activity as being about positivity and consideration for a partner rather than just about the definition of consent. They will understand the impact it can have and build empathy for victims. They will learn how we can ensure both people in a relationship/sexual situation feel comfortable and positive about engaging in something rather than just have they said "yes".
Summer term	Tutors	Importance of Family and Friends	The pupils will understand the importance of friendship and look at why making (and maintaining) friendships can be very hard. They will think about how to overcome potential barriers to make friends.

Summer term	Tutors	Critical Media Literacy Skills	The pupils will explore the influence social media can have. They will consider how to be critical of what you see online. The impact of social media and misleading information online on mental health and wellbeing will be examined.
-------------	--------	--------------------------------	--

#### Year UVI

Date	Delivery	Topic	Details
Autumn term	Tutor	Drugs & Alcohol	The pupils will look at the influences from friends and society relating to drugs and alcohol. They will look at the risks associated with different types of substances, and how to seek support for themselves or others if required. This session will be split into two to allow depth of exploration.
Autumn term	External: Former Alcoholic	Alcohol	A former alcoholic will share his story. This will include explaining what lead to his alcoholism, the struggles associated with it, how he got help and the successful life he now leads.
Autumn term	External: Wellbeing Consultant	Digital Usage	The session will explore the benefits of a digital detox. It will explain the importance of self-regulation, particularly in relation to social media.
Autumn term	Tutor	Culture & Diversity in the UK	The session will explain why it is important to celebrate culture and diversity in the UK. They will understand and evaluate the benefits of living in a diverse society.
Autumn term	Tutor	Safety when Traveling	The pupils will look at the potential problems to look out for when travelling. They will think about the importance of research when deciding where to go and what to book, particularly in relation to counties and their laws and cultures. The pupils will look at how to keep themselves and others safe.
Spring term	Pastoral Staff	Sexual Health	The aim of the lesson is to understand what positive sexual health is, and how it can vary from person to person. They will understand the consequences of not maintaining good sexual health. They will learn how to get help when needed, and what will happen if they seek support.
Spring term	Head of Biology	Fertility and Pregnancy	The aim of the lesson is to understand the influences on fertility throughout their life. They will understand how lifestyle can impact fertility, and how they can track their

			own fertility. The pupils will look at processes of IVF and how gynaecologists can help.
Spring term	External: Bold Voices	Consent	This session will explore the importance of moving away from blaming individuals for violence and acknowledge the contribution to of language, attitudes and behaviours towards gender-based violence.
Spring term	External: The Body Conversation	Body Confidence	The pupils will look at body image, what it is and what may influence it. They will evaluate how social media negatively impacts the way that we view ourselves. Ways to combat low self esteem and reframe negative thinking will be taught.

**Appendix 4: By the end of primary school pupils should know [\(according to the statutory guidance from the Department of Education\)](#)**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>The conventions of courtesy and manners</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>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 those in positions of authority</li> </ul>



	<ul style="list-style-type: none"> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>Where to get advice e.g. family, school and/or other sources</li> </ul>

**Appendix 5: By the end of secondary [school pupils should know \(according to the statutory guidance from the Department of Education\)](#)**

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>That there are different types of committed, stable relationships</li> <li>How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>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</li> <li>Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>The characteristics and legal status of other types of long-term relationships</li> <li>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>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</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>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)</li> <li>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</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>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</li> </ul>

Online and media	<ul style="list-style-type: none"> <li>· Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>· 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</li> <li>· Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>· What to do and where to get support to report material or manage issues online</li> <li>· The impact of viewing harmful content</li> <li>· 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</li> <li>· That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>· How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>· 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</li> <li>· 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>· 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</li> <li>· 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</li> <li>· The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>· That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>· That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>· The facts about the full range of contraceptive choices, efficacy and options available</li> <li>· The facts around pregnancy including miscarriage</li> <li>· 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)</li> <li>· 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</li> <li>· About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>· How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>· How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

