



THE
PORTSMOUTH
GRAMMAR
SCHOOL

The PGS Relationships and Sex Education Policy

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1. Introduction to Relationships and Sex Education (RSE)

1.1. Context

- 1.1.1. Legislation passed in the Children and Social Work Act (2017) requires that all primary schools in England provide Relationships Education and all secondary schools provide Relationships and Sex Education (RSE).
- 1.1.2. Statutory guidance on Relationships Education, RSE and Health Education (RSHE) (2019) details the required content for primary and secondary schools. Schemes of work across the whole school have been modified to accommodate this. At PGS we seek to go beyond the statutory framework by providing comprehensive and outstanding RSE across the whole school.
- 1.1.3. RSE is taught within the Pastoral Curriculum (Senior School) and Personal, Social, Health & Economic Education (PSHE) (Junior School) which seek to contribute to the school's aims. At The Portsmouth Grammar School, we wish members of our community to:
 - 1.1.3.1. be happy and to thrive
 - 1.1.3.2. enjoy learning and pursue success to the best of their ability
 - 1.1.3.3. be prepared for the changing world beyond school
 - 1.1.3.4. make an active contribution and live purposeful lives
 - 1.1.3.5. develop a sense of identity and to be their own person.
- 1.1.4. In addition to Relationships Education, The Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. It should ensure that all pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

1.2. Definition of Relationships Education

- 1.2.1. Primary Relationships Education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships Education supports children to be safe, happy and healthy in their interactions with others now and in the future.
- 1.2.2. Secondary Relationships Education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships Education supports children to be safe, happy and healthy in their interactions with others now and in the future.

1.3. Definition of Sex Education

- 1.3.1. Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.
- 1.3.2. Aspects of sex education are covered in the context of learning about lifecycles (in science). When learning about infections and their prevention (in Health Education) there may be reference to sexually transmitted infections.
- 1.3.3. To safeguard pupils, factual information about the law relating to, for example, rights to access sexual health services, will be provided to pupils.

1.4. Definition of Relationships and Sex Education (RSE)

Relationships and Sex Education combined is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

1.5. Legislative Framework

- 1.5.1. The Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).
- 1.5.2. Attention has been paid to the statutory guidance published by the DfE and compliance has been ensured in all areas as evidenced in this policy's Appendices.
- 1.5.3. The Equality Act 2010 also acts as a foundation to our RSE and is supported by our school aims and ethos.
- 1.5.4. In addition, attention has been paid to:
 - 1.5.4.1. Children Keeping Children Safe in Education - Statutory Safeguarding Guidance (2020 – and as updated)
 - 1.5.4.2. Education (Independent School Standards) Regulations 2014
 - 1.5.4.3. Learning and Skills Act 2000
 - 1.5.4.4. Education Act 2002

- 1.5.4.5. Education and Skills Act 2008
- 1.5.4.6. Equality Act 2010: advice for schools (DofE, updated 28-6-18)
- 1.5.4.7. Children and Social Work Act 2017
- 1.5.4.8. Relationships Education, Relationships & Sex Education & Health Education (England) Regulations 2019

2. Rationale and Ethos

2.1. Whole School Statement of Intent for RSE

At The Portsmouth Grammar School we recognise that outstanding RSE will play an important role in helping our pupils to be happy and to thrive whilst at and beyond PGS. Our RSE provision will help pupils to form a clear sense of their own values and identity and to acquire the knowledge and skills necessary for making decisions which match their character. We seek to empower all pupils to be self-reflective, responsible and respectful. We adopt a non-judgmental attitude towards relationships and sex whilst being unambiguous about issues regarding sexual abuse and harassment.

2.2. Junior School Aims for RSE

2.2.1. The provision for RSE in the Junior School is embedded in our Pastoral Curriculum which delivers the PSHE framework. The RSE lessons are the fundamental building blocks and characteristics of positive relationships, with a particular focus on friendships, family relationships and relationships with other children and with adults.

2.2.2. Our aims and intentions are to:

- 2.2.2.1. meet the needs of all pupils at an age and stage appropriate level
- 2.2.2.2. build upon previous learning
- 2.2.2.3. deliver lessons in a non-judgmental manner, and encourage pupils to be respectful of differing thoughts and opinions
- 2.2.2.4. give thought to the individual needs of pupils, recognising that pupils will have different backgrounds, faiths and values
- 2.2.2.5. celebrate diversity and difference
- 2.2.2.6. ensure through training that staff are confident in the delivery of all lessons and topics
- 2.2.2.7. where appropriate, relate RSE to technology, media, self-esteem and physical and mental health
- 2.2.2.8. help pupils to acquire their own sense of self, including a keen awareness of their rights and responsibilities
- 2.2.2.9. furnish pupils with the knowledge, skills and vocabulary to ensure that relationships contribute positively to their wellbeing

- 2.2.2.10. help pupils understand that there are many different kinds of relationship and to recognise the importance of respect and kindness within these
- 2.2.2.11. ensure that the provision of RSE exceeds the statutory requirements and provides an excellent foundation as pupils move through the Key Stages, forming part of our whole school provision.

2.3. Senior School Aims for RSE

- 2.3.1. At The Portsmouth Grammar School RSE is firmly rooted in the framework for PSHE, known internally as Pastoral Curriculum.
- 2.3.2. The aims and intentions are to:
 - 2.3.2.1. ensure that the curriculum directly meets the needs of all pupils
 - 2.3.2.2. take a proactive and responsive approach
 - 2.3.2.3. adopt a positive approach which empowers pupils to make decisions which are right for them
 - 2.3.2.4. approach topics around RSE without judgement whilst recognising that pupils will have different backgrounds, faiths and values
 - 2.3.2.5. embrace diversity and inclusion and ensure that pupils of every gender and sexuality have their needs represented throughout the course
 - 2.3.2.6. have the course taught by outstanding teachers over a period of extended lessons
 - 2.3.2.7. help pupils understand boundaries, consent and the law and how this relates to pleasure, relationships and their character
 - 2.3.2.8. critically examine and unpack issues around gender and sexuality
 - 2.3.2.9. relate RSE to technology, media, self-esteem and physical and mental health
 - 2.3.2.10. help pupils to acquire their own sense of self, including a keen awareness of their rights and responsibilities
 - 2.3.2.11. furnish pupils with the knowledge, skills and vocabulary to ensure that relationships and sex contribute positively to their wellbeing
 - 2.3.2.12. help pupils understand that there are many different kinds of relationship and to recognise the importance of respect and kindness within these
 - 2.3.2.13. contribute towards pupils developing their own engagement with the PGS Core: Curiosity, Creativity, Commitment, Courage, Compassion, Collaboration
 - 2.3.2.14. regularly consult and survey pupils on the curriculum and its outcomes and continuously update and improve the resources
 - 2.3.2.15. exceed the statutory expectations by providing outstanding RSE across the key stages.

3. Responsibility statement and allocation of tasks

3.1. The Governing Body has overall responsibility for all matters which are the subject of this policy. To ensure the efficient discharge of its responsibilities under this policy, the Governing Body has allocated tasks as detailed below and according to the table in Section 10 below. The Governor with lead responsibility for RSE is Dr Sally Ross.

3.2. Junior School

3.2.1. The RSE curriculum is overseen by the Assistant Head, Pastoral and the Head of Pre-School & Infants within the Junior School who are line managed by the Head of the Junior School. They are responsible for:

- 3.2.1.1. producing all schemes of work and resources
- 3.2.1.2. monitoring and evaluating the programme across the Junior School
- 3.2.1.3. ensuring that all statutory requirements are met
- 3.2.1.4. keeping abreast of educational literature and developments in this field, attending Continuing Professional Development as required and ensuring that the curriculum evolves to meet the changing needs of the pupils
- 3.2.1.5. alongside the Deputy Head they are the point of contact for LGBTQ+ pupils
- 3.2.1.6. organising pupil and parent workshops to support the curriculum
- 3.2.1.7. contributing to reports for senior staff and the Governors.

3.2.2. The curriculum is delivered predominantly by Form Teachers to ensure there is consistency within the Pastoral provision and further supported by the Science department.

3.3. Senior School

3.3.1. The RSE programme is led by the Director of Diversity & Inclusion who is line managed by the Senior Deputy Head. The Director of Diversity & Inclusion is responsible for:

- 3.3.1.1. producing all schemes of work and resources
- 3.3.1.2. monitoring and evaluating the programme across the Senior School
- 3.3.1.3. regular consultation with pupils and staff through pupil surveys and class audits, meetings with the school councils and pupil welfare groups and meetings with staff and parents
- 3.3.1.4. ensuring that all statutory requirements are met
- 3.3.1.5. keeping abreast of educational literature and developments in this field, attending Continuing Professional Development (CPD) as required and ensuring that the curriculum evolves to meet the changing needs of the pupils
- 3.3.1.6. being a point of support for LGBTQ+ pupils

- 3.3.1.7. offering pastoral support to trans and non-binary pupils, their parents and relevant staff
- 3.3.1.8. running the school society PGS Diversity & Inclusion (D&I)
- 3.3.1.9. engaging with all stakeholders including engagement with the Junior School and Governors
- 3.3.1.10. The curriculum is taught by a small team of specialist teachers who are given access to internal and external training as needed. They are responsible for:
- 3.3.1.11. following the planned scheme of work
- 3.3.1.12. providing feedback to the Director of Diversity & Inclusion
- 3.3.1.13. delivering the content in a way which reflects the school's aims for RSE
- 3.3.1.14. ensuring the engagement of all pupils in their class.

4. Safe Practice and Safeguarding

- 4.1. This policy should be read in conjunction with the School's Safeguarding and Child Protection Policy and Procedure. We will ensure a safe learning environment by:
 - 4.1.1. only using specialist staff equipped with excellent resources and given access to training and support
 - 4.1.2. establishing clear ground rules and boundaries with pupils. Whilst pupils are encouraged to ask lots of questions, there is an absolute rule that these are never personal, nor should they make any personal disclosures. Distancing techniques are used throughout (where disclosures are made then the principles and processes of the Safeguarding & Child Protection Policy and Procedure will be applied)
 - 4.1.3. teachers are aware that the RSE content can sometimes trigger a disclosure from a pupil. All staff receive regular safeguarding training and disclosures will be passed on to a DSL. Access to the school's support structures is highlighted by class teachers.
 - 4.1.4. contraception (and lubricant) is only given to Senior School pupils as stated in the scheme of work. Beyond that, local services would be signposted
 - 4.1.5. pupils are given the opportunity to ask anonymous questions
- 4.2. RSE contributes to safeguarding through the following:
 - 4.2.1. pupils acquire knowledge about the privacy of their bodies and genitalia
 - 4.2.2. pupils gain an understanding that a range of sexual activities are subject to laws on sexual consent. They are taught to recognise abuse and unhealthy relationships
 - 4.2.3. signposting specialist help and local services
 - 4.2.4. teaching pupils about safeguarding and confidentiality
 - 4.2.5. pupils will acquire a keen sense of their rights and responsibilities

5. Curriculum Design

5.1. In both the Junior and Senior School:

- 5.1.1. careful consideration of the curriculum content will be given, including as to how this will be made accessible to all pupils including those with special educational needs and disabilities (SEND)
- 5.1.2. views of pupils, teachers and parents will be considered
- 5.1.3. this policy will be considered in conjunction with the School's Spiritual, Moral, Social and Cultural curriculum (SMSC), including respect for diversity, and other relevant policies (see for example paragraph 9 below)

5.2. Junior School

- 5.2.1. During the 2017/18 academic year, the Pastoral Curriculum was developed in line with the introduction of The Learning Tree throughout the Junior School. The Skills, Traits and Values underpin the Programme of Study for the PSHE and RSE requirements at primary level. The lessons are based on a thematic and scaffolded understanding and are supported through the robust assembly provision. Where appropriate, guest speakers are invited in to talk to the pupils and the Director of Diversity & Inclusion is also on hand to deliver specialist sessions as the need arises.
- 5.2.2. Pastoral Curriculum lessons are divided into three themes: Health and Wellbeing, Living in the Wider World and Relationships. Full details of the relevant learning outcomes can be found in Appendix 1.
- 5.2.3. To complement this process, some aspects of RSE are delivered by academic departments, most notably Science, Philosophy and Religious Studies and Computing. Full details of this can be found in Appendix 2.

5.3. Senior School

- 5.3.1. In 2016 Pastoral Curriculum lessons became timetabled lessons delivered by specialist teachers in fortnightly, 50-minute lessons. RSE is taught within this framework and is designed to be progressive in terms of language, concepts and content that increases in depth and complexity as pupils increase in age.
- 5.3.2. The curriculum has been designed in-house following consultations with staff, parents and pupils. In addition to this, triannual surveys of all pupils and annual class audits are used to review and improve the course every year.

- 5.3.3. Pastoral Curriculum lessons are divided into three themes: Health and Wellbeing, Being in the World and Relationships. Full details of the relevant learning outcomes can be found in Appendix 2.
- 5.3.4. To complement this process, some aspects of RSE are delivered by academic departments, most notably Biology, Philosophy and Religious Studies and Computing. Full details of this can be found in Appendix 3.
- 5.3.5. On occasion, external speakers may deliver sessions to whole year groups. For example, past talks have included:
 - 5.3.5.1. The RAP Project: Consent, porn and social media
 - 5.3.5.2. 'Big Bear' Chris McNaughten: Masculinity and coming out
 - 5.3.5.3. Juno Dawson: Transgender Awareness
- 5.3.6. The curriculum is also complimented by the co-curricular society *PGS D&I*. Part academic enquiry, part support network, this society comprises talks, celebrations and marching in the annual pride parade.

6. Monitoring and Evaluation

6.1. Junior School

- 6.1.1. The PSHE Leaders are responsible for the monitoring and evaluation of RSE. We are committed to ensuring that the programme directly meets the needs of all pupils by being constantly reviewed and improved. This is achieved in a number of ways:
 - 6.1.1.1. monitoring & reviewing medium and short term plans
 - 6.1.1.2. providing a termly assembly overview
 - 6.1.1.3. providing Staff INSET and discussion
 - 6.1.1.4. consulting with parents where appropriate (see paragraph 7 below) and keeping parents updated with new procedures and policies
 - 6.1.1.5. liaising with the Director of Diversity & Inclusion to ensure whole school consistency and coverage
- 6.1.2. In the Junior Department:
 - 6.1.2.1. provide pupils with a voice through feedback and various pupil councils
 - 6.1.2.2. Year Group audits

6.2. Senior School

- 6.2.1. The Director of Diversity & Inclusion is responsible for the monitoring and evaluation of RSE.
- 6.2.2. We are committed to ensuring that the programme directly meets the needs of all pupils by being constantly reviewed and improved. This is achieved in a number of ways:
 - 6.2.2.1. the tri-annual Pastoral Curriculum Pupil Survey
 - 6.2.2.2. class audits
 - 6.2.2.3. meeting with the school councils
 - 6.2.2.4. pupil working groups
 - 6.2.2.5. meetings between teachers of the Pastoral Curriculum
 - 6.2.2.6. The Director of Diversity & Inclusion pays close attention to educational and social trends and attends training and conferences (as do other staff)
 - 6.2.2.7. lesson observations
 - 6.2.2.8. Assessment is conducted via baseline activities carried out at the start and end of each topic (usually each half term). The skill of self-reflection and empowerment is encouraged and pupils demonstrate where they started, where they are by the end of the topic and what else they might need to do to increase their confidence, knowledge or skills in a particular area. This process is enhanced by questioning and discussion led by the teacher and by class audits and pupil working groups.
 - 6.2.2.9. teachers ensure pupil engagement with all tasks
 - 6.2.2.10. parents are consulted where appropriate (see paragraph 7 below)
 - 6.2.2.11. The Director of Diversity & Inclusion delivers the curriculum to all year groups and this experience informs the review
 - 6.2.2.12. The Director of Diversity & Inclusion conducts an annual review of the curriculum and makes improvements towards the end of the Summer Term
 - 6.2.2.13. Senior staff undertook an audit of Pastoral Curriculum provision in the Senior School in March 2022

7. Communication with parents

7.1. Communication regarding the Curriculum

- 7.1.1. Junior School: Each term parents receive a Curriculum Guide which details the RSE focus for that term (if applicable). This policy will be made available to parents on the school website and curriculum content details are available in Appendix 1. On occasion, parents are invited to evening workshops on RSE run by school staff or external speakers, and the PSHE Leaders give presentations on the Junior School Pastoral Curriculum to the Parents' Forum.

7.1.2. Senior School: Each year all Senior School parents receive an email detailing the Pastoral Curriculum scheme of work (including RSE) for their children that year. They are invited to raise any queries with the Director of Diversity and Inclusion. This policy is made available to parents on the school website and curriculum content details are available in Appendices 2 and 3. On occasion, parents are invited to evening workshops on RSE run by school staff or external speakers, for example, the RAP Project. Discursive parental consultations are held regularly with the Parents' Forum. Through this mechanism, parents are consulted on the planned curriculum and policy.

7.2. Parental Right to Withdrawal

7.2.1. This section is drafted and included in order to comply with legislation and with the Independent Schools Regulatory Requirements and guidance.

7.2.2. Parents do not have the right to withdraw their child from relationships education at primary or secondary level.

7.2.3. In the Junior School:

7.2.3.1. a parent has the right to request that their child be withdrawn from some or all of the sex education which the school teaches as part of the RSE programme for primary education other than that covered by the statutory science curriculum (reproduction is taught, for example, in the Year 5 Science curriculum – see Appendix 1).

7.2.3.2. any such request should be made in writing to the Head of the Junior School and should be automatically granted unless the sex education forms part of the Science curriculum.

7.2.4. In the Senior School:

7.2.4.1. a parent is entitled to withdraw their child from some or all of the sex education which the school teaches as part of the RSE programme for secondary education other than that covered by the Science curriculum. See Appendices 2 and 3.

7.2.4.2. this parental right continues up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, the school should make arrangements to provide it during one of those terms, including catch-up material.

7.2.4.3. requests for withdrawal should be made in writing to the Senior Deputy Head. A copy of withdrawal requests will be placed on the pupil's educational record.

7.2.4.4. before granting the request, the Senior Deputy Head will discuss this request with parents and, as appropriate, with their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. There may sometimes be situations in which particular consideration may need to be given to a pupil's specific needs, such as those arising from special education needs or disability. Once those discussions have taken place, except in

exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

7.2.4.5. the school will document the above process and decisions and ensure a record is kept.

7.2.5. If a child is withdrawn from sex education, this is likely to be for only a small part of a lesson as much of the RSE content is delivered as Relationships or Health Education. During such period of withdrawal, a pupil should receive purposeful education.

7.3. Consultation with parents

The School will consult parents of pupils registered with the School before making or revising a statement relating to the provision of relationships and/or sex education, and in developing or reviewing its policy. Although all views are listened to, they do not amount to a power of veto over curriculum content (ISSR Commentary 2020, paragraph 83)

8. Training

The School 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. The level and frequency of training will depend in the role of the individual member of staff.

9. Related Policies

This policy should be read in conjunction with:

- 9.1. The PGS Safeguarding & Child Protection Policy and Procedure
- 9.2. The PGS Pastoral Curriculum Policy
- 9.3. The PGS Equal Opportunities Policy and related policies
- 9.4. The PGS Behaviour Management Policy
- 9.5. The PGS Anti-Bullying Policy

Section 10: Allocation of Tasks and Version Control

Allocation of Tasks

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Director of Diversity & Inclusion	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Senior Deputy Head	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Senior Deputy Head	As required, and at least termly
Reviewing input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Director of Diversity & Inclusion	As required, and at least annually
Formal review	Governing Body	Two-yearly (appendices annually)

Version Control

Date Approved	1 st July 2022 (Governing Body)
Date Reviewed	20 th May 2022 (Education Committee)
Next Review Date	Summer/Autumn 2024
Policy author (SMT)	Senior Deputy Head
Status	ISI document to be made available
Report	Safeguarding and Pastoral Report
Appendices	2021-22

Ph4 200722

Appendix 1: Pastoral Curriculum Learning Outcomes Relevant to RSE, Junior School

In the Junior School, the majority of the required RSE standards are delivered through the PSHE / Pastoral Curriculum. Specific lessons which cover reproduction form part of our Science curriculum and are taught through the FPA’s accredited program from the PSHE Association, “Growing Up with Yasmine and Tom”. Specific pupil needs are addressed in circle time activities or would be added in as an extra PSHE session.

Other aspects of the RSE curriculum are delivered and supported by the wider curriculum, such as Computing and PRS. The Junior School follows national initiatives such as Safer Internet Day, Anti-Bullying Week and World Mental Health Week. These weeks are woven into our assembly coverage which also further supports all aspects of ‘The Learning Tree’ which is used to support and promote RSE and PSHE within our Pastoral Curriculum. Where appropriate, guest speakers are invited in to work with our pupils to enhance the delivery of our curriculum. The nature of the Connected Curriculum allows for many crossovers within all subject areas where pupils will be meeting the programmes of study for RSE. The table below highlights the main opportunities for this but further examples can be found on the termly curriculum guides which are sent out to parents at the start of each term.

Computing	<ul style="list-style-type: none"> ● Internet Safety Day ● Pupils within the Junior department also have a module of work about staying safe online
PRS	<ul style="list-style-type: none"> ● Our PRS curriculum ensure our pupils throughout the school have a growing understanding of world religions which fosters an ability for children to accept and embrace difference within our community ● Regular opportunities using P4C with pupils encourages children to be able to respond appropriately to a difference of opinion, treating each other with respect

Pastoral Curriculum Learning Outcomes Relevant to RSE, Junior School

Learning Outcomes for each Year Group (these outcomes are also detailed in the *Programme of Study for PSHE Education Key Stages 1-2 (2021-22)* – this document can be seen as an Appendix to The PGS Pastoral Curriculum)

Key:

R = Relationships

L= Living in the Wider World

H = Health and Wellbeing

Year One

Autumn 1:

TEAM - Relationships

- I can talk about the teams I belong to
- I can be a good listener
- I can explain how to be kind and why it is important
- I can talk about unkind behaviour like teasing and bullying
- I can explain how to be a positive learner
- I can identify good and not-so-good choices

Autumn 2

Be Yourself - Relationships

- I can talk about what makes me special
- I can name some of the different feelings I have and can describe how they feel
- I can talk about things I like that make me feel happy
- I can talk about the things that make me feel unhappy and have ideas about what to do when I have those feelings
- I can discuss how change and loss make me feel
- I can share what I think and feel with confidence

Summer 1

It's My Body - Health and Wellbeing

- I know I can choose what happens to my body
- I can make healthy choices about sleep and exercise
- I can make healthy choices about food and drink
- I know how to keep my body clean
- I know what is safe to eat or drink
- I can choose to keep my mind and body healthy and safe

Summer 2

Safety First - Health and Wellbeing

- I know how to stay safe and who can help if I feel unsafe
- I know how to stay safe at home.
- I know how to stay safe when I am out and about
- I can keep myself safe in different situations with people I don't know
- I know what I can share and what I should keep private to keep myself and others safe
- I know who to go to if I need help

Year Two

Autumn 1:
VIPs- Relationships

- I can talk about the very important people in my life and explain why they are special
- I can describe why families are important
- I can describe what makes someone a good friend.
- I can describe ways to help resolve arguments and disagreements
- I can cooperate with others to achieve a task.
- I can describe how I can show my special people that I care about them and I understand why this is important

Autumn 2:
One World - Living in the Wider World

- I can explore family life in different countries and say how it is the same as mine and how it is different
- I can discuss homes and home life from around the world and say how they are the same as mine and how they are different
- I can explain what it is like to go to school in other countries and say how it is the same as or different from my school
- I can explore places where people live which are different from where I live
- I can think about how people use things from the earth and what problems this can cause
- I can say why it is important to care for the earth and identify how I can help protect it

Spring 1:
Think Positive - Health and Wellbeing

- I can understand how happy thoughts can make me feel good
- I can make good choices and consider the impact of my decisions
- I can set myself goals and consider how to achieve them
- I can discuss my feelings and opinions with others and cope with difficult emotions
- I can discuss things I am thankful for and focus on what I do have, rather than what I don't have
- I can focus on what is happening now and how I am feeling

Spring 2:

Digital Wellbeing - Relationships

- I can talk about ways in which the Internet is useful
- I know how to balance screen time with other activities and understand why this is important
- I know how to stay safe online
- I can explain why we keep personal information private
- I know how to communicate online in ways that show kindness and respect
- I understand that not everything on the Internet is true

Summer 1:

Growing Up - Health and Wellbeing

This unit will be supported through the Growing up with Yasmine & Tom resources

- I can name the main parts of boys' and girls' bodies
- I understand how to respect my own and other people's bodies
- I understand that we are all different and different people like different things
- I can describe how I have changed since I was a baby
- I can describe how I will change as I get older
- I can describe things that might change in a person's life and how it might make them feel

Year Three

Autumn 1: TEAM

Relationships

- I can talk about changes and how they might make me feel
- I can explain how and why we should work well as a team
- I can describe how my actions and behaviour affect my team
- I can pay attention and respond considerately to others
- I can describe why disputes might happen and strategies to resolve them
- I can talk about changes and how they might make me feel

Autumn 2: Be Yourself

Relationships

- I can say the things about myself that I am proud of.
- I can identify the feelings I have and describe how different emotions feel.
- I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.
- I know how to be assertive.
- I can explore messages given by the media and decide if they are helpful or harmful.
- I can identify different strategies I can use if I make a mistake.

Summer 1: It's My Body

Health & Wellbeing

- I can choose what happens to my body and I can get help with any concerns.
- I know how to keep my body healthy.
- I know why it is important to get enough sleep.
- I understand the importance of hygiene and what to do if I feel unwell.
- I know how to take medicine safely and keep safe around drugs.
- I know how to make better choices and choose healthy habits.

Summer 2: Safety First

Health & Wellbeing

- I can be responsible for making good choices to stay safe and healthy.
- I can identify a risky situation and act responsibly.
- I understand that I can choose not to do something that makes me feel uncomfortable.
- I know how to stay safe when out and about.
- I know about dangerous substances and how they affect the human body.
- I know how to respond in emergency situations.

Year Four

Autumn 1: VIPs

Relationships

- I can explain why we need new friendships and how to make them
- I can create a list of positive actions needed to stay friends with my friends
- I can identify my own support network
- I can demonstrate strategies for resolving conflicts
- I can identify what bullying is
- I know what to do if someone is being bullied

Spring 2: Digital Wellbeing

Relationships

- I can identify the positives and negatives of being online.
- I can be kind online and I can help make the Internet a safer place.
- I know how to stay safe when communicating online and what to do if I don't feel safe.
- I can decide how reliable online information is and know how to share information responsibly online.
- I can identify things we shouldn't share online and give reasons why we shouldn't share them.
- I understand how technology can affect our wellbeing in different ways.

Summer 1: Growing Up

Health & Wellbeing

This unit of work will be supplemented with resources from Growing up with Yasmine and Tom

- I can describe male and female body parts and explain what these are for.
- I can describe how boys' bodies will change as they go through puberty.
- I can describe how girls' bodies will change as they go through puberty
- I can describe the feelings that some people experience as they grow up.
- I understand that there are many different types of relationships and families.

Year Five

Autumn 1: TEAM

Relationships

- I can talk about the good attributes of a team.
- I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.
- I can compromise and collaborate to ensure a task is completed.
- I can reflect on the need to care for individuals within a team.
- I can identify hurtful behaviour and suggest ways I can help.
- I can understand the importance of shared responsibilities in helping a team to function successfully.

Autumn 2: Be Yourself

Relationships

- I can explain why everyone is unique and understand why this should be celebrated and respected.
- I can explain why I should share my own thoughts and feelings and I know how to do this.
- I can explore uncomfortable feelings and understand how to manage them.
- I can understand why we sometimes feel shy or nervous and know how to manage these feelings.
- I can identify when I might have to make different choices from those around me.
- I can explore how it feels to make a mistake and describe how I can make amends.

Summer 1: It's My Body

Health & Wellbeing

- I know that my body belongs to me and that I have control over what happens to it.
- I understand why getting enough exercise and enough sleep is important.
- cancer I know how to take care of my changing body.
- I understand the harmful effects of using drugs, including alcohol and tobacco.
- I understand what a positive body image is.
- I can make informed choices in order to look after my physical and mental health.

Summer 2: Safety First

Health & Wellbeing

- I can take responsibility for my own safety.

- I can assess and manage risks in different situations.
- I can confidently identify and manage pressure to get involved in risky situations.
- I can act sensibly and responsibly in an emergency.
- I can identify hazards and reduce risks to keep myself and others safe at home.
- I know how to stay safe in different outdoor environments.

Year Six

Autumn 1: VIPs

Relationships

- I can explain how VIPs who love and care for each other should treat each other.
- I can identify different ways to calm down when I am feeling angry or upset.
- I understand that people have different opinions that should be respected.
- I can identify negative influences on my behaviour and suggest ways that I can resist these influences.
- I can explain when it is right to keep a secret, when it is not and who to talk to about this.
- I can recognise healthy and unhealthy relationships.

Spring 2: Digital Wellbeing

Relationships

- I can identify the benefits of the Internet and know how to look after my digital wellbeing.
- I know how to stay safe, healthy and happy online and when I use digital technology.
- I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.
- I know how to use social media responsibly to protect the health, wellbeing and rights of all.
- I know what online bullying is and what to do if I see or experience it to help make it stop.
- I understand not all information online is true and know how to assess the reliability of both text and images.

Summer 1: Growing Up

Health & Wellbeing

This unit of work will be supported with resources from Growing up with Yasmine & Tom.

- I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.
- I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.
- I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.
- I understand what a loving relationship is and that there are many types of relationships.
- I understand what a sexual relationship is and who can have a sexual relationship.
- I can describe the process of human reproduction, from conception to birth.



Appendix 2: Pastoral Curriculum Learning Outcomes Relevant to RSE, Senior School (2021-22)

Year 7

Half Term 1 Health and Wellbeing	<ul style="list-style-type: none"> • Developing knowledge of the needs of the body and mind and the skill of meeting those needs including protecting teeth from tooth decay • Developing knowledge of the stages of puberty and the skill of coping with those changes • Developing an awareness of the impact of hormones • Recognising signs and causes of low self-esteem and developing the skills of high self-esteem
Half Term 2 Relationships	<ul style="list-style-type: none"> • Developing an understanding of the links between self-esteem and relationships • Developing the skills to acquire high self-esteem • Developing an understanding of boundaries and the importance of respect • Developing an awareness of behaviours which are/ are not appropriate • Developing an understanding of the importance of consent • Developing the character to ensure that relationships and behaviours match values • Developing an awareness of sexual objectification and issues around this
Half Term 6 Relationships	<ul style="list-style-type: none"> • Developing knowledge of some of the pressures on friendships • Developing the skills to deal with friendship problems • Developing the character to be a good friend • Developing a clear sense of self and what we should expect from our relationships

Year 8

Term	Objectives
Half Term 3 Relationships	<ul style="list-style-type: none"> • • Developing knowledge of some of the risks of sharing personal data online • Developing knowledge of the ways in which webcams and other media may be used as a means of abuse • Developing the skills to recognise abuse and seek help • Developing knowledge about the potential short and long term consequences of sending nudes/ sexting • Developing the character to make wise decisions regarding sending nudes/ sexting • Developing knowledge of the law regarding online relationships and sex • Developing an awareness of the impact of watching pornography • Developing character and skills to be able to deal with exposure to pornography and distinguish between fantasy and reality • Developing a clear sense of sexual boundaries

Year 9

<p>Half Terms 3-5 Relationships</p>	<ul style="list-style-type: none">• Developing a positive and empowered attitude towards sex and relationships• Developing an understanding of the impact of sex and relationships on wellbeing• Developing attitudes towards love and intimacy• Developing knowledge of different kinds of relationship, including marriage• Developing a sense of the importance of trust and respect in relationships• Developing a sense of rights and responsibilities within relationships• Developing knowledge about diverse bodies, sexual orientations and kinds of love• Developing critical thinking skills around gender and sexuality• Developing empathy towards those marginalised in society because of differences around gender and sexuality• Developing the character and skills to understand the importance of consent• Developing knowledge about the boundaries of consent and the law• Developing the ability to recognise and seek support against domestic abuse, coercive control, harassment and sexual exploitation• Developing knowledge of the potentially harmful impact of pornography and the skills to deal with this• Developing critical thinking skills applied to porn including issues around gender, pleasure and narratives• Developing knowledge of variation in body types and acquiring positive body image and self-esteem• Developing knowledge of some more risky sexual behaviours and the skills to have safer sex when the time comes• Developing knowledge of different kinds of sex and reflecting on opportunities and challenges associated with first time sex• Developing the character and skills to make decisions about sex which reflect the values of the individual• Developing knowledge of the potential risks of unprotected sex, different kinds of contraception and how to access local sexual health services• Developing the character and skills to make safer choices regarding sex and relationships which contribute positively to the wellbeing of all involved• Developing an understanding of pregnancy, miscarriage, fertility and abortion (including access to local services)• Developing the ability to explore issues around pleasure and sex
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<p>Half Term 6 Being in the World</p>	<ul style="list-style-type: none"> • Developing knowledge of the political system and political spectrum • Developing the character to care about social justice • Developing the skills to be politically active • Developing the character to recognise individual responsibility • Developing the character and skills of outrospection and empathy • Developing knowledge of social issues (focus on FGM)
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Year 10

<p>Half Term 3-4 Relationships</p>	<ul style="list-style-type: none"> • Developing knowledge of the definition and potential examples of rape culture • Developing the character and skills to avoid victim blaming • Developing the character and skills to keep myself and others safe • Developing the character to respect sexual boundaries • Developing knowledge of the law regarding consent and rape • Developing knowledge of the different ways in which consent can be violated and the potential short and long term consequences for all involved • Recognising that there is no grey area when it comes to consent • Developing the skills to promote consent culture (rather than rape culture)
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Year 11

<p>Half Term 1 Relationships</p>	<ul style="list-style-type: none"> • Developing an empowered attitude towards sexual health • Developing the skills to ensure that relationships contribute positively to our lives • Developing further knowledge of some of the risks around sex • Developing a knowledge of the link between sexual pleasure and consent culture
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Year 12

Over the course of the Spring Term, Year 12s will discuss and investigate issues including:

- British attitudes and behaviours (NATSAL)
- The impact of positive and negative relationships (including consent and sexual harassment)
- Sexual pleasure
- Sexual dysfunction
- Love and intimacy
- Partying, university and sex

Appendix 3: PGS Compliance with the Statutory Framework: Key Stage 3 and 4

Schools should continue to develop knowledge on topics specified for KS1/2 as required <u>and in addition</u> cover the following content by the end of KS4:		
	Statutory Requirements:	Teaching Content at PGS:
Families	That there are different types of committed, stable relationships.	<p>Pastoral Curriculum:</p> <p>Year 9:</p> <ul style="list-style-type: none"> • Different kinds of committed relationships. <p>PRS:</p> <p>Year 8:</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships.
	How these relationships might contribute to human happiness and their importance for bringing up children.	<p>Pastoral Curriculum:</p> <p>Year 9</p> <ul style="list-style-type: none"> • The impact of positive and negative sex and relationships of wellbeing <p>PRS:</p> <p>Year 8:</p> <ul style="list-style-type: none"> • How these relationships might contribute to human happiness and their importance for bringing up children.
	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.	<p>PRS:</p> <p>Year 8:</p> <ul style="list-style-type: none"> • 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.
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	<p>Pastoral Curriculum:</p> <p>Year 9</p> <ul style="list-style-type: none"> • Consent and autonomy. <p>PRS:</p> <p>Year 8:</p>

		<ul style="list-style-type: none"> Why marriage is an important relationship choice for many couples and why it must be freely entered into.
	The characteristics and legal status of other types of long-term relationships.	<p>PRS:</p> <p>Year 8:</p> <ul style="list-style-type: none"> The characteristics and legal status of other types of long-term relationships.
	The roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.	<p>PRS:</p> <p>Year 8:</p> <ul style="list-style-type: none"> The roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.
	How to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	<p>Pastoral Curriculum:</p> <p>Year 7:</p> <ul style="list-style-type: none"> Developing an understanding of the importance of boundaries and respect Developing an understanding of behaviours which are/ are not appropriate Developing an understanding of the importance of consent <p>Year 8</p> <ul style="list-style-type: none"> Developing the skills to recognise abuse and seek help Developing knowledge of the law regarding online relationships and sex Developing a clear sense of sexual boundaries <p>Year 9:</p> <ul style="list-style-type: none"> What is love? Relationship dos and don'ts Signs of an abusive relationship Good sex vs bad sex Sexual consent Sexual health services <p>Year 10</p> <ul style="list-style-type: none"> Rape culture Active and willing consent Consent and the law Sexual boundaries <p>Year 11</p>

		<ul style="list-style-type: none"> • Developing knowledge of some of the risks around sex • Developing knowledge of the links between sexual pleasure and consent <p>PRS:</p> <p>Year 8:</p> <ul style="list-style-type: none"> • How to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships including friendships</p>	<p>The characteristics of positive and healthy friendships (both on and offline) 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.</p>	<p>Pastoral Curriculum:</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Friendship pressures • How to be a good friend • Developing a clear sense of self and what we should expect from relationships • Developing an understanding of the importance of boundaries and respect • Developing an understanding of behaviours which are/ are not appropriate • Developing an understanding of the importance of consent • <p>Year 8:</p> <ul style="list-style-type: none"> • The power of our words on others • Being resilient to the views of others • Managing relationships online (romantic and otherwise) • Kindness and gratitude linked to wellbeing • Developing the skills to recognise abuse and seek help • Developing knowledge of the law regarding online relationships and sex • Developing a clear sense of sexual boundaries • <p>Year 9:</p> <ul style="list-style-type: none"> • Managing breakups • First time love

		<ul style="list-style-type: none"> • Sexual consent • Trust and respect • The joys and challenges of relationships • Sexual consent <p>Year 10</p> <ul style="list-style-type: none"> • Rape culture • Active and willing consent • Consent and the law • Sexual boundaries <p>Year 11</p> <ul style="list-style-type: none"> • Developing knowledge of some of the risks around sex • Developing knowledge of the links between sexual pleasure and consent
	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>Pastoral Curriculum:</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Friendship pressures • How to be a good friend • Developing a clear sense of self and what we should expect from relationships <p>Year 8:</p> <ul style="list-style-type: none"> • The power of our words on others • Being resilient to the views of others • Managing relationships online (romantic and otherwise) • Kindness and gratitude linked to wellbeing <p>Year 9:</p> <ul style="list-style-type: none"> • Managing breakups • First time love • Sexual consent • Trust and respect • The joys and challenges of relationships
	<p>How stereotypes, in particular stereotypes based</p>	<p>Pastoral Curriculum:</p> <p>Year 7:</p>

	<p>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>	<ul style="list-style-type: none"> • Developing a sense of character and identifying values and principles • Being an upstander, not a bystander <p>Year 8:</p> <ul style="list-style-type: none"> • Developing a social conscience • Unpacking the harmful impact of prejudice • Developing a sense of character and identifying values and principles • The power of our words on others • Being resilient to the views of others <p>Year 9:</p> <ul style="list-style-type: none"> • Unpacking differences between sex, gender and sexuality • Understanding labels around gender and sexuality • Engaging with the lived experience of trans, non-binary and intersex people • Different kinds of love and same-sex marriage • <p>Specialist session to all PAC groups on the Equality Act 2010 and hate crimes.</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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.</p>	<p>Pastoral Curriculum:</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Developing a sense of character and identifying values and principles • Being an upstander, not a bystander • How to be a good friend • Developing a clear sense of self and what we should expect from relationships <p>Year 8:</p> <ul style="list-style-type: none"> • Developing a social conscience • Unpacking the harmful impact of prejudice • Developing a sense of character and identifying values and principles • The power of our words on others • Being resilient to the views of others

		<p>Year 9:</p> <ul style="list-style-type: none"> • Developing the character to care about social justice • Political engagement • Critical thinking
	<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>Pastoral Curriculum:</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Friendship pressures • How to be a good friend • Being an upstander, not a bystander • Developing a clear sense of self and what we should expect from relationships • Awareness of risks to personal safety including verbal and physical attacks <p>Year 8:</p> <ul style="list-style-type: none"> • The power of our words on others • Being resilient to the views of others • Managing relationships online (romantic and otherwise) • Kindness and gratitude linked to wellbeing • Reporting face-to-face and online bullying and abuse • Seeking help and helping others
	<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>	<p>Pastoral Curriculum:</p> <p>Year 9:</p> <ul style="list-style-type: none"> • Sexual consent and the law
	<p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>	<p>Pastoral Curriculum:</p> <p>Year 8:</p> <ul style="list-style-type: none"> • Predatory behaviours online: warning signs, seeking help, potential risks <p>Year 9:</p> <ul style="list-style-type: none"> • Inappropriate sexual behaviour • Good/ bad relationships including different types of abuse, maintaining a sense of identity and independence, ending a relationship

		<ul style="list-style-type: none"> Developing the ability to recognise and seek support against domestic abuse, coercive control, harassment and sexual exploitation
	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	<p>Pastoral Curriculum:</p> <p>Year 9:</p> <ul style="list-style-type: none"> Specialist session to all PAC groups on the Equality Act: rights and responsibilities, protected characteristics, reasonable adjustments, equality as a British value, hate crimes, character
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.	<p>Pastoral Curriculum:</p> <p>Year 7:</p> <ul style="list-style-type: none"> Friendship pressures including online Being an upstander, not a bystander including online <p>Year 8:</p> <ul style="list-style-type: none"> Cyber footprint and reputation Potential consequences of sexting including the law <p>Computing:</p> <p>Year 7:</p> <ul style="list-style-type: none"> Online Safety unit Sexting and the law <p>Year 8:</p> <ul style="list-style-type: none"> Online safety unit Data Protection
	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.	<p>Pastoral Curriculum:</p> <p>Year 8:</p> <ul style="list-style-type: none"> Cyber footprint and reputation Potential consequences of sexting including the law
	Not to provide material to others that they would not want shared further and not	<p>Pastoral Curriculum:</p> <p>Year 8:</p> <ul style="list-style-type: none"> Cyber footprint and reputation

	<p>to share personal material which is sent to them.</p>	<ul style="list-style-type: none"> • Potential consequences of sexting including the law <p>Computing: Year 7:</p> <ul style="list-style-type: none"> • Sexting, sharing images and digital footprint <p>Year 8:</p> <ul style="list-style-type: none"> • Digital footprint
	<p>What to do and where to get support to report material or manage issues online.</p>	<p>Pastoral Curriculum: Year 8:</p> <ul style="list-style-type: none"> • How to report issues online <p>Computing: Year 7:</p> <ul style="list-style-type: none"> • Online Safety unit – reporting to CEOP • Sexting and the law – reporting to CEOP <p>Year 8:</p> <ul style="list-style-type: none"> • Online safety unit • Data Protection
	<p>The impact of viewing harmful content.</p>	<p>Pastoral Curriculum: Year 8:</p> <ul style="list-style-type: none"> • Porn: Potential risks, fantasy versus reality, seeking help <p>Year 9:</p> <ul style="list-style-type: none"> • Porn: Potential risks, fantasy versus reality, seeking help (building on work from Year 8) <p>Computing: Year 8:</p> <ul style="list-style-type: none"> • Censorship section of Online Safety, access to content not age appropriate (Porn, Netflix, YouTube) - Focus on once you have seen it you cannot un-see it
	<p>That specifically sexually explicit material e.g. pornography often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and</p>	<p>Pastoral Curriculum: Year 8:</p> <ul style="list-style-type: none"> • Porn: Potential risks, fantasy versus reality, seeking help <p>Year 9:</p>

	negatively affect how they behave towards sexual partners.	<ul style="list-style-type: none"> • Porn: Potential risks, fantasy versus reality, seeking help (building on work from Year 8) • Sexual consent <p>Year 10:</p> <ul style="list-style-type: none"> • Sexual consent
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	<p>Pastoral Curriculum:</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Developing an awareness of behaviours which are/ are not appropriate • Developing an understanding of the importance of consent • Developing an awareness of sexual objectification and issues around this <p>Year 8:</p> <ul style="list-style-type: none"> • Potential consequences of sexting including the law • Identifying and reporting abuse • Online predators • Revenge porn • The law and online sex/ relationships <p>Computing:</p> <p>Years 7 & 8:</p> <ul style="list-style-type: none"> • Staying safe online
	How information and data is generated, collected, shared and used online.	<p>Computing:</p> <p>Year 8:</p> <ul style="list-style-type: none"> • Data Protection
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.	<p>Pastoral Curriculum:</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Developing an understanding of the importance of boundaries and respect • Developing an understanding of behaviours which are/ are not appropriate • Developing an understanding of the importance of consent <p>Year 8:</p> <ul style="list-style-type: none"> • Grooming and abuse

		<ul style="list-style-type: none"> • Sexual pressure online <p>Year 9:</p> <ul style="list-style-type: none"> • Sexual consent • Sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence • Good/ bad sex and good/ bad relationships • Spotting abuse in a relationship and managing breakups • FGM <p>Year 10:</p> <ul style="list-style-type: none"> • Sexual consent <p>PRS:</p> <p>Year 9:</p> <ul style="list-style-type: none"> • Forced marriage and honour based violence
	<p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).</p>	<p>Pastoral Curriculum:</p> <p>Year 8:</p> <ul style="list-style-type: none"> • Grooming and abuse • Sexual pressure online <p>Year 9:</p> <ul style="list-style-type: none"> • Sexual consent • Spotting abuse in a relationship and managing breakups <p>Year 10:</p> <ul style="list-style-type: none"> • Sexual consent
	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p>	<p>Pastoral Curriculum:</p> <p>Year 9:</p> <ul style="list-style-type: none"> • Love and intimacy • Good/ bad sex and relationships • Sexual consent <p>Year 10:</p> <ul style="list-style-type: none"> • Sexual consent
	<p>That all aspects of health can be affected by choices they make in sex and</p>	<p>Pastoral Curriculum:</p> <p>Year 9:</p>

	relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	<ul style="list-style-type: none"> • How good/ bad sex can impact upon mental and physical health • Sexual health
	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	<p>Pastoral Curriculum:</p> <p>Year 9:</p> <ul style="list-style-type: none"> • Sexual health • Pregnancy, miscarriage, fertility and abortion <p>Biology</p> <p>Year 11:</p> <ul style="list-style-type: none"> • IVF and reasons for infertility
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	<p>Pastoral Curriculum:</p> <p>Year 8:</p> <ul style="list-style-type: none"> • Grooming and abuse • Sexual pressure online <p>Year 9:</p> <ul style="list-style-type: none"> • Sexual consent • Spotting abuse in a relationship and managing breakups <p>Year 10:</p> <ul style="list-style-type: none"> • Sexual consent
	That they have a choice to delay sex or to enjoy intimacy without sex.	<p>Pastoral Curriculum:</p> <p>Year 7:</p> <ul style="list-style-type: none"> • Bodies and boundaries • Empowered attitudes • Consent <p>Year 9:</p> <ul style="list-style-type: none"> • Intimacy • First time sex
	The facts about the full range of contraceptive choices, efficacy and options available.	<p>Pastoral Curriculum:</p> <p>Year 9:</p> <ul style="list-style-type: none"> • Sexual health <p>Biology</p> <p>Year 8:</p>

		<ul style="list-style-type: none"> The facts about the full range of contraceptive choices, efficacy and options available. <p>Year 11:</p> <ul style="list-style-type: none"> The facts about the full range of contraceptive choices, efficacy and options available.
	The facts around pregnancy including miscarriage.	<p>Pastoral Curriculum:</p> <p>Year 9:</p> <ul style="list-style-type: none"> Pregnancy, miscarriage, fertility and abortion <p>Biology</p> <p>Year 8:</p> <ul style="list-style-type: none"> The facts around pregnancy including miscarriage. <p>Year 11:</p> <ul style="list-style-type: none"> The facts around pregnancy including 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).	<p>Pastoral Curriculum:</p> <p>Year 9:</p> <ul style="list-style-type: none"> Pregnancy, miscarriage, fertility and abortion Pregnancy options including adoption <p>Biology</p> <p>Year 10:</p> <ul style="list-style-type: none"> Genetic screening of foetus and possible options (termination)
	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	<p>Pastoral Curriculum:</p> <p>Year 9:</p> <ul style="list-style-type: none"> Sexual health <p>Biology</p> <p>Year 8:</p> <ul style="list-style-type: none"> Transmission of STIs and condom use <p>Year 10:</p> <ul style="list-style-type: none"> Transmission of HIV and gonorrhoea and treatment <p>Year 11:</p> <ul style="list-style-type: none"> Contraception
	About the prevalence of some STIs, the impact they can have on those who	<p>Pastoral Curriculum:</p> <p>Year 9:</p>

	contract them and key facts about treatment.	<ul style="list-style-type: none"> • Sexual health
	How the use of alcohol and drugs can lead to risky sexual behaviour.	<p>Pastoral Curriculum: Year 9:</p> <ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour.
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	<p>Pastoral Curriculum: Year 9:</p> <ul style="list-style-type: none"> • Sexual health