The PGS Relationships and Sex Education Policy

Contents

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:

   (a)   be happy and to thrive
   (b)   enjoy learning and pursue success to the best of their ability
   (c)   be prepared for the changing world beyond school
   (d)   make an active contribution and live purposeful lives
   (e)   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:

(a)   Children Keeping Children Safe in Education - Statutory Safeguarding Guidance (2024 – and as updated)
(b)   Education (Independent School Standards) Regulations 2014
(c)   Learning and Skills Act 2000
(d)   Education Act 2002
(e)   Education and Skills Act 2008
(f)   Equality Act 2010: advice for schools (DofE, updated 28-6-18)
(g)   Children and Social Work Act 2017
(h)   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:

(a)   meet the needs of all pupils at an age and stage appropriate level
(b)   build upon previous learning
(c)   deliver lessons in a non-judgmental manner, and encourage pupils to be respectful of differing thoughts and opinions
(d)   give thought to the individual needs of pupils, recognising that pupils will have different backgrounds, faiths and values
(e)   celebrate diversity and difference
(f)   ensure through training that staff are confident in the delivery of all lessons and topics
(g)   where appropriate, relate RSE to technology, media, self-esteem and physical and mental health
(h)   help pupils to acquire their own sense of self, including a keen awareness of their rights and responsibilities
(i)   furnish pupils with the knowledge, skills and vocabulary to ensure that relationships contribute positively to their wellbeing
(j)   help pupils understand that there are many different kinds of relationship and to recognise the importance of respect and kindness within these
(k)   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:

(a)   ensure that the curriculum directly meets the needs of all pupils

(b)   take a proactive and responsive approach

(c)   adopt a positive approach which empowers pupils to make decisions which are right for them

(d)   approach topics around RSE without judgement whilst recognising that pupils will have different backgrounds, faiths and values

(e)   embrace diversity and inclusion and ensure that pupils of every gender and sexuality have their needs represented throughout the course

(f)   have the course taught by specialist teachers over a period of extended lessons

(g)   help pupils understand boundaries, consent and the law and how this relates to pleasure, relationships and their character

(h)   critically examine and unpack issues around gender and sexuality

(i)   relate RSE to technology, media, self-esteem and physical and mental health

(j)   help pupils to acquire their own sense of self, including a keen awareness of their rights and responsibilities

(k)   furnish pupils with the knowledge, skills and vocabulary to ensure that relationships and sex contribute positively to their wellbeing

(l)   help pupils understand that there are many different kinds of relationship and to recognise the importance of respect and kindness within these

(m)   contribute towards pupils developing their own engagement with the PGS Core: Curiosity, Creativity, Commitment, Courage, Compassion, Collaboration

(n)   regularly consult and survey pupils on the curriculum and its outcomes and continuously update and improve the resources

(o)   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 PSHE Lead within the Junior School who are line managed by the Head of the Junior School. They are responsible for:

(a)   producing all schemes of work and resources

(b)   monitoring and evaluating the programme across the Junior School

(c)   ensuring that all statutory requirements are met

(d)   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

(e)   being the point of contact for LGBTQ+ pupils

(f)   organising pupil and parent workshops to support the curriculum

(g)   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 Head of Pastoral Curriculum who is line managed by the Deputy Head (Pastoral). The Head of Pastoral Curriculum is responsible for:

(a)   producing all schemes of work and resources

(b)   monitoring and evaluating the programme across the Senior School

(c)   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

(d)   ensuring that all statutory requirements are met

(e)   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

(f)   being a point of support for LGBTQ+ pupils

(g)   offering pastoral support to trans and non-binary pupils, their parents and relevant staff

(h)   assist running the school society PGS Diversity & Inclusion (D&I)

(i)   engaging with all stakeholders including engagement with the Junior School and Governors

(j)   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:

(k)   following the planned scheme of work

(l)   providing feedback to the Head of Pastoral Curriculum

(m)   delivering the content in a way which reflects the school's aims for RSE

(n)   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 appropriate and effective 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 the DSL or DDSL immediately. Access to the school's support structures is highlighted to pupils by class teachers.

4.1.4. contraception (and lubricant) is only given to Senior School pupils for use in lesson demonstrations, 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. The Pastoral Curriculum reflects the Values and Learning Skills of The Learning Tree throughout the Junior School. These Values and Learning Skills 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.

5.2.2. PSHE 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. Sex education in KS1 and KS2 is taught by the Form Teacher to ensure a pastoral oversight and all aspects are age and stage appropriate, in accordance with these new Government guidelines.

5.2.4. To complement this process, some aspects of RSE are delivered by academic departments, most notably Science, Philosophy and Religious Studies and Computing.

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 Sex 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:

(a)   The RAP Project: Consent, porn and social media
(b)   'Big Bear' Chris McNaughten: Masculinity and coming out
(c)   Juno Dawson: Transgender Awareness

5.3.6. The curriculum is also complemented 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:

(a)   monitoring & reviewing medium and short term plans
(b)   Monitoring the teaching of RSE through learning walks and book looks
(c)   providing pupils with a voice through feedback and various pupil councils
(d)   providing Staff INSET and discussion
(e)   consulting with parents where appropriate (see paragraph 7 below) and keeping parents updated with new procedures and policies
(f)   ensuring diversity and inclusion is reflected in all planning and teaching resources

6.2. **Senior School**

6.2.1. The Head of Pastoral Curriculum 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:

(a)   the tri-annual Pastoral Curriculum Pupil Survey

(b)   class audits

(c)   meeting with the school councils

(d)   pupil working groups

(e)   meetings between teachers of the Pastoral Curriculum

(f)   The Head of Pastoral Curriculum pays close attention to educational and social trends and attends training and conferences (as do other staff)

(g)   lesson observations

(h)   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.

(i)   teachers ensure pupil engagement with all tasks

(j)   parents are consulted where appropriate (see paragraph 7 below)

(k)   The Head of Pastoral Curriculum delivers the curriculum to all year groups and this experience informs the review

(l)   The Head of Pastoral Curriculum reviews the curriculum annually and makes improvements towards the end of the Summer Term

(m)   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:

(a)   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 workshops on RSE run by school staff or external speakers, and the PSHE Leaders give presentations to the Parents' Forum to inform the parent body of updates and changes when necessary.

(b)   Parents are sent a letter informing them of the planned teaching of the RSE element of the PSHE curriculum.

7.1.2. Senior School:

(a)   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 Head of Pastoral Curriculum.

(b)   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:

(a)   a parent has the right to request that their child is withdrawn from sex education, but not from relationships education.
(b)   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, which continues to be a statutory requirement.

7.2.4. In the Senior School:

(a)   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.
(b)   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.
(c)   requests for withdrawal should be made in writing to the Deputy Head (Pastoral). A copy of withdrawal requests will be placed on the pupil's educational record.
(d)   before granting the request, the Deputy Head (Pastoral) 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.
(e)   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	Head of Pastoral Curriculum	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Pastoral)	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	Deputy Head (Pastoral)	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	Head of Pastoral Curriculum	As required, and at least annually
Formal review	Governing Body	Two-yearly (appendices annually)

Version Control

Date Approved	6th December 2024 (Governing Body)
Date Reviewed	11th October 2024 (Safeguarding Committee)
Next Review Date	Autumn 2026 (appendices Autumn 2025)
Policy author (SMT)	Deputy Head (Pastoral)
Status	ISI document to be made available
Report	Safeguarding and Pastoral Report
Appendices	2024-25

Ph4updated090625

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 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 detail can be found on the Medium Term Plans and key information is shared with parents on Curriculum Guides, which are sent out to parents at the start of each term.

Computing	● Internet Safety Day ● Pupils within the Junior department also have a module of work about staying safe online
PRS	● 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

Early Years Foundation Stage (EYFS): In the EYFS, Relationships and Sex Education (RSE) is taught through the Personal, Social and Emotional Development (PSED) area of learning. Children are supported to form positive relationships, understand their feelings and develop respect for others. Teaching is age-appropriate, inclusive and focused on promoting wellbeing and safety.

Learning Outcomes for each Year Group (these outcomes are also detailed in the *Programme of Study for PSHE Education Key Stages 1-2 (2024-25)* – 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

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- 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: What are families like?
Relationships

About the roles different people (e.g. acquaintances, friends and relatives) play in our lives

Identify the people who love and care for them and what they do to help them feel cared for

About different types of families including those that may be different to their own

To identify common features of family life

That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

About how people make friends and what makes a good friendship

About how to recognise when they or someone else feels lonely and what to do

Simple strategies to resolve arguments between friends positively

How to ask for help if a friendship is making them feel unhappy

Spring 1:   How can we be a good friend?
Relationships

know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

the importance of seeking support if feeling lonely or excluded

that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Summer 2: Why should we keep active and sleep well?

how to make informed decisions about health

about the elements of a balanced, healthy lifestyle

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Summer 2: Yasmine and Tom Module 2: 1-5

- I can identify one person I can talk with about growing up.
- I can identify something that will make us feel safe to discuss our bodies and relationships.
- I can take part in a discussion and respond respectfully to someone I don't agree with.
- I can describe what a stereotype is.
- I can show respect to others who are different to me.
- I can tell you at least one thing I am good at.
- I can tell you one thing I can do to make myself feel better if I am feeling down.
- I can tell you two things that make a good friend.
- I can tell you two things that would make me think someone is not a good friend.
- I can explain what I need to do to be a good friend.
- I can tell you one thing that most families have in common and one way in which families can be different.

- ● I can explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's.
- ● I can identify who I talk to if I am worried about anyone or anything in my family.

Year Four

Autumn 1:   What strengths, skills and interests do we have?

Relationships

what positively and negatively affects their physical, mental and emotional health

to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

to recognise their individuality and personal qualities

to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

Spring 2: How do we treat others with respect?

that their actions affect themselves and others

to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours… and ask for help

to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

to recognise there are human rights, that are there to protect everyone

about the relationship between rights and responsibilities

to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

 about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

 strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

 about discrimination: what it means and how to challenge it

 about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

that personal behaviour can affect other people; to recognise and model respectful behaviour online

to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Summer 2: Yasmine and Tom Module 2: 6-9

- I can label the personal and private parts of bodies.
- I can explain the difference between safe and unsafe touches.
- I know that no one has the right to touch us in a way that feels unsafe not even someone in our family.
- I can tell you at least one brilliant thing about my body.
- I can explain which parts of the body I particularly need to keep clean as I get older.
- I know what risky means and that some risks are good and for others I need to think carefully.
- I am beginning to understand how to take steps to assess risk and keep myself safe.
- I can say no to things I don't want to do.
- I can use 'Stop Think Go' to help me know what my options are if I start to feel unsafe.
- I can identify someone I can ask for help if I need it.
- I can explain what the CEOP reporting symbol means.

Year Five

Autumn 1: How can friends communicate safely?
Relationships

to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships

to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

about seeking and giving permission (consent) in different situations

where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

recognise ways in which the internet and social media can be used both positively and negatively

recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

Spring 2 : What makes up a person's identity?
Relationships

about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

that for some people gender identity does not correspond with their biological sex

to recognise their individuality and personal qualities

about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

Summer 2: Yasmine and Tom Module 3: 2-7

- I can explain how healthy friendships and relationships make me feel.
- I can explain what online bullying is.
- I can tell someone what to do if they see something that is upsetting me or shocking online.
- I can explain the difference between a safe and unsafe secret.
- I can describe some qualities of a good friendship.
- I can ask for help if I need it.
- I can explain what peer pressure is.
- I can say no to something I don't want to do.
- I can explain the need to ask and receive permission (consent) for some types of touch.
- I can identify when physical contact feels unsafe and describe how to ask for help.
- I can evaluate the importance of choice, control and time limit in making safer choices.
- I can explain why posting pictures could be risky.
- I can explain the law about sharing pictures of a child's personal and private body parts.
- I can describe how to help a friend who has made a 'mistake' online.
- I can identify some of the changes that will happen in my body and other bodies during puberty.
- I can describe who to talk to when I need help dealing with the changes at puberty.
- I can ask for support for any changes that are difficult to manage.

Year Six

Autumn 1&2: How can we promote peace in the Year 6 community?

the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

bout the different groups that make up their community; what living in a community means

about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

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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 2: Yasmine and Tom Module 3: 8-15

- I can explain what a period (menstruation) is.
- I can suggest ways to overcome possible problems from periods.
- I can explain what wet dreams are.
- I can explain that some boys have wet dreams and some don't.
- I can suggest ways to manage wet dreams.
- I can describe what masturbation is.
- I can describe fertilisation through sexual intercourse.
- I can explain how a baby is made and that different people use different methods to do this.
- I can describe what consent means.
- I know the age of consent.
- I can explain that some people have help to become pregnant.
- I can explain why some people need assistance to make a baby.
- I can describe the difference between identical and non-identical twins.

- I can say how long an average pregnancy lasts.
- I can explain why a pregnancy lasts approximately 40 weeks.
- I can identify and explain why some things that should and should not be eaten in pregnancy.
- I can explain describe how babies are born (delivered).
- I can define what sexual orientation and gender mean.
- I can identify things that shape our personal identity.
- I can explain what prejudice means.
- I can describe discrimination.
- I can explain that groups of people are protected by the Equality Act.
- I can describe ways to challenge prejudice and discriminatory behaviour.
- I can describe what Childline is and how to access it.
- Using my helping hand, I can identify who I can go to for help.
- I can explain that there is nothing too awful or small that I can't talk to someone about it.

Appendix 2: Pastoral Curriculum Learning Outcomes Relevant to RSE, Senior School (2024-25)

Year 7

Half Term 1 Relationships **Being a good friend**	Develop • knowledge of the pressures on friendships and the skills to deal with friendship problems • the character skills to be a good friend • a clear sense of self and what we should and should not expect from friendships, including the importance of respect, personal boundaries and consent
Term	**Objectives**
Half Term 2-3 Health, Wellbeing and Relationships **Puberty and growing up**	Develop • knowledge of the needs of the teenage body and how to meet them, including those relating to teeth decay, cleanliness and sleep • knowledge of the stages of puberty and the skill of coping with those changes, including menstruation and the impact of hormones on the body • an understanding of issues related to puberty and sexual desire, as well some of the physical aspects of sex and reproduction • an understanding of diversity, including diverse bodies and experiences • an overview understanding of FGM, including why it is practiced and why it is illegal

Year 8

Term	**Objectives**
Half Term 2-3 Relationships **Online relationships**	Develop • knowledge of some of the risks of sharing personal information and nude images online • knowledge of the ways in which technology can be used to abuse children, by peers and adults • the skills to recognise abuse and seek help, as well as an understanding of the law regarding online relationships and sexually explicit material/ actions • an awareness of the impact of watching pornography • character and skills to be able to deal with exposure to pornography and distinguish between fantasy and reality • the skills to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

Year 9

Term	**Objectives**

Half Term 4-6 Sex and relationships **Depth study**	Develop • personal values with respect to friendships, love and sexual relationships • a positive and empowered attitude towards sex and relationships, including the right to delay sex and for relationships without intimacy • a sense of the importance of trust and respect in relationships • knowledge about diverse bodies and sexualities • the character and skills to understand the importance of consent • knowledge about the boundaries of consent and the law • the ability to seek support when consent is broken and support others • knowledge of the potentially harmful impact of pornography and the skills to challenge unhealthy messages and unrealistic expectations • knowledge of some more risky sexual behaviours and the skills to have safer sex • knowledge of different kinds of sex and reflecting on opportunities and challenges associated with first time sex • knowledge of the potential risks of unprotected sex, different kinds of contraception and how to access local sexual health services • an understanding of pregnancy, miscarriage, fertility and abortion (including access to local services) • knowledge of social issues, with a focus on honour-based violence, forced marriage and FGM

Year 10

Term	Objectives
Half Term 3 Sex and relationships **Sexual assault**	Develop • an understanding of consent and sexual assault • the character and skills to avoid victim blaming and to keep myself and others safe • knowledge of the law regarding consent, sexual assault and rape • knowledge of the different ways in which consent can be violated and the potential short- and long-term consequences for those involved • an understanding of how there is no 'grey area' when it comes to consent • an understanding of the idea of rape culture and the skills to promote consent culture

Year 11

Term	Objectives
Half Term 1 Sex and Relationships **Dating and relationships**	Develop • strategies to manage the strong emotions associated with the different stages of relationships • ways to safely and responsibly manage changes in personal relationships including the ending of relationships • understanding of the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks • ways to access information and support for relationships including those experiencing difficulties
Half Term 2	Develop

Sex and relationships **Coercive control**	- knowledge of the law relating to abuse in relationships - an ability to recognise when a relationship is abusive and strategies to manage this - the skills and strategies to respond to exploitation, bullying, harassment and control in relationships - understanding about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them - the character and skills to avoid victim blaming and to keep myself and others safe

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 health
- Partying, university and sex
- Conception and pregnancy

Appendix 3: PGS Compliance with the Statutory Framework: Key Stage 3 and 4 2024-25

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.	Pastoral Curriculum: Year 9: • Different kinds of committed relationships. PRS: Year 10: • That there are different types of committed, stable relationships.
	How these relationships might contribute to human happiness and their importance for bringing up children.	Pastoral Curriculum: Year 9 • The impact of positive and negative sex and relationships on wellbeing PRS: Year 8: • 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.	PRS: Year 10 and 11 : • 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.	Pastoral Curriculum: Year 9 • Consent and autonomy. • Forced marriage PRS: Year 10: • 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.	PRS: Year 8:

		• 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.	PRS: Year 8: • 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.	Pastoral Curriculum: Year 7: • Good friendship Year 8 • 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 Year 9: • What is love? • Signs of an abusive relationship • Good sex vs bad sex • Sexual consent • Sexual health services Year 10 • Rape culture • Active and willing consent • Consent and the law • Sexual boundaries Year 11 • Coercive control PRS: Year 10: • 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.
Respectful relationships including friendships	The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries,	Pastoral Curriculum: Year 7: • Friendship pressures and how to be a good friend Year 8:

	privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	• Discrimination and prejudice • 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 **Year 9:** • First time love • Sexual consent **Year 10** • Rape culture • Active and willing consent • Consent and the law • Sexual boundaries **Year 11** • Dating, breaking up and the emotions surrounding this
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	**Pastoral Curriculum:** **Year 7:** • Friendship pressures • How to be a good friend **Year 8:** • Discrimination and prejudice • Managing relationships online (romantic and otherwise) • Kindness and gratitude linked to wellbeing **Year 9:** • First time love • Sexual consent **Year 11** • The joys and challenges of relationships • Managing emotions in relationships and breakups
	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-	**Pastoral Curriculum:** **Year 7:** • Discrimination and prejudice **Year 8:** • Discrimination and prejudice **Year 9:**

	consensual behaviour or encourage prejudice).	• 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
	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.	**Pastoral Curriculum:** **Year 7:** • Good friendships • Discrimination and prejudice **Year 8:** • Discrimination and prejudice
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	**Pastoral Curriculum:** **Year 7:** • Friendship pressures • How to be a good friend • Being an upstander, not a bystander **Year 8:** • Discrimination and prejudice • 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
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	**Pastoral Curriculum:** **Year 9:** • Sexual consent and the law
	What constitutes sexual harassment and sexual violence and why these are always unacceptable.	**Pastoral Curriculum:** **Year 8:** • Predatory behaviours online: warning signs, seeking help, potential risks **Year 9:** • Inappropriate sexual behaviour • Good/ bad relationships including different types of abuse, maintaining a sense of identity and independence, ending a relationship

		• 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	**Pastoral Curriculum:** **Year 7 and 8** • Discrimination and prejudice Equality Act used as a touchstone throughout when discussing a whole range of topics
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.	**Pastoral Curriculum:** **Year 7:** • Friendship pressures including online • Being an upstander, not a bystander including online **Year 8:** • Cyber footprint and reputation • Potential consequences of sexting including the law **Computing:** **Year 7:** • Data Protection - Identity Theft
	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.	**Pastoral Curriculum:** **Year 8:** • 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 to share personal material which is sent to them.	**Pastoral Curriculum:** **Year 8:** • Cyber footprint and reputation • Potential consequences of sexting including the law **Computing:** **Year 7:** • Identity Theft • Phishing **Year 8:** • Hackers • Viruses & Malicious Software • AI (Chat GPT, Bard)

What to do and where to get support to report material or manage issues online.	**Pastoral Curriculum:** **Year 8:** - How to report issues online **Computing:** **Year 7:** - Data Protection - Identity Theft
The impact of viewing harmful content.	**Pastoral Curriculum:** **Year 8:** - Porn: Potential risks, fantasy versus reality, seeking help **Year 9:** - Porn: Potential risks, fantasy versus reality, seeking help (building on work from Year 8) **Computing:** **Year 7:** - 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
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 negatively affect how they behave towards sexual partners.	**Pastoral Curriculum:** **Year 8:** - Pornography: Potential risks, fantasy versus reality, seeking help **Year 9:** - Pornography: Potential risks, fantasy versus reality, seeking help (building on work from Year 8) - Sexual consent **Year 10:** - 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.	**Pastoral Curriculum:** **Year 8:** - Potential consequences of sexting including the law - Identifying and reporting abuse - Online predators - The law and online sex/ relationships **Year 9** - Pornography

	How information and data is generated, collected, shared and used online.	**Computing:** **Year 7:** • Data Protection - Identity Theft **Pastoral Curriculum** **Year 9** • Fraud
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.	**Pastoral Curriculum:** **Year 7:** • Good friendships and boundaries • FGM **Year 8:** • Grooming and abuse • Sexual pressure online **Year 9:** • Sexual consent • Sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence • Good/ bad sex and good/ bad relationships **Year 10:** • Sexual assault **Year 11** • Coercive control **PRS:** **Year 9:** • Forced marriage and honour based violence
	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).	**Pastoral Curriculum:** **Year 8:** • Grooming and abuse • Sexual pressure online **Year 9:** • Sexual consent **Year 10:** • Sexual assault **Year 11** • Coercive control

	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.	**Pastoral Curriculum:** **Year 9:** • Love and intimacy • Good/ bad sex and relationships • Sexual consent **Year 10:** • Sexual consent
	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.	**Pastoral Curriculum:** **Year 9:** • How good/ bad sex can impact upon mental and physical health • Sexual heath
	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	**Pastoral Curriculum:** **Year 9:** • Sexual heath • Pregnancy, miscarriage, fertility and abortion **Biology** Year 8: • Reproductive organs, the menstrual cycle and contraception **Year 10:** • Communicable disease to include sexually transmitted diseases **Year 11:** • IVF and reasons for infertility • Control of the menstrual cycle
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	**Pastoral Curriculum:** **Year 8:** • Grooming and abuse • Sexual pressure online **Year 9:** • Sexual consent • Spotting abuse in a relationship and managing breakups **Year 10:** • Sexual assault **Year 11**

	• Coercive control
That they have a choice to delay sex or to enjoy intimacy without sex.	**Pastoral Curriculum:** **Year 7:** • Bodies and boundaries • Consent **Year 9:** • First time sex • Consent
The facts about the full range of contraceptive choices, efficacy and options available.	**Pastoral Curriculum:** **Year 9:** • Sexual health **Biology** **Year 8:** • The facts about the full range of contraceptive choices, efficacy and options available. **Year 11:** • The facts about the full range of contraceptive choices, efficacy and options available.
The facts around pregnancy including miscarriage.	**Pastoral Curriculum:** **Year 9:** • Pregnancy, miscarriage, fertility and abortion **Biology** **Year 8:** • The facts around pregnancy including miscarriage. • Smoking and alcohol and their links to low birth weight/still birth/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).	**Pastoral Curriculum:** **Year 9:** • Pregnancy, miscarriage, fertility and abortion **Biology** **Year 10:** • 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	**Pastoral Curriculum:** **Year 9:** • Sexual health and contraception **Biology**

(including through condom use) and the importance of and facts about testing.	**Year 8:** • Transmission of STIs and condom use **Year 10:** • Transmission of HIV and gonorrhoea and treatment **Year 11:** • Contraception
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	**Pastoral Curriculum:** **Year 9:** • Sexual health
How the use of alcohol and drugs can lead to risky sexual behaviour.	**Pastoral Curriculum:** **Year 9:** • How the use of alcohol and drugs can lead to risky sexual behaviour. **Biology** **Year 8** • Drug use and the effects of certain drugs
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	**Pastoral Curriculum:** **Year 9:** • Sexual health