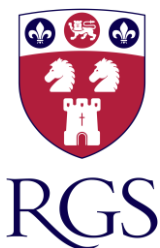




**RELATIONSHIPS
AND SEX
EDUCATION
POLICY**



RGS



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY (JUNIOR SCHOOL & SENIOR SCHOOL)

Newcastle upon Tyne Royal Grammar School

RATIONALE AND ETHOS

This policy covers our school's approach to Relationships and Sex Education. It was produced by the Head of PSHE (K.Hammill) & JS Head of PSHE (R.Milligan) through consultation with the Deputy Head Pastoral (S.Longville).

We define 'relationships and sex education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

We aim to ensure our students are prepared, aware of their rights and responsibilities and able to make informed choices whilst being conscious of finding the balance between providing that education too early or late or making it too grown up or not relevant. With this in mind we find the partnership of home and school as vital in providing the context for these studies, both by continuing discussions at home but also by keeping school informed of relevant issues which may need further exploration in the classroom.

In primary education, the subject is generally known as 'Relationships Education'. At this level, Sex Education is not statutory, although the DfE recommends that certain aspects are embraced, including the changes at puberty and the understanding of how babies are conceived and born, and we include this in our schemes of work. In secondary education, the subject is known as 'Relationships and Sex Education'. For the purposes of this policy, the subject is referred to throughout as 'Relationships and Sex Education' (RSE).

Our school's overarching aim for our students is to give them the knowledge and capability to take care of themselves and receive support if problems arise. This is in addition to fostering pupil wellbeing and developing resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. We also aim to aid the development of personal attributes including kindness, integrity, generosity, and honesty in accordance with our schools ethos and values: sense of belonging, love for learning, ambition to succeed and belief in each other.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing opportunities both in and out of school to promote physical, social and emotional understanding. The school recognises that pupils with SEND may need additional support to cope with the physical and emotional aspects of growing up. Carrying out a baseline assessment activity at the beginning of each new topic also ensures that the subsequent learning starts where the pupils are and is matched to their individual needs.

RSE also fosters gender equality and LGBT+ equality by nurturing good relations across all characteristics - between people who share a protected characteristic and people who do not share it. Lessons are also sensitive to the wide variety of faiths that our students belong to.

We believe relationships and sex education is important for our students and our school because it equips 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 well-being. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.



ROLES AND RESPONSIBILITIES

The RSE programme is delivered as part of a timetabled PSHE programme led by K. Hammill (Head of PSHE) and R. Milligan (Head of JS PSHE) and supported by additional PSHE staff. At present this is Form Supervisors in the Junior School and Heads of Year in the Senior School.

Relevant training is provided for staff and some may undertake higher level qualifications in related areas, such as counselling, wellbeing or mindfulness and share their expertise with colleagues.

The PSHE subject leader is responsible for:

- Raising the profile of RSE within the school.
- Monitoring the standard of teaching and learning for evaluating strengths and weaknesses.
- Attending CPD courses to further develop knowledge of teaching and learning in the subject.
- Supporting colleagues in the teaching of RSE and sharing information regarding developments in the subject
- Responding to the needs of individual pupils

Sessions are delivered by a variety of teaching staff either individually or collectively depending on the requirements. All staff are entitled to the necessary training and this is reviewed on a regular basis.

LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

Department for Education statutory guidance states that all secondary schools must deliver Relationships and Sex education (RSE). This is statutory guidance issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

- Documents that inform the school's RSE policy include:
 - Education Act (1996)
 - Learning and Skills Act (2000)
 - Education and Inspections Act (2006) o Equality Act (2010),
 - Supplementary Guidance SRE for the 21st century (2014)
 - Keeping children safe in education – Statutory safeguarding guidance (2016)
 - Children and Social Work Act (2017)

CURRICULUM

Our RSE programme is an integral part of our whole school PSHE education provision and will cover a variety of compulsory topics as outlined by the DfE in the document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education -Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' ([Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544212/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance_publishing.service.gov.uk)). Topics include:

- Families
- Respectful relationships (including friendships)
- Online and media
- Being safe
- Intimate and sexual relationships (including sexual health)
- Mental wellbeing



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

Our RSE programme is taught through a range of teaching methods and interactive activities, and uses selected resources, such as books and film clips to support and promote understanding within a moral/values context.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in our wider school curriculum to provide pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

Pupils will be encouraged to reflect on their own learning and progress throughout the course of each academic year via PSHE lessons, structured form & tutor time and whole school & year group assemblies.

Assessment in RSE takes place via baseline assessments to determine what is already known and to clarify learning needs moving forwards.

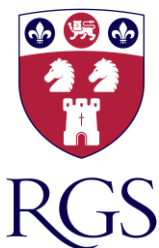
An outline of the topics covered and the year group they are covered in can be found in Appendix 1.

SAFE AND EFFECTIVE PRACTICE

During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play. Ground rules are set at the beginning of each academic year and devised by each individual class to ensure they are appropriate to the age and stage of the group in question. These are also reviewed throughout the year where the delivery of a particularly sensitive topic may occur. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside of the whole class setting.

All PSHE staff are expected to deliver material impartially and have full access to a wide range of CPD to support their teaching. Many of the staff involved in delivering PSHE also fulfil other pastoral roles such as Head of Year, Form Supervisor & Tutor, thus making them extremely well equipped to deal with the topics covered. The resources are compiled centrally and regularly reviewed by the Heads of Department (JS & SS) and Deputy Head Pastoral to ensure they are both appropriate and relevant and to ensure neutrality especially around contentious subjects. We are committed to upholding the Equality Act 2010 to ensure that students are not discriminated against for their sex, race, disability, religion or belief or sexual orientation. Should you have any concerns regarding a specific issue, please contact Miss Longville (Deputy Head Pastoral) who will be happy to discuss this further.

In response to the Government publication of the 'Review of sexual abuse in schools and colleges' (June 2021) in association with Ofsted, we acknowledge that school and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people. We therefore follow a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This includes topics such as consent and the sending of 'nudes'. This is delivered using material such as CEOP's 'Send me a pic' resources and using sessions from external organisations such as Streetwise & Northumbria Police Violence Reduction Unit.



SAFEGUARDING

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, he/she will talk to the Designated Safeguarding Lead (DSL). The school has a separate **SAFEGUARDING POLICY** and those involved in the delivery of PSHE are aware of the procedure to follow should any concerns be raised during a session due to the sensitive nature of the topics covered. We aim to ensure that pupils' best interests are prioritised and encourage pupils to talk to their parents/carers for support where appropriate. If confidentiality must be broken, pupils are informed first and then supported by the designated teacher throughout the process.

ENGAGING STAKEHOLDERS

This policy will be available on the school website at all times. Where changes are made these will be circulated via e-mail to the relevant stakeholders. Parents, staff and governors all have a fundamental role to play in the delivery of effective RSE both in school and at home and we believe that keeping the lines of communication open is a fundamental part of this. Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils and parents will also be regularly consulted regarding the provision of RSE. Where relevant/necessary parents will also be given the opportunity to view the materials and resources.

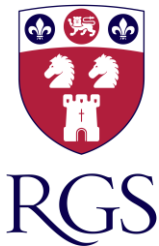
THE RIGHT TO WITHDRAW

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, up to and until three terms before the child turns 16. Before making the decision to withdraw we would encourage all parents to read the information below which outlines those parts of RSE that constitute sex education.

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

As the information shows these three topics are very closely linked and students will not see boundaries between science, health, safeguarding, relationships, and sex. Children and young people are naturally curious and will ask questions that flow from any line of inquiry. It is important to accept that there is a natural overlap between subjects and as such a withdrawal request should be carefully considered. Should you wish to withdraw your child from sex education we ask in the first instance that you contact Mr Miller (Junior School) (j.n.miller@rgs.newcastle.sch.uk) or Mr Stanford (Senior School) (g.stanford@rgs.newcastle.sch.uk). If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal however we must stress that this withdrawal effectively leaves the role of sex educator to the parents. For safeguarding reasons, it is imperative that if this material is not being received in school that it is delivered elsewhere, and this is also something worth thinking about when considering withdrawal. A record will be kept of any students who are removed from sex education.

Appendix 2 comprises a table produced by the Sex Education Forum exploring what may constitute sex education and where this content might be placed in the curriculum.



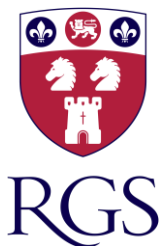
LINKS TO OTHER POLICIES AND AREAS OF THE CURRICULUM

This policy supports/complements the following policies:

- The RGS ethos and vision
- Safeguarding policy
- Curriculum policy
- Anti-bullying policy
- Anti-cyberbullying policy
- Confidentiality at the RGS: guidance for students
- Drugs policy
- E-safety policy
- Procedure for peer on peer abuse
- Supporting emotional wellbeing and mental health policy

RSE POLICY REVIEW DATE

This policy is review annually by the Heads of Department, Deputy Head Pastoral and Governors to ensure that it continues to meet the needs of pupils, staff, and parents, and that it is in line with current DfE advice and guidance.



APPENDIX 1

An outline of the topics covered and the year group they are covered in:

Our programmes of study set out learning opportunities for each key stage, under three key themes as set out by the PSHE Association: *Health & Wellbeing, Relationships and Living in the Wider World*. The DfE statutory guidance is comprehensively covered. Below is a list of the learning objectives covered in each Key Stage.

Key Stage 2

Year 3 – Autumn

<u>Year 3</u>
Living in the Wider World
<ul style="list-style-type: none"> • I recognise my worth and can identify positive things about myself and my achievements. • I can set personal goals • I value myself and know how to make someone else feel welcome and valued • I can face new challenges positively, make responsible choices and ask for help when I need it • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I understand why rules are needed and how they relate to rights and responsibilities • I know how to make others feel valued • I can explain how some of the actions and work of people around the world help and influence my life • I can show an awareness of how this could affect my choices • I understand how my needs and rights are shared by children around the world and can identify how our lives may be different • I can empathise with children whose lives are different to mine and appreciate what I might learn from them. <p><i>Students also receive an assembly about the emergency services</i></p>
Relationships
<ul style="list-style-type: none"> • I understand that everybody's family is different and important to them • I appreciate my family/the people who care for me • I understand that differences and conflicts sometimes happen among family members • I know how to calm myself down and can use the 'Solve it together' technique • I know what it means to be a witness to bullying • I know some ways of helping to make someone who is bullied feel better • I know that witnesses can make the situation better or worse by what they do • I can problem-solve a bullying situation with others • I recognise that some words are used in hurtful ways • I try hard not to use hurtful words (e.g. gay, fat) • I can tell you about a time when my words affected someone's feelings and what the consequences were • I can give and receive compliments and know how this feels <p><i>Students also receive a pedestrian safety workshop</i></p>
Health & Wellbeing
<ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs • I can set myself a fitness challenge • I can tell you my knowledge and attitude towards drugs

This policy applies to the whole school and is published to parents, students, staff and governors

Updated: May 2023 Reviewed: May 2023 Author: K. Hammill

- I can identify how I feel towards drugs
- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to come to for help
- I can express how being anxious or scared feels
- I understand that, like medicines, some household substances can be harmful if not used correctly
- I can take responsibility for keeping myself and others safe at home
- I understand how complex my body is and how important it is to take care of it
- I respect my body and appreciate what it does for me

Year 4

Living in the Wider World

- I know my attitudes and actions make a difference to the class team
- I know how good it feels to be included in a group and understand how it feels to be excluded
- I try to make people feel welcome and valued
- I understand who is in my school community and the roles they play
- I can take on a role in a group and contribute to the overall outcome
- I understand how democracy works through the school council
- I can recognise my contribution to making a Learning Charter for the whole school
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- I can take on a role in a group and contribute to the overall outcome
- I understand how groups come together to make decisions

Students also receive an assembly about the emergency services

Relationships

- I understand that, sometimes, we make assumptions based on what people look like
- I try to accept people for who they are
- I understand what influences me to make assumptions based on how people look
- I can question why I think what I do about other people
- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure
- I know how it might feel to be a witness to and a target of bullying
- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell
- I can problem-solve a bullying situation with others
- I can identify what is special about me and value the ways in which I am unique
- I like and respect the unique features of my physical appearance
- I can tell you a time when my first impression of someone changed when I got to know them
- I can explain why it is good to accept people for who they are

Pupils receive a talk from the school nurse on the theme of 'growing up'

Health & Wellbeing

- I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant
- I know how it feels to belong to range of different relationships and can identify what I contribute to each of them
- I can recognise how different friendship groups are formed, how if fit into them and the friends I value the most
- I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions

- I can recognise the changing dynamics between people in different groups, see who takes on which role e.g. leader, follower, and understand the role I take on in various situations
- I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- I can identify feelings of anxiety and fear associated with peer pressure
- I can identify someone I love and can express why they are special to me
- I know how most people feel when they lose someone or something they love
- I can tell you about someone I know that I no longer see
- I understand that we can remember people even if we no longer see them

Year 5

Living in the Wider World

- I understand that cultural differences sometimes cause conflict
- I am aware of my own culture
- I understand what racism is
- I am aware of my attitude towards people from different races
- I understand how rumour-spreading and name-calling can be bullying behaviours
- I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one
- I can explain the difference between direct and indirect types of bullying
- I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
- I can compare my life with people in the developing world
- I can appreciate the value of happiness regardless of material wealth
- I can enjoy the experience of a culture other than my own
- I respect my own and other people's cultures

Relationships

- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
- I know how to keep building my own self-esteem
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- I know how to stand up for myself and how to negotiate and compromise
- I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean
- I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend
- I understand how to stay safe when using technology to communicate with my friends
- I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
- I can identify some of the physical changes that happen to bodies during puberty and explain that puberty begins and ends at different times for different people
- I can use scientific vocabulary for external male and female body parts/genitalia
- I can explain what happens during menstruation and explain what is meant by ejaculation/wet dreams
- I can explain how and why it is important to keep clean during puberty
- I can describe ways of managing physical change during puberty and respond to questions
- I can describe how emotions and relationships may change during puberty and explain where we can get the help and support we need in relation to puberty

Letter sent home to inform parents of Relationships Education sessions

Health & Wellbeing

- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
- I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
- I know how to keep myself calm in emergencies
- I understand how the media and celebrity culture promotes certain body types
- I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
- I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures
- I respect and value my body
- I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
- I am motivated to keep myself healthy and happy

Year 6

Living in the Wider World

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them
- I feel welcome and valued and know how to make others feel the same
- I know that there are universal rights for all children but for many children these rights are not met
- I understand my own wants and needs and can compare these with children in different communities
- I understand that my actions affect other people locally and globally
- I understand my own wants and needs and can compare these with children in different communities
- I understand how having a disability could affect someone's life
- I am aware of my attitude towards people with disabilities
- I can give examples of people with disabilities who lead amazing lives
- I appreciate people for who they are
- I can explain ways in which difference can be a source of conflict and a cause for celebration
- I can show empathy with people in either situation

Relationships

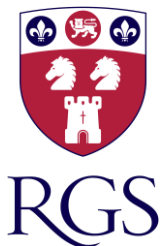
- I am aware of my own self-image and how my body image fits into that
- I know how to develop my own self esteem
- I can describe the physical and emotional changes that occur during puberty and how to manage these
- I can identify myths and facts about puberty, and what is important for a young person to know
- I can begin conversations (or ask questions) about puberty with people that can help us
- I can describe some changes that happen as we grow up and identify the range of feelings associated with change, transition to secondary school and becoming more independent
- I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
- I can identify different kinds of loving relationships and describe the qualities that enable these relationships to flourish
- I can explain the expectations and responsibilities of being in a close relationship and recognise how relationships may change or end and what can help people manage this
- I can identify the links between love, committed relationships / marriage, and conception
- I can explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults

- I can explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

Letter sent home to inform parents of RSE sessions with option to withdraw

Health & Wellbeing

- I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood
- I am motivated to give my body the best combination of food for my physical and emotional health
- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
- I am motivated to find ways to be happy and cope with life's situations without using drugs
- I can evaluate when alcohol is being used responsibly, anti-socially or being misused
- I can tell you how I feel about using alcohol when I am older and my reasons for this
- I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- I know how to help myself feel emotionally healthy and can recognise when I need help with this
- I can recognise when I feel stressed and the triggers that cause this
- I can use different strategies to manage stress and pressure



Key Stage 3

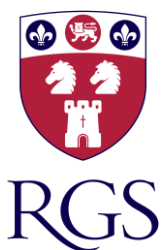
Year 7

Health & Wellbeing

- How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- To understand what can affect wellbeing and resilience (e.g., life changes, relationships, achievements, and employment)
- The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
- Simple strategies to help build resilience to negative opinions, judgements and comments
- To recognise and manage internal and external influences on decisions which affect health and wellbeing
- How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
- The characteristics of mental and emotional health and strategies for managing these
- The link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
- Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
- A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation, and the value of positive relationships in providing support
- The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
- The benefits of physical activity and exercise for physical and mental health and wellbeing
- The importance of sleep and strategies to maintain good quality sleep
- Strategies for maintaining personal hygiene, including oral health, and prevention of infection
- Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

Relationships

- About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- Indicators of positive, healthy relationships and unhealthy relationships, including online
- About the similarities, differences, and diversity among people of different race, culture, ability
- The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- To further develop and rehearse the skills of team working
- To further develop the skills of active listening, clear communication, negotiation and compromise Strategies to identify and reduce risk from people online that they do not already know; when and how to access help



- The services available to support healthy relationships and manage unhealthy relationships, and how to access them
- The roles and responsibilities of parents, carers and children in families
- The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
- To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- The impact of stereotyping, prejudice and discrimination on individuals and relationships
- About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- The need to promote inclusion and challenge discrimination, and how to do so safely, including online
- To recognise peer influence and to develop strategies for managing it, including online
- The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
- About the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
- Strategies to manage pressure to join a gang, exit strategies and how to access appropriate support
- Motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

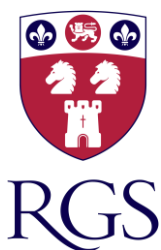
Living in the Wider World

- Study, organisational, research and presentation skills
- To review their strengths, interests, skills, qualities and values and how to develop them
- To set realistic yet ambitious targets and goals
- The skills and attributes that employers value
- The skills and qualities required to engage in enterprise
- The importance and benefits of being a lifelong learner
- To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
- To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media
- The benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
- To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
- To understand how the way people present themselves online can have positive and negative impacts on them
- To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

Year 8

Health & Wellbeing

- The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible
- To recognise and manage what influences their choices about physical activity
- The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices What might influence decisions about eating a balanced diet and strategies to manage eating choices



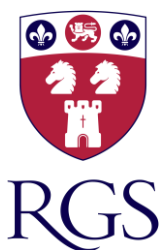
- The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.
- The risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM
- How to identify risk and manage personal safety in increasingly independent situations, including online
- Ways of assessing and reducing risk in relation to health, wellbeing and personal safety

Relationships

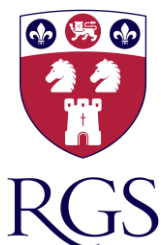
- About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- Indicators of positive, healthy relationships and unhealthy relationships, including online
- About the similarities, differences and diversity among people of different sex, gender identity
- The difference between biological sex, gender identity and sexual orientation
- To recognise that sexual attraction and sexuality are diverse
- How to safely and responsibly form, maintain and manage positive relationships, including online
- To manage the strong feelings that relationships can cause (including sexual attraction)
- To develop conflict management skills and strategies to reconcile after disagreements
- The effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support
- That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
- About the law relating to sexual consent
- How to seek, give, not give and withdraw consent (in all contexts, including online)
- The impact of sharing sexual images of others without consent
- How to manage any request or pressure to share an image of themselves or others, and how to get help
- The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

Living in the Wider World

- Study, organisational, research and presentation skills
- To review their strengths, interests, skills, qualities and values and how to develop them
- To set realistic yet ambitious targets and goals
- The skills and attributes that employers value
- The skills and qualities required to engage in enterprise
- The importance and benefits of being a lifelong learner
- To recognise financial exploitation in different contexts e.g. drug and money mules, online scam
- That features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
- That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
- To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms



Year 9
Health & Wellbeing
<ul style="list-style-type: none"> • Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks • How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need • The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics • To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use • Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use • The personal and social risks and consequences of substance use and misuse including occasional use • The law relating to the supply, use and misuse of legal and illegal substances • About the concepts of dependence and addiction including awareness of help to overcome addiction • About the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) • That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against sexually transmitted infections (STIs)
Relationships
<ul style="list-style-type: none"> • About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • Indicators of positive, healthy relationships and unhealthy relationships, including online • About the similarities, differences and diversity among people of different age and sexual orientation • That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion • How the media portrays relationships and the potential impact of this on people's expectations of relationships • That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex • To clarify and develop personal values in friendships, love and sexual relationships • The importance of trust in relationships and the behaviours that can undermine or build trust • To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships • That everyone has the choice to delay sex, or to enjoy intimacy without sex • To manage the influence of drugs and alcohol on decision-making within relationships and social situations • How to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships • That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected • To gauge readiness for sexual intimacy • About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • The need to promote inclusion and challenge discrimination, and how to do so safely, including online
Living in the Wider World
<ul style="list-style-type: none"> • About the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process



- About routes into work, training and other vocational and academic opportunities, and progression routes
- The benefits of setting ambitious goals and being open to opportunities in all aspects of life
- To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
- Different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
- About different work roles and career pathways, including clarifying their own early aspirations
- About young people's employment rights and responsibilities
- To manage emotions in relation to future employment
- To assess and manage risk in relation to financial decisions that young people might make
- About values and attitudes relating to finance, including debt
- To manage emotions in relation to money

Key Stage 4

<u>Year 10</u>
Health & Wellbeing
<ul style="list-style-type: none"> • How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this • Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing • The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health • About change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences • To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available • The importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others • The benefits of having a balanced approach to spending time online • To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health • About the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help • The purpose of blood, organ and stem cell donation for individuals and society • The ways in which industries and advertising can influence health and harmful behaviours • Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online • To increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
Relationships
<ul style="list-style-type: none"> • The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality • The role of pleasure in intimate relationships, including orgasms • To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary • About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them • Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

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- To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
- To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
- To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
- The opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
- The legal and ethical responsibilities people have in relation to online aspects of relationships
- To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- Ways to access information and support for relationships including those experiencing difficulties
- About the concept of consent in maturing relationships
- About the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online
- To recognise the impact of drugs and alcohol on choices and sexual behaviour
- The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

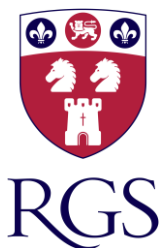
Living in the Wider World

- To evaluate their own personal strengths and areas for development and use this to inform goal setting
- How their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
- About the range of opportunities available to them for career progression, including in education, training and employment
- About the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
- About the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
- How to effectively budget, including the benefits of saving
- How to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
- That there are positive and safe ways to create and share content online and the opportunities this offers
- That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
- To assess the causes and personal consequences of extremism and intolerance in all their forms
- To recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

Year 11

Health & Wellbeing

- To accurately assess their areas of strength and development, and where appropriate, act upon feedback
- How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
- A broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
- How to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and



skills to provide basic support and identify and access the most appropriate sources of help

- To make informed lifestyle choices regarding sleep, diet and exercise
- To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
- About the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help
- How to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination
- To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds
- The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
- Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
- To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
- Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
- Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
- To understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others
- The different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
- About specific STIs, their treatment and how to reduce the risk of transmission
- How to respond if someone has, or may have, an STI (including ways to access sexual health services)
- To overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services
- About healthy pregnancy and how lifestyle choices affect a developing foetus
- That fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
- About the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
- About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

Relationships

- To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
- The legal rights, responsibilities and protections provided by the Equality Act 2010
- Strategies to manage the strong emotions associated with the different stages of relationships
- To safely and responsibly manage changes in personal relationships including the ending of relationships
- Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- To recognise the impact of drugs and alcohol on choices and sexual behaviour
- How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
- The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

- The importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
- The reasons why people choose to adopt/foster children
- About the current legal position on abortion and the range of beliefs and opinions about it
- To recognise when others are using manipulation, persuasion or coercion and how to respond
- The law relating to abuse in relationships, including coercive control and online harassment
- 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 law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
- To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
- Skills to support younger peers when in positions of influence
- To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
- Factors which contribute to young people becoming involved in serious organised crime, including cybercrime

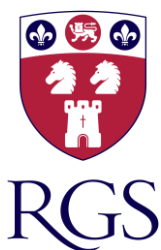
Living in the Wider World

- To evaluate and further develop their study and employability skills
- About the range of opportunities available to them for career progression, including in education, training and employment
- About the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
- About the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
- About the labour market, local, national and international employment opportunities
- About employment sectors and types, and changing patterns of employment
- To research, secure and take full advantage of any opportunities for work experience that are available
- To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
- The benefits and challenges of cultivating career opportunities online
- Strategies to manage their online presence and its impact on career opportunities
- The skills and attributes to manage rights and responsibilities at work including health and safety procedures
- About confidentiality in the workplace, when it should be kept and when it might need to be broken About the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it
- To recognise and manage the range of influences on their financial decisions
- To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
- The skills to challenge or seek support for financial exploitation in different contexts including online
- To evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contract
- Strategies for protecting and enhancing their personal and professional reputation online
- How personal data is generated, collected and shared, including by individuals, and the consequences of this
- How data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this
- Strategies to critically assess bias, reliability and accuracy in digital content

Key Stage 5

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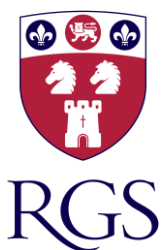
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Year 12 & 13
Health & Wellbeing
<ul style="list-style-type: none"> • Skills and strategies to confidently manage transitional life phases • To recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure • To understand the issues and considerations relating to body enhancement or alteration, including long-term consequences • To recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety • To recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours • To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing • To analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support Healthy lifestyles • To take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening • To consistently access reliable sources of information and evaluate media messages about health How to register with and access health services in new locations • To recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' • How to maintain a healthy diet, especially on a budget • How to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online • To assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it • To manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely • To travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements • To perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime • To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships • How to reduce the risk of contracting or passing on a sexually transmitted infection (STI) • How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment Drugs, Alcohol and Tobacco • To manage alcohol and drug use in relation to immediate and long-term health • To understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel, and drink-spiking • The impact of alcohol and drug use on road safety, work-place safety, reputation and career • The risks of being a passenger with an intoxicated driver and ways to manage this
Relationships
<ul style="list-style-type: none"> • How to articulate their relationship values and to apply them in different types of relationships • To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion • To recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships Forming and maintaining respectful relationships • To manage mature friendships, including making friends in new places • To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online

This policy applies to the whole school and is published to parents, students, staff and governors

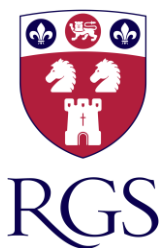
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- To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy
- To evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'
- To use constructive dialogue to support relationships and negotiate difficulties
- To manage the ending of relationships safely and respectfully, including online
- To recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships
- To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
- To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
- How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities Contraception and parenthood
- To understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age
- To negotiate, and if necessary be able to assert, the use of contraception with a sexual partner How to effectively use different contraceptives, including how and where to access them
- To evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)
- To access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly Bullying, abuse and discrimination
- To recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online
- To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
- To recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk
- To understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support
- Strategies to recognise, de-escalate and exit aggressive social situations
- To evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon
- Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

Living in the Wider World

- To be enterprising in life and work
- To set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills
- To evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities
- The implications of the global market for their future choices in education and employment Work and career
- How to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
- How to produce a concise and compelling curriculum vitae and prepare effectively for interviews How to recognise career possibilities in a global economy Employment rights and responsibilities
- Their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy' The importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
- To understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection
- To recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation



- The role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours
- How to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)
- To understand and manage salary deductions including taxation, national insurance and pensions to evaluate savings options
- To exercise consumer rights, including resolving disputes and accessing appropriate support
- To manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice
- To evaluate the potential gains and risks of different debt arrangements and repayment implications
- To evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers Media literacy and digital resilience
- To set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate
- To effectively challenge online content that adversely affects their personal or professional reputation
- To build and maintain a positive professional online presence, using a range of technologies
- How social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this
- To be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation
- When and how to report or access help for themselves or others in relation to extremism and radicalisation

APPENDIX 2

Below is a table produced by the Sex Education Forum exploring what may constitute sex education and where this content might be placed in the curriculum.

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
Contraception - Types of contraception and how it works	<p>'The facts about the full range of contraceptive choices, efficacy and options available' is under secondary RSE subheading intimate and sexual relationships including sexual health.</p> <p>Covered in National Curriculum Science: Key Stage 4 science includes 'hormones in human reproduction, hormonal and non-hormonal methods of contraception'.</p> <p>Note: Contraception can be used for medical reasons separate from preventing conception, and this could come up as part of Health Education in relation to changing adolescent body and menstrual wellbeing.</p>	Sex Education Science Health education	Secondary, though basic concept can be explained at primary.
Sexually Transmitted Infections - Transmission - Prevention including safer sex - Testing	<p>STIs are part of secondary RSE subheading 'intimate and sexual relationships including sexual health', which covers transmission, prevention, safer sex and testing.</p> <p>STIs are included in National Curriculum Science at Key Stage 4 ('communicable diseases including sexually transmitted infections in human including HIV/AIDS').</p> <p>STIs could be covered as part of Health Education, where it would be more likely that STIs are given as examples of bacteria and viruses as part of secondary Health Education: 'about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics'.</p>	Sex Education Science Health education	Secondary, though basic concept can be explained at primary.
Human sexual response and sexual feelings - What happens physically e.g. increased heart-rate, pupils dilate, how erections occur, production of vaginal mucus as part of sexual response, hormones, sexual attraction - Orgasm, sexual pleasure - Masturbation - Managing sexual feelings and sexual desires, which cannot always be acted on	<p>Not specifically covered in Government RSHE guidance.</p> <p>Aspects of human sexual response relate to human sexual reproduction, which may be covered in secondary science which includes 'the structure and function of the male and female reproductive organs' at Key Stage 3.</p> <p>Aspects of human sexual response are likely to be touched on as part of puberty under Health Education, 'changing adolescent body'.</p>	Sex Education Science Health education	Secondary, though basic concepts such as what it feels like to fancy someone and that masturbation begins during puberty for many people might be covered at primary

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
Human sexuality, sexual identity, including sexual orientation.	This is an overarching concept to support secondary sex education. Government guidance expects that LGBT content is integrated and that LGBT is covered in secondary.	Sex education, but with some natural overlap with Relationships Education.	Secondary, though concepts such as what it feels like to fancy someone can be covered at primary and must be taught inclusively.
Choices relating to sex - why people have sex - influences on having sex - sexual competencies (communication with partner, readiness, safer sex)	There are several references to understanding choices relating to sex under secondary RSE sub-section: 'intimate and sexual relationships including sexual health'.	Sex education but with some natural overlap with Relationships Education e.g.	Secondary
Definitions of sex and the law: - What is sex - What are sexual activities - Sexual consent - Sex and the law	Secondary RSE includes sexual consent under 'Being safe', both definitions: 'the concepts of, and laws relating to, sexual consent', and consent in relationships: '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)'. It is important that pupils have sufficient information to define sex and sexual activities to understand sex and the law.	Sex education but with some natural overlap with Relationships Education e.g. 'how people can actively communicate and recognise consent from others'.	Secondary, but some aspects of the law need to be covered at primary sufficient that children understand that there are laws relating to sex, and rules about our bodies – see Relationships Education 'Being Safe'.
Pornography	Secondary RSE includes under 'Online and media', pupils should know 'that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours...'	Sex education but with some natural overlap with Relationships Education.	Secondary, but at primary pupils need to know basic rules re seeking help from an adult if they encounter images or videos of people naked online.

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