



## DAUNTSEY'S SCHOOL

# RELATIONSHIPS AND SEX EDUCATION POLICY

### LINKS TO ASSOCIATED SCHOOL POLICIES AND OTHER RELEVANT DOCUMENTS

#### **School Policies**

This policy links to and should be read alongside and in conjunction with the following school policies in particular:

Safeguarding and Child Protection Policy

Complementary Curriculum (PSHE) Policy

Anti-Bullying Policy

Policy and Procedures to Deal with Sharing of Nudes and Semi-Nudes

#### **Other Relevant Documents**

The policy is also written with regards to the principles and requirements within other publications indicated on p7 of the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations 2019 (referred to as the RE, RSE & HE regulations) document and especially:

Keeping Children Safe in Education 2024

Behaviour in Schools: advice for headteachers and school staff 2022

Equality Act 2010: advice for schools

SEND Code of Practice: 0 to 25 years

Preventing and Tackling Bullying 2017

The Equality and Human Rights Commission Advice and Guidance

## 1. INTRODUCTION

At Dauntsey's our overarching aim is to provide a school environment for our pupils which promotes self-confidence, well-being, a feeling of self-worth and emotional resilience. The teaching of Relationships and Sex Education (RSE) at the school should be seen and understood within this wider context.

We take very seriously our pupils' ability to make healthy and lasting relationships both now and in the future. Accordingly, the School provides a flexible, responsive and supportive child protection and welfare network for its pupils and promotes and safeguards their welfare as outlined particularly in our Safeguarding and Child Protection Policy.

The RE, RSE & HE regulations, made under sections 34 and 35 of the Children and Social Work Act 2017, makes Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Independent Schools are not obliged to teach Health Education but Personal, Social, Health and Economic Education (PSHE), known at Dauntsey's as Complementary Curriculum (CCur), is already compulsory in independent schools, which are obliged to meet the Independent Schools Standards (ISS) as set out in the Education (Independent School Standards) Regulations 2014.

Our RSE policy is written in accordance with the statutory guidance found in the Department for Education publication RE, RSE & HE regulations. This guidance came into effect in September 2020 and will be reviewed every three years. This document can be accessed through this [link](#).

## 2. AIMS

We define the aims of RSE as learning about the emotional, social and physical aspects of growing up and making good, healthy relationships of all kinds. This includes sexual relationships, as well as other aspects of human sexuality and sexual health. RSE teaching is intended to equip children young people with the information, skills and values to make safe, fulfilling and enjoyable relationships as adults.

We support a sensitive, graduated and age-appropriate approach to RSE teaching, founded on the promotion of qualities such as mutual respect, trust and enjoyment. We aim to build upon the knowledge which our children will have acquired in this area from their Relationships Education at primary level. We teach an understanding and tolerance of different types of relationships, including for those with 'protected characteristics' (as defined by the Equalities Act 2010) and to cover LGBT+ topics ranging from diverse families to understanding gender identity.

1. To combat ignorance and increase understanding and knowledge of human sexual behaviour

2. To counteract myth and folklore and false assumptions of what is "normal" and thus to reduce guilt and anxiety
3. To promote healthy, responsible and non-exploitative attitudes and behaviour by drawing attention to the moral, cultural, legal and ethical dimensions of human sexuality, including the value of family life
4. To combat sexism, prejudice, stereotyping and homophobia
5. To promote an awareness of the pair-bonding biological role of sex and hence to draw attention to the risks of sexual activity outside the setting of long-term fidelity and commitment
6. To promote the ability to discuss sexual matters without prurience or embarrassment
7. To develop some of the skills needed by future parents and child carers
8. To promote the ability to make informed and rational decisions about sex rooted in sound self- esteem, self-awareness, and respect for self and others, and to develop further the skills of assertiveness and communication needed to give effect to these decisions. These attributes and skills are a recurrent theme in our Complementary Curriculum programme, so pupils will hopefully see our work in sex education as following on in a natural way from our other work on relationships
9. To help children affirm their right not to be sexually abused, harassed, or pressurised, and to make them aware of sources of help and advice.
10. To cater for the educational needs of all pupils, irrespective of gender, race, nationality, religion, or sexual orientation.
11. To foster gender and LGBT+ equality and challenge all forms of discrimination and bullying.
12. To be respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging

### **3. CONTENT, DELIVERY AND ASSESSMENT**

#### **Content and Delivery**

During RSE lessons, pupils are taught about the law as it applies to relationships in order to ensure that they can understand the implications of their decision-making. This teaching is interweaved through topics so is revisited frequently and linked to specific scenarios. Pupils are taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way that is relevant to them. We recognise that the young people are at a stage where they may be discovering their own sexual orientation or gender identity. Our pupils have the opportunity to discuss, explore and learn about the characteristics of safe, happy, and stable relationships, regardless of gender identity or sexual orientation. We ensure that, in addition to heterosexual relationships, our pupils have an

equal opportunity to explore the features of healthy and stable same-sex relationships. The subject is always taught in a respectful and sensitive manner.

At the heart of the teaching of RSE is a focus on keeping children safe and it is important that the appropriate aspects of safeguarding are included in the delivery of the curriculum. Staff are clear what they should do in the event of a child disclosing an issue that might raise a safeguarding concern. This is covered in the Dauntsey's Safeguarding (Child Protection) Policy.

At Dauntsey's, RSE is delivered through Complementary Curriculum (CC) lessons, in conjunction with elements of the Biology Department curriculum (see following paragraphs), and supported by assemblies, talks and workshops from outside experts in the field. They learn about the importance of taking responsibility for the consequences of their actions in relation to relationships of all types, including sexual relationships. CC lessons also centre on and discuss related issues such as the effect of peer pressure and risk-taking behaviour, including the sharing of online content, drinking alcohol, and taking drugs.

The CC and Biology Departments co-ordinate their respective teaching areas of Sex Education, but the mode of delivery between the two subjects will differ. The Biology Department adopts a traditional science teaching approach (involving formal assessment at GCSE level, for example) towards Human Reproduction, for example. They teach children in classes of about twenty with the emphasis laid on how the human body works, and reproductive processes in general. The teachers in the Biology Department are also required to cover basic methods of contraception, and further details of the content of their teaching in this area are available in the Biology Department's schemes of work.

The two Departments liaise on the timing of the teaching of Sex Education topics, in a graduated and age-appropriate manner. As a result, the CC Department is organised (shortly after a topic is taught in Biology) to expand upon it further – and particularly to focus on and explore the relationship and emotional aspects of the topic. CC lessons involve a more experiential child-centred and discussion-based learning approach, using the classroom techniques as described in the Complementary Curriculum (PSHE) Policy document. For example, by acting the parts of agony aunts or counsellors, pupils learn to empathise with other young people in differing circumstances, and their role-play activities allow them insight into the real-life dilemmas which face them.

The CC Department also liaises with the Philosophy, Religion and Ethics Department and the Computing Department around the basis of teaching about pregnancy choices in Religious Studies, and Internet Safety in Computing.

As part of the CC curriculum. RSE lessons take place in the second and/or third term of each year. Pupils accordingly have become accustomed to and are comfortable with giving their views on all kinds of issues in lessons taught by the same teacher over the course of many weeks in the first part of the academic year. The feeling of security which this

engenders facilitates pupil involvement in group discussion of sensitive issues. Opportunities also arise for combining the two halves of a form into one class when this is required. The class is then team-taught by both a male and female teacher, and this approach proves highly effective in dispelling prurience and embarrassment.

## **Assessment**

While RSE is very largely a discussion-based course, the CC Department has well prepared OneNote Class Notebooks to accompany the various topics. These include various resources and activities for pupils to aid their exploration of a subject and include a baseline assessment at the start of the topic, that pupils refer back to throughout the topic and add to in a different colour to clearly indicate where knowledge has been extended and progress made. These OneNote Class Notebooks also allow pupils to raise a question or indicate to their teacher that they have not fully understood some elements of the subject. This allows the teacher concerned to re-visit the matters where pupils have indicated difficulties.

Teachers are mindful at all stages of pupils with Special Educational Needs and Disabilities (SEND) when both designing and delivering the RSE curriculum. Teachers are aware of who these young people are in their class, and of the individual nature of their difficulties. They ensure in all lessons that they can access the information required and (at the end of a lesson or unit) that they have understood it both from their verbal responses and OneNote entries.

Fuller details of the content and timing of the teaching of the various RSE topics is set out in Appendix A to this document. The content of the curriculum is based on the guidance in the RS, RSE & HE document, as mentioned in the Introduction. The timing of the different topics may vary from the outline shown, in response either to the emergence of important national or international issues (e.g., the 'Black Lives Matter' movement or the 'Everyone's Invited' website) or to more local events within the school (such as a bullying incident). In these instances, a more flexible and immediate response is appropriate, and the timing and sequence of topics may be altered accordingly.

## **4. DEALING WITH SENSITIVE ISSUES**

Pupils are taught about the law as it applies to relationships to ensure that they can understand what is allowed and the implications of their decision-making. They learn about how to make decisions for themselves, but also to respect the right of others to make their own decisions. Key aspects of the law in this area include the age of consent, what consent is and is not, the definitions of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. As an example, the question of consent is dealt with in an age-appropriate manner at different stages of RSE teaching, and the pattern of returning to crucial issues in an increasingly detailed and sophisticated way in later years as pupils mature is an essential aspect of our approach to the subject.

At the heart of the teaching of RSE is a focus on keeping young people safe and it is important that the appropriate aspects of safeguarding are included in the delivery of the curriculum. Any information divulged by a pupil which leads a teacher to suspect sexual abuse will immediately be passed on to the school's Designated Safeguarding Lead (DSL).

Teachers throughout Dauntsey's – not only in CC lessons – are alive to issues such as everyday sexism, misogyny, homophobia, and gender stereotypes. We are looking continuously to build and maintain a school culture where such attitudes are not tolerated. It is school and department policy to identify and tackle any such occurrences or the expression of these sentiments. All staff recognise that we should model positive behaviour and language to the pupils and support all pupils of every background and persuasion.

Rules for group discussions in RSE are agreed by teacher and pupils at the beginning of the academic year. They make it clear that each member of the class has a 'right to pass' on any question of a personal nature, so that no pupil or teacher need be concerned that they might be required to divulge personal details or beliefs.

All staff teaching CC are aware that the law requires us not to give 1:1 advice on contraception to individual female pupils who are under 16. This must be left to parents and/or medical practitioners. We are not, however, precluded from discussing contraception as a general topic in a class situation.

Our policy on sensitive issues and difficult questions is that teachers state - at the outset of the course in First Form and repeated regularly thereafter - that because none of us are experts in every area, we may be unable to answer a question asked in class or at the end of a lesson. However, we aim to find an answer for their next CC lesson from within the teaching team - or from a suitable handout, book or other resource. At the outset, we tell pupils that our policy is to answer as many questions as possible, provided they are genuine, serious, and not intended to create embarrassment. Towards the end of one lesson in each unit of the sex education programme, pupils are asked and given time to write out on small pro-forma supplied to them - under conditions of confidentiality - any questions which they would like their CC teacher to answer on the subject under discussion. They are asked to use block capitals to keep their question(s) anonymous, to fold the paper and put it in the box provided. Should they wish for their question to be discussed in private, pupils write their name on their question and an appropriate time is found to discuss the question with the pupil. After the lesson the teacher(s) screen the questions - in consultation with CC team colleagues if required - with a view to (i) deciding which questions are 'suitable' and/or (ii) checking out the answers. At the beginning of the next lesson, pupils have their serious and appropriate questions answered but are not identified as the author of the question.

## **5. RSE STAFFING AT DAUNTSEY'S**

The RSE programme is led by Anais Allen, Head of CC, and a team of four other teachers. Those teaching it are Anais Allen, Huw Thomas, Charlotte Saville, Laura SYMS and Justine Wall. These five members of staff are suitably experienced in pastoral and classroom roles providing them with the experience, empathy, listening skills, and care that is needed when delivering sensitive topics.

Each member of staff is suitably trained in a variety of different ways. Anais Allen received initial training from the PSHE Association in January 2019 and then used this training to work with members of the RSE Team to equip them with the tools and training they needed. All staff have undergone training from Teen Tips on 'Gender Based Violence' as well as annual safeguarding training. All teachers within the CC Department have also undertaken further training (predominantly online) from Brook Education and National College. Staff will continue to undertake further training from them on a regular annual basis. In September 2022 It Happens Education provided further training for all those involved in RSE teaching. Following this, It Happens Education will also deliver a training session aimed at all teaching staff and some Governors, to raise further awareness throughout the school of RSE later in the academic year.

The purpose of this training is specifically to support teachers with the delivery of difficult topics and the handling of questions, as well as subject content and appropriate resources. Members of the Department can seek support and advice from other expert support within the school, including the DSL, the Medical Centre nurses and the school's Counselling Service.

The Department also holds meetings for its teachers, where ideas and resources are discussed, and lessons and pupil feedback are evaluated in order to inform future planning.

## **6. COURSE MATERIALS**

The RSE course has been developed and designed by Head of Department Anais Allen, in consultation with others such as pupils, parents, the school's Senior Leadership Team (SMT), the outside experts It Happens Education and Governors.

Rather than using one particular course or provider, we have designed a course which combines a variety of chosen materials and resources in different specialist areas. Materials from the PSHE Association (e.g. lesson plans, and Rise Above resources) are recommended in DfE guidance and form the backbone of our course, but for example when dealing with 'Online Safety' we make use of resources provided by Child Exploitation Online Programme (CEOP), or those of 'Drink Aware' when discussing alcohol and the negative effects this can have on Relationships. Other such specialist providers include 'Talk to Frank'.

Other materials and resources used include:

- PSHE Association
- Always Education (Puberty and Changing Body Resources)
- Disrespect Nobody
- Barnado's LGBTQ+ Resources
- <https://learning.parliament.uk/en/resources/> (LGBTQ+ History and Rights lesson plans)
- Brook Education Lesson resources
- Public Health England
- Teen Tips

## 7. TIMETABLING

### Academic Year 2023-2024

| Year Group | Periods | Time Per Week     |
|------------|---------|-------------------|
| 1st Form   | 2       | 1 hour 10 minutes |
| 2nd Form   | 2       | 1 hour 10 minutes |
| 3rd Form   | 1       | 35 minutes        |
| 4th Form   | 1       | 35 minutes        |
| 5th Form   | 2       | 1 hour 10 minutes |
| L6th Form  | 2       | 1 hour 10 minutes |

## 8. ASSESSMENT, MONITORING, EVALUATION AND EXPECTED OUTCOMES

While formal written assessment within RSE is inappropriate due to the nature of the subject, teachers can monitor pupils' understanding and progress in a number of different ways. As described above, for example, they can evaluate these aspects through the pupils' use of their OneNote Class Notebooks (including their comments on their own understanding, answers to quizzes and the raising of questions which they have not understood fully).

Teachers will also assess understanding and progress through their own observations of pupils' contributions in class, their presentations and group work. In addition, at the start of each topic, pupils take part in a baseline quiz or spider diagram in their booklets enabling teachers to monitor a pupils' overall understanding of a specific topic or area, before teaching commences. As the topic progresses, pupils add to baseline spider diagram in another colour, clearly indicating knowledge learnt throughout the topic. Where appropriate, year groups participate in end of unit quizzes on Microsoft Forms or an online platform like Quizziz indicating where their knowledge has linked across topics throughout the year.



Pupil voice is influential in adapting and amending RSE content and planned learning activities. This is done annually through online surveys and questionnaires for targeted year groups, as well as through meetings with prefects and members of the school’s Listening Service. Currently, these surveys are carried out with the Third Form at the start of the Spring Term, in readiness for their end of Spring Term/Summer Term RSE Topics. Surveys and questionnaires allow pupils to communicate their views on RSE alongside highlighting preferred teaching methods, ask preliminary questions to be answered within the RSE lesson content, topics of interest and their opinions on what they understand versus what they don’t. The results inform the content of the lessons and ensure they are relevant to the year group.

**Governors** will also monitor and evaluate the provision of RSE through their regular discussions with staff, SMT and pupils, and their scrutiny of survey and questionnaire results as well as annual review of this policy.

### Expected Outcomes

| Topic    | Outcome (Pupils should know...)  |
|----------|--|
| Families | <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed.</li> </ul> |

|  |  |
|--|--|
| <p>Respectful Relationships, including friendships</p> | <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict.</li> <li>• about reconciliation and ending relationships, this includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> |
| <p>Online and Media</p>                                | <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the</li> </ul>   |

|  |  |
|--|--|
|  | <p>way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <ul style="list-style-type: none"> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>   |
| Being Safe   | <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.</li> </ul>  |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> </ul> |

|         |  |
|---------|--|
|         | <ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>  |
| The Law | <p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> <li>• marriage</li> <li>• consent, including the age of consent</li> <li>• violence against women and girls</li> <li>• online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</li> <li>• pornography</li> <li>• abortion</li> <li>• sexuality</li> <li>• gender identity</li> <li>• substance misuse</li> <li>• violence and exploitation by gangs</li> <li>• extremism and radicalisation</li> <li>• criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)</li> <li>• hate crime</li> <li>• female genital mutilation (FGM)</li> </ul> |

## **9. RSE AND THE LAW**

Elements of the law which affect or are included in of the RSE Curriculum and are taught to pupils have been referred to already in the sections entitled ‘Content and Delivery’ and ‘Dealing with Sensitive Issues’.

### **The Equality Act 2010 and Protected Characteristics**

At Dauntsey’s we recognise that we are obliged to comply with the relevant requirements of the Equality Act 2010 (See especially the guidance ‘The Equality Act 2010 and schools’). Under its provisions of this Act, schools must not unlawfully discriminate against pupils with ‘protected characteristics’ (i.e. because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). We must also ‘make reasonable adjustments to alleviate disadvantage’ and be mindful of the SEND Code of Practice when planning our curriculum and individual lessons. We recognise that it is important to ensure that we do not tolerate discriminatory behaviour is not tolerated, and that we identify and tackle any occurrences.

We consider the make-up of our pupil body and put in additional support if necessary, taking positive action to deal with particular groups because of their protected characteristic. We work to facilitate good relationships between our pupils and confront issues such as sexism or gender stereotypes and make it clear that sexual violence and sexual harassment are not acceptable.

We see it as important to foster healthy and respectful peer-to-peer communication and behaviour between pupils (See DfE Publication: ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018) and we monitor this via feedback from pupils in numerous ways: Firefly surveys, Student Voice, tutor group meetings, mentor group meetings, EDI meetings, Listening Service meetings, Mental Health Champion meetings and house pupil leadership meetings. Pupils are taught in RSE about LGBTQ+ issues in a sensitive and age-appropriate manner.

## **10. PARENTAL INVOLVEMENT**

We recognise that parents and carers play a vital role in the development of their child’s understanding of relationships. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents were consulted and invited to give feedback on the writing of this original RSE policy via an online survey prior to a parent webinar delivered by It Happens Education and the Dauntsey’s CC Department in April 2021. Within that webinar and following it, parents were invited to feedback on RSE teaching at Dauntsey’s. Annual surveys at the end of each academic year have also been distributed to parents, seeking their understanding and thoughts on RSE delivery at Dauntsey’s School.

We will continue to work closely with parents in the review, planning and delivery of RSE via the use of a 'Parent Focus Group'. Parents can express an interest in joining this via the Parental RSE Survey that was sent out at the end of the Summer Term via email.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support via My School Portal and curriculum letters. Parents can also access information about what will be taught in RSE and when, through reading Appendix A of this policy (which is available on the school's website). These avenues provide further opportunities for parents to understand and raise questions about the school's RSE curriculum and teaching.

Where possible, parents will be invited to sessions held by external providers as well as information evenings that the Head of CC will run in conjunction with external providers.

## **11. RIGHT TO WITHDRAW**

The current regulatory guidance from the DfE states that all secondary schools must deliver Relationships and Sex Education (RSE). The parental right to withdraw pupils from RSE in secondary education applies to aspects of Sex Education only which are not part of the Science curriculum. There is no right to withdraw a child from Relationships Education or Health Education. Any topics that fall under Sex Education are highlighted in italics in the schemes of work (stated in Appendix B) and a parent may wish to withdraw their child from that topic. Should parents wish to withdraw their child from Sex Education, they are invited to discuss their decision with the Head Master. Where appropriate, the child should be included in the discussion to ensure that their wishes are understood and to clarify the nature and purpose of the RSE curriculum in this area. The school will document and take Minutes of any such meeting to ensure that an accurate record is kept.

Paragraphs 46-47 of the RE, RSE & HE document provide strong arguments as to the possible detrimental effects on the child of withdrawal from the Sex Education components of the CC course.

Once these discussions have taken place, the school will respect the parents' request to withdraw the child (except in exceptional circumstances), up to and until three terms before the child turns 16. This approach is in line with DfE guidance. After that point, if the child wishes to receive Sex Education rather than be withdrawn, we will make arrangements for them to attend Sex Education lessons during one of those terms.

## **12. ANNUAL REVIEW AND UPDATING OF POLICY**

This Policy will be reviewed and updated annually, initially by the Head of CC in consultation with the school constituencies specified in the document i.e., pupils, other staff (including but not restricted to teachers of CC/RSE), Senior Management Team and parents. A draft of the revised Policy will subsequently be submitted to the SMT through the Deputy Head (Pastoral) within one week following the end of the Summer Term.

Once agreed by the SMT, the new Policy will be circulated to members of the Governors' Governance, Compliance and Safeguarding (GSC) Committee before the start of the September term. Unless objections are raised, the new Policy will be deemed to be in place for the new school year.

The Policy will subsequently be discussed and ratified by the GSC Committee at its meeting in October, followed by the Full Board in November.

Anais Allen  
Head of Complementary Curriculum

Reviewed: September 2024  
Next Review: July 2025

APPENDIX A TO ‘Relationships and Sex Education’ POLICY

## Health Education and Relationships and Sex Education Statutory Guidance 2020

| <b>Physical health and mental wellbeing: Key stages 3 and 4</b>   |                                 |  |  |
|---|---------------------------------|--|--|
| Requirement   | Year Group                      | Topic  | Term   |
| <b>Topic 1: Mental Wellbeing</b>  |                                 |  |  |
| how to talk about their emotions accurately and sensitively, using appropriate vocabulary   | All Lower School<br>1&2<br>4    | Ground Rules<br>Mental Health<br>Stress  | Autumn (re-cap when necessary)<br>Spring<br>Spring |
| that happiness is linked to being connected to others   | 1, 3 & 4                        | Self Esteem and Self Confidence<br>(Linked to Body Image topic)                      | Summer   |
| how to recognise the early signs of mental wellbeing concerns   | 2<br>4                          | Mental Health<br>Stress Management   | Spring<br>Summer                                   |
| common types of mental ill health (e.g. anxiety and depression)   | 2<br>4                          | Mental Health<br>Stress Management   | Summer<br>Summer                                   |
| how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health                          | All Lower School<br>2<br>4<br>3 | Anti-bullying<br>Cyber-bullying<br>County Lines<br>Social Media                      | Autumn & Spring<br>Autumn<br>Autumn<br>Autumn      |
| the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness | 2<br>2<br>4                     | Public Services<br>Mental Health & Physical Health<br>Stress Management              | Autumn<br>Spring<br>Summer                         |
| <b>Topic 2: Internet Safety and Harms</b>   |                                 |  |  |
| the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison                          | 1                               | Anti-Bullying, Cyber Bullying,<br>Online Safety<br>Sharing Information Safely Online | Autumn & Spring                                    |
|   | 1                               |  | Autumn   |



|   |                       |   |                         |
|---|-----------------------|---|-------------------------|
| with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online | 2                     | Anti-Bullying, Cyber Bullying, 'Homophobic, Transphobic and Bi-phobic Bullying', Sexting<br>Anti-Bullying, Body Image and Self Esteem<br>Online Grooming<br>Relationships & Exploitation<br><br>Money Management -Gambling<br>Money Matters(Not compulsory) | Autumn & Summer         |
|   | 3                     |   | Autumn & Spring         |
|   | 3                     |   | Various                 |
|   | 4                     |   | Autumn                  |
|   | 5                     |   | Autumn & Spring         |
| L6th  |                       |   | Various (on a carousel) |
| how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours  | All Lower School<br>4 | Anti-Bullying<br>Exploitation   | Autumn<br>Spring        |
| <b>Topic 3: Physical Health and Fitness</b>   |                       |   |                         |
| the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress  | 2                     | Mental Health<br>Stress Management  | Spring                  |
|   | 4                     |   | Summer                  |
| the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.  | 2                     | Physical Activity & Mental Health<br>Healthy Eating   | Spring                  |
|   | 5                     |   | Various (on a carousel) |
| as about the science relating to blood, organ and stem cell donation  | 1 & 2                 | Charity   | Autumn                  |

|   |                                    |  |  |
|---|------------------------------------|--|--|
| <b>Topic 4: Healthy Eating</b>  |                                    |  |  |
| how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer   | 1<br>1&2<br>1<br>5                 | Sleep<br>Healthy Eating<br>Dental Health<br>Healthy Eating           | Autumn<br>Spring<br>Spring/Summer<br>Various (on a carousel)                 |
| <b>Topic 5: Drugs, alcohol and tobacco</b>  |                                    |  |  |
| the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions | 2<br>3&4<br>4<br>4<br>L6th<br>U6th | Drugs<br>Vaping<br>County Lines<br>Drugs<br>Drugs Talk<br>Drugs Talk | Summer<br>Autumn<br>Autumn<br>Spring<br>Spring or Summer<br>Spring or Summer |
| the law relating to the supply and possession of illegal substances   | As Above                           |  |  |
| the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood   |                                    |  |  |
| the physical and psychological consequences of addiction, including alcohol dependency  |                                    |  |  |
| awareness of the dangers of drugs which are prescribed but still present serious health risks   |                                    |  |  |
| the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so  |                                    |  |  |

| <b>Topic 6: Health and Prevention</b>  |  |  |                              |
|--|--|--|------------------------------|
| about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics | 1  | Puberty and Hygiene                                | Summer                       |
| about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist | 1  | Dental Hygiene                                     | Summer                       |
| late secondary) the benefits of regular self-examination and screening   | L6th<br><i>Invite other year groups to a post lecture stall in Pavilion where possible</i> | Lecture program                                    | Visiting Speaker (Coppafeel) |
| The facts and science relating to immunization and vaccination   | Covered in Biology SOW   |  |                              |
| the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn         | 1<br>2   | Sleep<br>Healthy Lives                             | Autumn<br>Spring             |
| <b>Topic 7: Basic First Aid</b>  |  |  |                              |
| basic treatment for common injuries  | 1<br>2   | First Aid (Life Skills)<br>First Aid (Life Skills) | Spring<br>Spring             |
| life-saving skills, including how to administer CPR  | 1  | First Aid (Life Skills)                            | Spring                       |
| the purpose of defibrillators and when one might be needed   | 2  | First Aid (Life Skills)                            | Spring                       |
| <b>Topic 8: Changing adolescent body</b>   |  |  |                              |
| key facts about puberty, the changing adolescent body and menstrual wellbeing  | 1  | Puberty  | Summer                       |
| the main changes which take place in males and females, and the implications for emotional and physical health                               | 1  | Puberty  | Summer                       |

## Relationships and Sex Education: Key stages 3 and 4

| Requirement  | Year Group | Topic  | Term   |
|--|------------|--|--|
| <b>Topic 1: Families</b>   |            |  |  |
| that there are different types of committed, stable relationships.   | 2&3&4      | Sending of Nudes and Semi-Nudes Relationships<br>Puberty | Autumn   |
|  | 4<br>1     |  | Autumn<br>Summer                                   |
| how these relationships might contribute to human happiness and their importance for bringing up children  | 5<br>5     | Relationships and Parenting<br>Gender Based Violence     | Various (on a carousel)<br>Various (on a carousel) |
| what marriage is, including its 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   |            |  |  |
| 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 the characteristics of successful parenting   |            |  |  |

| <b>Requirement</b>   | <b>Year Group</b> | <b>Topic</b>   | <b>Term</b>               |
|--|-------------------|--|---------------------------|
| how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed              | 1                 | Cyber-bullying, Online Safety & Puberty                  | Autumn, Spring & Summer   |
|  | 2                 | Digital Resilience                                       | Autumn                    |
|  | 2                 | Cyber-bullying & Sexting                                 | Autumn                    |
|  | 3                 | Anti-bullying, Social Media & RSE                        | Autumn & Summer           |
|  | 4                 | Relationships & Exploitation                             | Autumn & Spring           |
|  | 5                 | Gender Based Violence, RSE Visit                         | All Year & Spring Visit   |
|  | L6th              | RSE Visit  | Spring & Autumn           |
| <b>Topic 2: Respectful relationships, including friendships</b>  |                   |  |                           |
| the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship | 1                 | Friendships, Online Safety & Puberty                     | Autumn, Spring & Summer   |
|  | 2                 |  | Autumn/Spring             |
|  | 3                 | Sending of Nudes and Semi-Nudes                          | Summer                    |
|  | 4                 | RSE  | Autumn & Spring           |
|  | 5                 | Relationships & Exploitation                             |                           |
|  | L6th              | Gender Based Violence, & RSE Visit                       | All Year and Spring Visit |
| practical steps they can take in a range of different contexts to improve or support respectful relationships  | 4                 | Healthy and Unhealthy Relationships                      | Autumn                    |
|  | 4                 | Exploitation   | Spring                    |
| how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)  | 1 & 2             | Anti-Bullying and 'Homophobic, Transphobic and Bi-Phobic | Autumn                    |
|  | 3                 | Bullying)  | Autumn                    |
|  | 3                 | Anti-Bullying  | Spring                    |
|  | 5                 | Human Rights   | Various (on a carousel)   |
|  |                   | Gender & LGBTQ+ Rights and History                       |                           |

| <b>Requirement</b>   | <b>Year Group</b>        | <b>Topic</b>   | <b>Term</b>   |
|--|--------------------------|--|---|
| that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs, | 1, 2 & 3<br>2 & 4<br>5   | Anti-Bullying<br>FBV<br>Gender & LGBTQ+ Rights and History   | Autumn<br>Summer<br>Various (on a carousel)                   |
| about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help   | All Lower School         | Anti-bullying  | Autumn  |
| that some types of behaviour within relationships are criminal, including violent behaviour and coercive control   | 2<br>3<br>4              | Sending of Nudes and Semi-Nudes<br>RSE<br>Relationships & Exploitation   | Spring<br>Summer<br>Autumn & Spring                           |
| what constitutes sexual harassment and sexual violence and why these are always unacceptable   | 2<br>3<br>4<br>5<br>L6th | Sending of Nudes and Semi-Nudes & Cyber-bullying<br>RSE<br>Relationships & Exploitation<br>Gender Based Violence & Sexuality<br>Lecture series | Autumn<br>Summer<br>Spring<br>All Year<br>Spring/Summer Visit |
| 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  | 2<br>3<br>3<br>4         | Crime and Punishment<br>Online Hate<br>Human Rights<br>Relationships   | Autumn<br>Autumn<br>Spring<br>Spring                          |

| Requirement  | Year Group  | Topic   | Term  |
|--|---|---|---|
| <b>Topic 3: Online and Media</b>   |   |   |   |
| their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online   | 3<br>4  | Online Hate<br>Online Expectations  | Autumn<br>Spring  |
| 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 | 1<br>2<br>3<br>4  | Cyber-bullying & Online Safety<br>Sexting<br>Cyber-bullying & RSE<br>Relationships & Exploitation | Autumn & Spring<br>Autumn<br>Autumn & Spring<br>Autumn and Spring |
| not to provide material to others that they would not want shared further and not to share personal material which is sent to them   |   |   |   |
| what to do and where to get support to report material or manage issues online*  | 1 & 3<br>4<br><br><i>This is mentioned at the end of most lessons where material could affect a pupil. It is also mentioned in the Ground Rules at the start of the year for all year groups 1-4.</i> | Meet & Greet Sessions<br>Exploitation & Relationships   | Autumn<br>Spring & Autumn   |
| the impact of viewing harmful content  | 3<br>4<br>L6th  | Online Hate<br>Pornography<br>RSE Visit   | Autumn<br>Spring<br>Spring  |

| <b>Requirement</b>  | <b>Year Group</b>                | <b>Topic</b>  | <b>Term</b>   |
|---|----------------------------------|---|---|
| that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner      | 3<br>4                           | RSE<br>Pornography  | Summer<br>Spring  |
| that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail  | 2<br>4<br>4                      | Sending of Nudes and Semi-Nudes<br>Exploitation & Sending of Nudes and Semi Nudes<br>Pornography                                    | Autumn<br>Spring & Autumn<br>Summer                               |
| how information and data is generated, collected, shared and used online  | 1<br>3<br>4                      | Online Safety<br>Human Rights<br>Sexting  | Autumn<br>Spring<br>Autumn  |
| <b>Topic 4: Being Safe</b>  |                                  |   |   |
| the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships | 2<br>3<br>3<br>4<br>5<br>L6th    | Sexting<br>Child on Child Abuse<br>Relationships<br>Exploitation, Pornography<br>Gender Based Violence &. RSE<br>Visit<br>RSE Visit | Autumn<br>Autumn/Summer<br>Summer<br>Spring<br>All Year<br>Spring |
| 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)  | 1<br>3<br>5<br>5<br>L6th<br>L6th | RSE - Consent<br>RSE – Consent<br>RSE Visit<br>Consent<br>RSE Visit<br>Consent  | Summer<br>Summer<br>Spring<br>Spring<br>Spring<br>Spring          |



| Requirement   | Year Group                  | Topic  | Term  |
|---|-----------------------------|--|---|
| <b>Topic 5: Intimate and Sexual Relationships, including sexual health</b>  |                             |  |   |
| how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship | 3<br>4<br>5<br>L6th<br>U6th | RSE<br>Relationships<br>RSE Visit<br>RSE Visit<br>RSE Visit  | Summer<br>Autumn<br>Spring<br>Spring<br>Autumn                                    |
| 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              | 4<br>U6th                   | Reproductive Health<br>RSE Visit   | Spring<br>Autumn  |
| the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.   | 3<br>4<br>5<br>U6th         | RSE<br>Reproductive Health<br>Family Life<br>RSE Visit   | Summer<br>Spring<br>All Year<br>Autumn  |
| that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others  | 2<br>3<br>4<br>5<br>L6th    | Sending of Nudes and Semi Nudes<br>RSE<br>Relationships & Exploitation<br>Sexuality & RSE Visit<br>RSE Visit | Autumn/Spring<br>Summer<br>Autumn & Spring<br>All Year and Spring Visit<br>Spring |
| that they have a choice to delay sex or to enjoy intimacy without sex   |                             |  |   |
| the facts about the full range of contraceptive choices, efficacy and options available   |                             |  |   |
| the facts around pregnancy including miscarriage  | 5                           | Relationships and Pregnancy<br>Choices   | Various (on a carousel)   |
| 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)       |                             |  |   |

| <b>Requirement</b>  | <b>Year Group</b>   | <b>Topic</b>   | <b>Term</b>  |
|---|---|--|--|
| how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing | 3<br>4<br>5<br>L6th<br>U6th   | RSE<br>Relationships & Exploitation<br>RSE Visit<br>RSE Visit<br>RSE Visit | Summer<br>Autumn & Spring<br>All Year and Spring Visit<br>Spring<br>Autumn |
| about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.   |   |  |  |
| how the use of alcohol and drugs can lead to risky sexual behaviour   | 2 (briefly mentioned)<br>3<br>4<br>5 & L6th   | Drugs<br>RSE<br>Relationships and Drugs<br>RSE Visit                       | Summer<br>Summer<br>Autumn and Summer<br>Spring                            |
| how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment   | During all RSE lessons in 3, 4, 5 and L6th lessons.<br>2 – during Sexting lessons they are reminded where they can get help.<br>U6th – During RSE Visit this is revisited |  |  |

## Covered in Biology:

IGCSE Triple award Fourth Form:



|   |  |
|---|--|
| <b>Section 2: Structures and functions in living organisms</b><br>h.) Transport | <b>2.62 understand how the immune system responds to disease using white blood cells, illustrated by phagocytes ingesting pathogens and lymphocytes releasing antibodies specific to the pathogen</b><br><br><b>2.63B understand how vaccination results in the manufacture of memory cells, which enable future antibody production to the pathogen to occur sooner, faster and in greater quantity</b><br><br><b>2.64B understand how platelets are involved in blood clotting, which prevents blood loss and the entry of micro-organisms</b> |
|---|--|

AQA GCSE double award Fourth Form:

Students should be able to describe the non-specific defence systems of the human body against pathogens, including the:

- skin
- nose
- trachea and bronchi
- stomach.

Students should be able to explain the role of the immune system in the defence against disease.

If a pathogen enters the body the immune system tries to destroy the pathogen.

White blood cells help to defend against pathogens by:

- phagocytosis
- antibody production
- antitoxin production.

Students should be able to explain how vaccination will prevent illness in an individual, and how the spread of pathogens can be reduced by immunising a large proportion of the population.

Vaccination involves introducing small quantities of dead or inactive forms of a pathogen into the body to stimulate the white blood cells to produce antibodies. If the same pathogen re-enters the body the white blood cells respond quickly to produce the correct antibodies, preventing infection.

Students do not need to know details of vaccination schedules and side effects associated with specific vaccines

## **APPENDIX B TO 'Relationships and Sex Education' POLICY**

### **CONTENT AND TIMING OF TEACHING OF RSE SUBJECTS**

#### **FIRST FORM: SCHEME OF WORK**

Lesson 1 begins by revising the existing Group Rules for discussions (applicable to everyone, including teachers) which were drawn up by pupils at the beginning of the year.

Typically, these rules will comprise

1. Everyone's contributions will be treated with respect.
2. We can laugh with - but not at people.
3. We will listen carefully and not interrupt or take part in other conversations.
4. We will encourage everyone to take part, but no one will be forced to contribute.
5. No-one will be expected to divulge information of a personal nature.
6. We will not discuss any issues raised in these discussions outside the classroom unless the class has given permission for this to happen.

This is then followed by a series of lessons covering:

- Puberty – body changes, hygiene, hormones, sustainability and menstruation
- Girls and boys have separate sessions – girls' feminine protection distributed; boys discuss wet dreams etc
- Embarrassing scenarios – role plays
- Boyfriends, girlfriends, passive / aggressive responses to arguments
- Friendship – healthy and unhealthy, building positive relationships, how to support one another and where to find support

#### **SECOND FORM**

Complementary Curriculum Lesson 1 & 2 (2<sup>nd</sup> Form): Begin by clarifying group rules that were drawn up at the start of the year and then move on to recapping the dangers of online safety, covered previously in the year when looking at Cyber-bullying. A definition of an indecent image is shared, and pupils view the video on Sexting by Child Net. Pupils use a card sort to identify the law when sending and receiving inappropriate media and texts. Discussions are centered around coercion, bullying, toxic relationships, boundaries, consent and love as well as the impact of negative relationships specifically looking at grooming and inappropriate use of technology and the internet.

## **THIRD FORM**

Complementary Curriculum Lesson 1 (3rd Form): Begin by clarifying Group Rules and question procedure as for 1st Form (5 minutes). Introduce individual topics that will be discussed and explored.

Lesson 2 (mixed groups): Answer pupils' questions, encouraging pupils to help with the answers. Introduce "extra" questions (from questions posed in other classes or in previous years) for pupils to tackle - with assistance if necessary.

Subsequent lessons include the topics of STIs, fertility, pregnancy, *conception*, *pleasure*, demonstration of use of condoms and an explanation of other forms of contraception as well as gender identity and consequences of pregnancy. Pupils spend time considering how to be a good friend in scenarios where they may need to provide support to close friends.

Careful consideration is given to how we provide an all-around stance on relationships that incorporate LGBTQ+ vocabulary and experiences.

Plenty of time is given to relevant scenarios and assertive ways of dealing with these situations.

The following topics are interwoven throughout the Third Form course of Complementary Curriculum:

- Building positive relationships
- Bullying – why, how and what to do
- Boundaries
- Friendships and relationships with contemporaries
- Managing emotions and mental health
- Diversity

## **FOURTH FORM**

PSHE Lessons over the course of 3 to 4 weeks in the Spring Term:

‘Child Sexual Exploitation’ following the CEOP resources. A Police visit where possible is also organised where possible allowing pupils to understand the reality behind situations that they have just looked at in detail as well as an opportunity to ask questions related to the local area with reference to Child Exploitation e.g., Sexting. This covers grooming, trafficking, honour-based violence and county lines with specific looks at the detrimental effect that Pornography has on relationships and the world in terms of exploitation, grooming, trafficking and money.

The Fourth Form spend a few weeks looking at healthy and unhealthy relationships and how domestic abuse, bereavement and changing circumstances all can have an effect on our day-to-day lives. We take time to explore the fundamental British values where we incorporate racism, sexism and how to build positive relationships with those around us.

## **FIFTH FORM**

It is hoped that a stand-alone presentation about sexual health from It Happens Education is scheduled for all 5th Form pupils. This is delivered by an outside speaker in order to reinforce the teaching during timetabled Complementary Curriculum lessons. Aside from this there is a two-week course delivered as part of the carousel that discusses Contraception and Parenting – parental responsibilities and parenthood and another course that covers Gender Based Violence. Adoption, orphans, families of all types and the difference between civil partnership, marriage and cohabiting partners are all looked at in depth through the use of PSHE Association resources and lesson plans. Pupils also attending an in-house Consent Workshop around the resources from Teen Tips: Court, Conviction and Consent.

## **LOWER SIXTH**

A stand-alone presentation about sexual health from It Happens Education during Complementary Curriculum is scheduled that covers sexual health, contraception, consent, how and where to access help, love and break ups. When available, the Lower Sixth Pupils also receive a visit from a Breast Cancer Awareness charity that covers the importance of self-examination to protect their health.