St Dunstan's College

PART OF
ST DUNSTAN'S EDUCATION GROUP

RSE POLICY

Policy Owner:	Head of College
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Date of review:	Summer 2026
Approved by:	Local School Board
Date of next review	Autumn 2027

Version control information

Reason for Amendment	Role	Date	Main changes
New template	Deputy Head Pastoral	Summer 2026	Transfer to new template - content separated from the Curriculum policy. This policy is now a combined JS & SS document.

1. Aims

This policy is applicable to staff, students and parents / carers of St Dunstan's College Senior School ('the school') and aims to ensure all parties are clear on the mechanism by which Relationships Education, Relationships and Sex Education (RSE) is delivered.

In accordance with the DfE statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025) the school aims to.

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Engage with pupils: The school will create an inclusive and well-sequenced curriculum which is informed by engagement with pupils to ensure that it is relevant and engaging.
- Engage and be transparent with parents: The school will engage with parents on the RSE content and be transparent with parents / carers on all the materials used in advance of taught lessons.
- Positivity: The school will focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including both physical and mental health.
- Careful sequencing: The school will cover all statutory topics, recognising that students can start developing healthy behaviour and relationships as soon as they start school. Consideration to the sequencing of teaching so that students are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur and to prevent harms.
- Relevant and responsive: The school curriculum is developed to be relevant, age appropriate and accessible to our students whilst considering specific local issues where relevant.
- Skilled delivery of participative education: The curriculum is delivered by school staff, or external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not alarm students. Staff are trained in safeguarding and pastoral support, recognising the increased possibility of disclosures.
- Whole school approach: The curriculum is delivered as part of a whole school approach to wellbeing and positive relationships in line with our pastoral care and behaviour policies.

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation and guidance:

- Education Act 1996
- SEND Code of Practice 2015
- Equality Act 2010
- Duty to Prevent 2015
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2025
- Keeping Children Safe in Education 2026

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for the curriculum but will delegate day-to-day responsibility to the Chief Executive Officer (CEO), who in turn delegates the responsibility to the Head of College.

The respective Local School Board has a duty to:

- Approve this policy annually
- Ensure the school follows the framework set out in this policy.

3.2 The Head of College/Junior School

The Head of College/Junior School is responsible for ensuring this policy is implemented. This includes:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

3.4 Staff

The Head of Stuart and Usherwood, as directed by the Assistant Head – Director of Teaching and Learning, is responsible for overseeing the RSE curriculum in the Senior School. The Stuart Additional Curriculum Coordinator, as directed by the Junior School Deputy Head Academic, is responsible for overseeing the RSE curriculum in the Junior School.

Teaching staff are responsible for understanding this policy and their role in delivering RSE, this includes attending training as required and engaging in monitoring and evaluation procedures. These responsibilities include:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress of students
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Deputy Head Academic.

3.5 Students and parents/carers

Students and parents/carers are responsible for engaging with the RSE curriculum.

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

Parents are encouraged to engage with the RSE curriculum throughout the academic year.

4. RSE Provision

The school provides Relationships and Sex Education as described in the statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025).

RSE is taught through the Stuart Additional Curriculum, which combines RSE and elements of the PSHE programme alongside further content.

In the Junior School, Stuart Additional Curriculum lessons are delivered by the Form Teacher. In the Lower School and Middle School, Stuart Additional Curriculum lessons are taught through one timetabled session with specialist teachers per week.

In the Sixth Form, students have regular drop down afternoons focussing on RSE, which are delivered by specialist Relationships Teachers or the Sixth Form Pastoral Team. These sit alongside the Sixth Form tutorial programme, which is delivered through tutor times and a weekly timetabled lesson. Please see Appendix I for the RSE curriculum content for further details.

This provision is augmented across a range of other curriculum subjects, including Science, Religion Philosophy and Ethics, Computer Science and English, and is also supported through our Usherwood programme in the Senior School.

5. RSE curriculum

5.1 Curriculum structure and content

The curricula for the Stuart (PSHE including RSE) Additional Curriculum in the Senior School are set out in the annual PSHE and Stuart Additional Curriculum Scheme of Learning and Assessment. The aspects of RSE taught in other subjects are set out in the Schemes of Learning and Assessment for those subjects. These will be adapted as and when necessary to meet legitimate need.

We have developed the curriculum in consultation with parents/carers, students, and staff, considering the age, needs and feelings of students. There is an annual Stuart Curriculum event in Michaelmas Term where planned curriculum content is outlined to parents/carers and they have an opportunity to respond and ask questions.

All students have an opportunity to regularly feedback on the curriculum through end of unit feedback forms, which are reviewed by the Head of Stuart and Usherwood. We regularly hold consultation groups where students can share their views with the Head of Stuart and Usherwood. Input in the curriculum is also provided by the Senior Leadership Team, under the direction of the Deputy Head Pastoral, and the Head of Stuart and Usherwood meets with the Deputy Head Pastoral each term to ensure the curriculum addresses the current needs and trends in student relationships.

If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not exclusively seek answers online.

The curriculum focuses on providing students with the life skills necessary to develop positive relationships, promote physical and mental health and wellbeing, reflect on themselves as well as their strengths and weakness, and develop a greater understanding of the wider world. The school is a member of the PSHE Association, and we regularly use their resources and attend their training sessions. In the Junior School, Kapow is also used for structure of planning and resources.

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

- Families
- Healthy and respectful relationships, including friendships
- Consent
- Online safety and awareness
- Being safe

For full details on further RSE topics taught within the Stuart Additional Programme, please see Appendix I.

Sex education will focus on:

- Intimate and sexual relationships, including sexual health
- The options available if pregnancy occurs
- The impact of watching pornography

For further details on other Sex Education topics, please see Appendix I.

5.2 Delivery of RSE

In the Senior School, RSE is taught within the Stuart Additional Curriculum. It is supported and reinforced in the Usherwood Curriculum. The Stuart Additional Curriculum is delivered in a weekly timetabled lessons for students in Lower School and Middle School. In the Sixth Form, RSE is delivered as part of the Sixth Form tutorial programme, which includes one timetabled lesson each week alongside tutor time. The RSE Statutory Content is taught by specialist teachers and regular training is given to all staff who teach the Stuart Additional Curriculum.

Our teaching of RSE is supported further by the Usherwood Programme, assemblies and visiting speakers in response to issues arising within the school or wider community. Its consistent integration into routine pastoral and tutorial time supports the pastoral care and personal development of each student as they learn about health and wellbeing, relationships, and living in the wider world in an environment where they are already understood and accepted.

The Head of Usherwood and Stuart works closely with colleagues in related curriculum areas to ensure subjects and taught material complement each other and avoid duplication. Biological aspects of RSE are taught within the science curriculum and other aspects are included in Religion, Philosophy and Ethics (RPE) for example.

In the Junior School, RSE curriculum content is delivered through the Stuart Additional Curriculum in weekly timetabled lessons delivered by Form Teachers. Staff are providing specific training for the delivery of PSHEE and statutory RSE content.

Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will consider using approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all pupils are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity

- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity
- Avoid:
    - Any language or activities that repeat or enforce gender stereotypes
    - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

Throughout each year group we will use appropriate material to assist learning, such as diagrams, videos, books, games, discussions and practical activities.

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The Stuart programme is designed to focus on boys and girls equally, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All teaching resources and materials are assessed before use by the Head of Usherwood and Stuart (Senior School) or Stuart Curriculum Coordinator (Junior School), under the direction of the Assistant Head – Director of Teaching and Learning (Senior School) or Junior School Deputy Head Academic (Junior School), teachers are given training on how to deliver these resources before lessons and all materials are shared with parents / carers through the school's online platform, My School Portal, and an annual Stuart education event.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carer, see section 7 for more details.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion

- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendix I.

The school will continue to develop knowledge of topics specified for primary schools as required and in addition cover the content specified for secondary schools.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children, young carers or kinship).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

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

5.2 External speakers and resources

The school may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The specialist knowledge and different approaches external speakers and visiting organisations can bring is recognised by the school.

Where external speakers or visiting organisations are utilised all materials and lesson plans are viewed in advance by the Head of Usherwood and Stuart or Junior School Deputy Head Academic to ensure the content is accurate, age and developmentally appropriate and balanced. These materials are made available for parents to view ahead of delivery. These speakers are all reviewed in line with our visiting speaker form and review process.

Where external speakers or visiting organisations contribute to the RSE curriculum all sessions are supervised by their Stuart teachers, Form Teachers or the Head of Usherwood and Stuart/Stuart Curriculum Coordinator.

The school will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage

    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on what they're going to say and their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

The school will not:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

5.3 Sensitive questions and classroom practice

Some Stuart lessons covering RSE content may address areas that some students find sensitive. Before Stuart lessons take place, teachers establish ground rules for lessons to ensure the environment remains respectful and students feel safe; this includes ensuring that personal information is not requested or disclosed by those taking part in the lesson. Students are encouraged to respect each other's opinions and privacy during Stuart lessons.

During Stuart lessons all students have access to a question box or suitable platform to ask anonymous questions should they wish. These questions, along with any public questions, are answered appropriately taking into consideration the age and development of the students in the class. Consideration is always given to whether discussion is suitable for a whole-class setting or on an individual basis. Where appropriate, questions or concerns raised by students are managed according to the Pastoral Care policy.

6. Right to Withdraw from Sex Education

Requests for withdrawal should addressed to the Head of College or Head of Junior School and parents/carers should expect to be asked to complete an RSE Parent Withdrawal Form, found in Appendix II. For students with SEND, there may be exceptional circumstances where the Head of College or Head of Junior School may want to take a student's specific needs arising from their SEND into account when making this decision.

Parents/carers have the right to withdraw their children from all or part of the non-science components of sex education within RSE only up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Parents/carers do not have the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

The Head of College or Junior school, or a member of staff this role is delegated to, will discuss the request with parents/carers to ensure their wishes are understood. Parents/carers are asked to confirm their decision in writing.

Students who are withdrawn from Sex Education will be given high-quality alternative work to complete based on other aspects of the Stuart Additional Curriculum.

Copies of any withdrawal request will be kept by the school as part of a child's educational record.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

7. Informing parents

The school proactively engages parents with the RSE curriculum so they are away what is being taught at each stage. This includes the following in the Senior School:

- An annual Stuart curriculum event in the Michaelmas term where planned curriculum content is outlined to parents/carers and they have an opportunity to respond and ask questions.
- Copies of materials and lesson resources are published on My School Portal in a dedicated area at the beginning of each academic year.
- Feedback and the views of parents / carers on the content and delivery of RSE is valued and parents / carers are given opportunities to share this with staff.
- Welcoming feedback on the RSE policy every year from parents / carers, staff and students.
- The Deputy Head Pastoral and Head of Usherwood and Stuart meet termly to discuss wider issues relating to the parent / student body and wider community so this can be reflected and addressed in the curriculum as necessary.

In the Junior School this includes:

- An annual parent event to share a summary of the RSE curriculum and the materials that will be used with children.
- Curriculum maps and overviews available for parents on My School Portal.
- Feedback and the views of parents / carers on the content and delivery of RSE is valued and parents / carers are given opportunities to share this with staff.
- Welcoming feedback on the RSE policy every year from parents / carers, staff and students.

8. Staff training

Timetabled Stuart Additional Curriculum lessons will be taught by trained members of staff. In the Senior School, staff are trained regularly as detailed below.

- The Head of Usherwood and Stuart holds continual professional learning (CPL) sessions during staff training days before the start of the Michaelmas term for all Stuart teachers.
- Throughout the academic year, and before RSE content is delivered as part of the curriculum, the Head of Usherwood and Stuart holds further CPL sessions for Stuart teachers on sensitive RSE content.
- Regular meetings take place between the teachers of the Stuart Additional Curriculum and the Head of Usherwood and Stuart so staff views and questions can be addressed.
- The Head of Stuart and Usherwood conducts regular learning walks to monitor the delivery of lessons.

- Staff training on the delivery of RSE is included in our CPL calendar for all.

In the Junior School:

- The Stuart Curriculum Coordinator will deliver training to staff annually as part of the schools CPL schedule.
- Specific training is delivered to staff delivering the sex education elements of RSE
- The Junior School Deputy Head Academic and/or Stuart Curriculum Coordinator conducts regular learning walks to monitor the delivery of lessons.

9. Inclusion

The school meets the requirements and expectations of the Equality Act 2010. We do not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We also make reasonable adjustments to alleviate learning and physical difficulties students may have and are mindful of the SEND Code of Practice when planning for the needs of all students admitted to the school, including those with protected characteristics.

Teachers of students with SEND refer to Learning Support Profiles (LSPs) and liaise with the SEND department where a student may need additional support to ensure that the teaching of the RSE Statutory content is appropriate for each individual.

10. Assessment

During Stuart lessons assessment for learning is used during lessons to assess impact and inform future learning. This could include questioning, discussion, mind maps, exit questions or quizzes. At the end of a series of lessons students complete quizzes to assess their understanding and knowledge. In addition, students complete a self-reflection form at the beginning of each term to assess their level of confidence in each learning outcome of the scheme of work.

Students are regularly surveyed throughout the year to assess the relevance of each topic covered as well as to gain insight into areas students would like additional guidance.

11. Monitoring

Monitoring of the RSE provision in the Senior School is undertaken by the Deputy Head Academic, along with the Deputy Head Pastoral, Head of Usherwood and Stuart, Assistant Head – Director of Teaching and Learning, Assistant Head – Safeguarding (SENDCo) and Heads of Year.

In the Junior School this is undertaken by the Junior School Deputy Head Academeic, Stuart Curriculum Coordinator, Deputy Head Pastoral and Heads of Section. This

policy is updated annually but may be updated earlier, where necessary, for example in response to changes in legislation, statutory guidance or safeguarding practice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

The formulation of this policy has included consultation with parents, staff, and students. Any future changes to the policy will similarly involve consultation. The consultation and policy development process involved the following steps:

1. Review - in the Senior and Junior Schools, the Deputy Head Academic collated relevant national and local guidance and reviewed existing provision of RSE.
2. Staff consultation - all school staff were given the opportunity to review at the policy and make recommendations.
3. Parent/carers / stakeholder consultation – parents and carers were invited to look at the policy and make recommendations
4. Student consultation – students were invited to look at the policy and make recommendations
5. Ratification - once amendments were made, the final policy was ratified by the Governing Body

Students, via pupil voice and feedback forms, and teaching staff are asked to offer feedback regularly throughout the academic year to highlight areas where staff need further training and topics where students want more detail and guidance. Feedback from parents may also be considered as part of the review process.

This policy will be reviewed by the Deputy Heads Academic annually. At every review, the policy will be approved by the Local board.

12. Links with other policies

This RSE policy links to the following policies:

- Curriculum
- Pastoral Care
- Safeguarding and Child Protection
- Individual Student Need
- PSHE policy
- Gender Identity
- Prevent
- IT policy

Appendix I – RSE curriculum content

A – EYFS and Junior School

Section	Year	Michaelmas	Lent	Trinity
EYFS	EYFS	Self-regulation: My Feelings Building relationships: Special relationships	Managing self: Taking on challenges Self-regulation: Listening and following instructions	Building relationships: My family and friends Managing self: My wellbeing
Key Stage 1	1	My healthy self: How can we look after our emotions? Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online? Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life? Staying safe: How can I stay safe?
	2	My healthy self: How can we look after our bodies? Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online? Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow? Staying safe: How can I make safe choices in different places?
Lower Key Stage 2	3	My healthy self: How can I take care of my mind and body? Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online? Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen? Citizenship: What careers do people choose and why?
	4	My healthy self: How can I make healthy choices?	The online world: How can we decide what to trust online?	Growing up: How will my body and emotions change as I grow up?

		Connecting with others: How can we respect each other?	Citizenship: How can I spend money responsibly?	Staying safe: What signs help me recognise what is safe or unsafe?
Upper Key Stage 2	5	My healthy self: How can I support my mind and body as I grow? Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online? Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up? Citizenship: How can we be in control of our money?
	6	My healthy self: How do my choices today shape my future health? Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online? Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up? Sex education: How do people become parents and carers?

B – Lower and Middle School

Topic	Curriculum content	
Families	1. That there are different types of committed, stable relationships.	Y10: Power, Control and Harassment *(All terms- carousel based on student ages)* Y10: Teenage Relationship Abuse *(All terms- carousel based on student ages)*
	2. How these relationships might contribute to wellbeing, and their importance for bringing up children.	
	3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.	

	4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Y11: Marriage, Relationships and Parenting *(All terms- carousel based on student ages)*
	5. That forced marriage and marrying before the age of 18 are illegal.	
	6. How families and relationships change over time, including through birth, death, separation and new relationships.	
	7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	
	8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	
Respectful relationships, including friendships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	Y7: Emotional Intelligence and Kindness (M2) Y7: Communicating Online (M1) Y7: Bullying and Cyberbullying (M2) Y8: Equality: Identity and Community (T1) Y8: Bias and Stereotypes (T2) Y8: Equality: Discrimination and Protected Characteristics (T2) Y8: Equality: Challenging Assumptions - Religion and Gender (T2) Y9: Self-Esteem (T2) Y9: Peer Pressure (L2)
	2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	
	3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	
	4. What tolerance requires, including the importance of tolerance of other people's beliefs.	
	5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	

	6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	Y9: One on One Relationships (L2) Y9: Staying Safe When Having Sex (I2) Y9: Relationships in the Media, Including Pornography (L2) Y10: Rights, Trust and Values *(All terms- carousel based on student ages)* Y10: Power, Control and Harassment *(All terms- carousel based on student ages)* Y11: Ending Relationships Respectfully *(All terms- carousel based on student ages)* Y11: Online Misogyny and the Manosphere *(All terms- carousel based on student ages)*
	7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	
	8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	
	9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	
	10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	
	11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.	
	12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.	
Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Y7: Bullying and Cyberbullying (M2) Y7: Social Media (L1) Y8: Sharing Nudes (M1) Y8: Cyber Security and Digital Footprints (M1)
	2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	

	3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	Y8: Introduction to AI (M2) Y9: Cyber Security Threats (M2) Y9: AI in Law and Ethics (M2) Y9: Relationships in Media, Including Pornography (L2) Y10: Pornography *(All terms- carousel based on student ages)* Y11: Online Blackmail *(All terms- carousel based on student ages)* Y11: Online Misogyny and the Manosphere *(All terms- carousel based on student ages)*
	4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	
	5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.	
	6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	
	7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.	
	8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a	

	distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	
	9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	
	10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	
	11.That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	
	12. How information and data is generated, collected, shared and used online.	
	13.That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	
	14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	
	15.That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	
Being safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	Y7: Using Information Critically (M1) Y7: How Reliable is the News (L2)

	2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	Y7: Bias in the Media (L2) Y7: Bullying and Cyberbullying (M2) Y7: Social Media (L1) Y8: Sharing Nudes (M1) Y8: FGM (M2) Y8: Consent (M2) Y9: One On One Relationships (L2) Y9: Staying Safe When Having Sex (L2) Y9: Sexual Harassment (T2) Y9: Gangs (T1) Y9: Relationships in Media, Including Pornography (L2) Y10: Power, Control and Harassment *(All terms- carousel based on student ages)* Y10 Teenage Relationship Abuse *(All terms- carousel based on student ages)* Y10 Safe Sex *(All terms- carousel based on student ages)* Y11: Domestic Abuse and Violence Against Women and Girls *(All terms- carousel based on student ages)* Y11: Marriage, Committed Relationships and Parenting
	3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	
	4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	
	5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.	
	6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	
	7. The concepts and laws relating to sexual violence, including rape and sexual assault.	
	8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	
	9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	
	10.That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	

	11.The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	*(All terms- carousel based on student ages)* All lessons cover sources of support
	12.The concepts and laws relating to forced marriage.	
	13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.	
	14.That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.	
	15.That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.	
	16.How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	
Intimate and sexual relationships, including sexual	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Y8: Consent (M2) Y8: Introduction to Healthy Sexual Relationships (M2) Y9: Staying Safe When Having Sex (L2) Y10: Contraception *(All terms-carousel based on student ages)* Y10: Pregnancy, Fertility and the Menopause *(All terms-*
	2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.	
	3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	

	4. 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.	*carousel based on student ages)* Y10: Pregnancy, Fertility and Menopause *(All terms- carousel based on student ages)* Y10: Safe Sex *(All terms- carousel based on student ages)* Y11: Drugs, Alcohol and Consent *(All terms- carousel based on student ages)* Y11: Alcohol Consumption: The Facts *(All terms- carousel based on student ages)* All lesson cover sources of support
	5. That some sexual behaviours can be harmful.	
	6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.	
	7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	
	8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.	
	9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	
	10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	
	11.How and where to seek support for concerns around sexual relationships including sexual violence or harms.	
	12.How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	
The Law: Pupils should be	marriage, including forced marriage and civil partnerships	Y7: Equality Act (M2) Y8: FGM (M2) Y8: Consent (M2) Y8: Sharing Nudes (M1)
	consent, including the age of consent	
	domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty	

	sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour	Y8: Alcohol and Risk (M2) Y8: Caffeine and Tobacco (M2) Y8: Gambling and Gambling Addiction (L1) Y9: Staying Safe When Having Sex (L2) Y9: Psychology of Extremism (M1) Y9: Relationships in Media, Including Pornography (L2) Y9: Options in Pregnancy (T1) Y9: Gangs (T1) Y10: Pornography *(All terms- carousel based on student ages)* Y10: Knife Crime *(All terms- carousel based on student ages)* Y10: County Lines *(All terms- carousel based on student ages)* Y10: Contraception *(All terms- carousel based on student ages)* Y11: Online Blackmail *(All terms- carousel based on student ages)* Y11: Marriage, Committed Relationships and Parenting *(All terms- carousel based on student ages)* Y11: Valuing Diversity, Extremism and Radicalisation *(All terms- carousel based on student ages)*
	the Online Safety Act	
	online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion	
	pornography	
	abortion	
	protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)	
	alcohol, smoking, vaping and nicotine products and illicit drug use	
	gambling	
	carrying knives and weapons	
	extremism/radicalisation	
	grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running	
	hate crime	
	the age of criminal responsibility	
	medical consent, Gillick competence and parental responsibility	

C – Sixth Form

Year 12			
Week	**Topics covered**	**Stuart or Usherwood Theme**	**PSHE Association Topic**
Michaelmas 1	Life as a Sixth Former: Transition	Usherwood	Mental Health and Wellbeing
	Masterclass 1 - First impressions Matter	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
	AI and Learning Ca, Gh, Gl Success in Academic Study Me, St, Wo	Usherwood	Online Life and Online Harms
	Masterclass 2 - How to network when you hate small talk	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
Michaelmas 2	AI and Learning Me, St, Wo Success in Academic Study Ca, Gh, Gl	Usherwood	Online Life and Online Harms
	Mental Health Awareness	Usherwood	Mental Health and Wellbeing
	Masterclass 3 - Storytelling with a touch of AI magic	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
	Relationships Education: Consent and Managing Sexual Pressure	Stuart Connected Lives	Boundaries and Consent
	Relationships Education: Sharing Youth Produced Sexual Imagery	Stuart Connected Lives	Boundaries and Consent
	Masterclass 4 - Assessment centres, interviews and future success	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
	Sex Education: Pornography	Stuart Connected Lives	Boundaries and Consent
Lent 1	Masterclass 5 - Presence, presentations and speaking like a leader	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work

	Coaching Training	Stuart Connected Lives	Careers Education: Aspirations, Learning and Work
	Financial Education: Borrowing	Stuart Thriving in the Future	Economic Wellbeing
	Financial Education: Renting and Buying Property	Stuart Thriving in the Future	Economic Wellbeing
Lent 2	Financial Education: Money and Wellbeing	Stuart Thriving in the Future	Economic Wellbeing
	Masterclass 6 - Build your brand: online and in person	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
	Financial Education: Cryptocurrencies	Stuart Thriving in the Future	Economic Wellbeing
	House Presentation Project	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
	House Presentation Project	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
Trinity 1	House Presentation Project	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
	Independence and Safety in Adulthood	Usherwood	Managing Risk and Personal Safety
	Travelling Abroad	Usherwood	Managing Risk and Personal Safety
	Looking out for each other	Usherwood	Managing Risk and Personal Safety
Trinity 2	Online Safety Lesson 1	Usherwood	Online Life and Online Harms
	Online Safety Lesson 2	Usherwood	Online Life and Online Harms
	Summer Planning	Usherwood	Managing Risk and Personal Safety

Year 13			
Week	**Lesson**	**Stuart or Usherwood Theme**	**PSHE Association Topic**
Michaelmas 1	Futures	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
	Politics Week Lesson- Legitimate Protest	Stuart Connected Lives	Managing Risk and Personal Safety
	Futures	Stuart Thriving in the Future	Careers Education: Aspirations, Learning and Work
	Mental Health Week Lesson- Ways to Wellbeing	Usherwood	Mental Health and Wellbeing
	Sleep Lesson- The Power of Sleep	Usherwood	Mental Health and Wellbeing
Michaelmas 2	Planning the October Exeat Revision Schedule	Usherwood	Mental Health and Wellbeing
	Drugs & Alcohol: Keeping Safe	Usherwood	Drug Education
	Drugs & Alcohol: Travelling and Making Decisions	Usherwood	Drug Education
	Sex Education: Contraception Session 1	Stuart Connected Lives	Contraception and Parenthood
	Sex Education: Contraception Session 2	Stuart Connected Lives	Contraception and Parenthood
	Sex Education: Options in Pregnancy	Stuart Connected Lives	Contraception and Parenthood
Lent 1	Drugs: Understanding risks and consequences	Usherwood	Drug Education
	Drugs: Medicines and substances	Usherwood	Drug Education
	Finance Education: The Economy	Stuart Thriving in the Future	Economic Wellbeing
Lent 2	Finance Education: Mortgages	Stuart Thriving in the Future	Economic Wellbeing
	Finance Education: Credit Cards	Stuart Thriving in the Future	Economic Wellbeing

	Finance Education: Pensions	Stuart Thriving in the Future	Economic Wellbeing
	Finance Education: ISAs	Stuart Thriving in the Future	Economic Wellbeing
	Finance Education: Decision Making and Financial Decisions	Stuart Thriving in the Future	Economic Wellbeing

Appendix II – Parent /carer withdrawal form

Parent form: withdrawal from sex education within RSE			
In accordance with government statutory guidance for the teaching of Relationships and Sex Education (RSE), parents /carers hold the right to request to withdraw their child from some or all of sex education delivered as part of statutory RSE. Following any request for a student to be withdrawn from sex education, a meeting will be arranged with the Head of the Senior School, or their representatives, to discuss the request, including any potential social or emotional effects or specific needs arising from SEND. A request for withdrawal from sex education within RSE will be respected by the school when it made for a child before three terms prior to their 16th birthday. From three terms before the child turns 16, the child's views will be considered alongside those of parents/carers.			
Student Name and Date of Birth:		**Tutor Group:**	
Parent(s) / Carer(s) Name:		**Date:**	

Reason for withdrawing from sex education within relationships and sex education	
Parent/Carer signature(s)	
Date	
To be completed by the School	
Notes	
Staff Name	