



RSE Policy

January 2025

SECTION 1: Aims

The aims of Relationships and Sex Education at our school are to:

- 1.1 Provide a framework in which sensitive discussions can take place
- 1.2 Teach pupils the correct vocabulary to describe themselves and their bodies
- 1.3 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 1.4 Help pupils develop feelings of self-respect, confidence and empathy
- 1.5 Create a positive culture around issues of sexuality and relationships

SECTION 2: Statutory Requirements

- 2.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.
- 2.3 We are not required to provide Sex Education at primary level, however, we do need to teach the elements of Sex Education contained in the Science curriculum and there are important elements that support the wellbeing aspect of Sex Education included in our RSE programme.
The DfE guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'
- 2.4 In the Senior School, RSE is taught through the PSHE programme.

SECTION 3: Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- 3.1 Review: the Assistant Head (Pupil Development and Wellbeing) reviews the policy every two years in response to the needs of our school, statutory guidance.



- 3.2 Staff consultation: The RSE and PSHE policies are shared with staff via email, school meetings or Staff INSET Days, as appropriate. Staff voice about the RSE policy is sought through emails, electronic forms or staff meetings and amendments are made if appropriate.
- 3.3 Parents/guardians consultation: links to the RSE and PSHE policies are shared with parents/guardians at the beginning of every school year and are published on the school website. Parents/guardians are welcome to respond to any changes or updates to school policy and their views will be sought via emails, electronic forms, Parent Forums, or consultation evenings. We use parent/guardian views to update and adapt our RSE lessons when appropriate.
- 3.4 Student consultation: We seek the views of our students about RSE through class discussion, electronic forms, and Student Voice Focus Groups at various points throughout the school year. We use student voice to update and adapt our RSE lessons when appropriate.
- 3.5 Ratification: once amendments are made, the policy is shared with the Governing Board and ratified

SECTION 4: Definitions

- 4.1 We define Relationships Education as the learning and teaching of the knowledge, skills and attributes needed to build healthy, respectful, and positive relationships with others, including family, friendships, at school, in the wider community, and at work. It aims to help children and young people to develop communication skills, empathy and self-awareness. It addresses topics such as boundaries, consent, equality, managing conflict, respect, wellbeing.
- 4.2 We define Sex Education as the learning and teaching about intimate sexual activity, including biological, emotional, and social aspects. It provides students with accurate, age-appropriate information about consent, contraception, reproduction, sexually transmitted infections, and safe sexual practices. Sex Education equips students with the knowledge and skills to make informed decisions about their sexual health, understand the importance of respect and consent, and develop the confidence to navigate intimate relationships responsibly and safely.

SECTION 5: Curriculum

- 5.1 Our Junior School curriculum is included in Appendix 1 which shows our Programme Progression Grid. However, we may adapt it-when necessary to meet the needs of our students and community, or when issues are highlighted nationally.
- 5.2 Primary Sex Education will focus on:
 - 5.2.1 Preparing boys and girls for the changes adolescence brings
 - 5.2.2 How a baby is conceived and born



- 5.3 Our Senior School RSE content is planned and delivered through our PSHE programme, following the guidance of the PSHE Association, see Appendix 2.
- 5.4 The RSE curriculum is carefully planned in a sequential manner following a spiral curriculum, which provides coherent progression from the Junior to Senior School.

SECTION 6: Delivery of Relationships and Sex Education – Junior School

- 6.1 In the Junior School, RSE is taught as a standalone subject and is separate to PSHE on our class timetables. Biological aspects of RSE are taught within the Science curriculum as well as in RSE.
- 6.2 We use the Discovery Education Health and Relationships Programme to deliver our RSE content. It covers the statutory requirements for teaching primary Health Education and Relationships Education from September 2020. It contains lessons for teaching all aspects of the guidelines, including the non-statutory aspects of primary Sex Education.
- 6.3 The programme develops skills and knowledge in a values-based context which enables schools to convey and enhance their own values, learning and behaviour, supporting these whole school approaches to developing pupil wellbeing.
- 6.4 Discovery Education Health and Relationships contains 6 units of work for each year group:
 - 6.4.1 Healthy and happy friendships
 - 6.4.2 Similarities and differences
 - 6.4.3 Caring and responsibility
 - 6.4.4 Families and committed relationships
 - 6.4.5 Healthy bodies, healthy minds
 - 6.4.6 Coping with change
- 6.5 These units are taught across the school and the learning varies, deepens and broadens every year.
- 6.6 The DfE divides Relationships Education into these elements; ‘Families and people who care for me,’ ‘Caring friendships,’ ‘Respectful relationships,’ ‘Online relationships’ and ‘Being safe’.
- 6.7 The DfE divides Health Education into these elements; ‘Mental wellbeing,’ ‘Internet safety and harms,’ ‘Physical health and fitness,’ ‘Healthy eating,’ ‘Drugs, alcohol and tobacco,’ ‘Health and prevention,’ ‘Basic first aid’ and ‘Changing adolescent body.’
- 6.8 The tables in Appendix 1 provides the expected outcomes for each of these elements and also show how the Discovery Education units of work marry up to this DfE statutory guidance.



- 6.9 We allocate 30 minutes to RSE each week (on top of 30 minutes allocated to PSHE) in order to teach the knowledge and skills in a developmental and age-appropriate way.
- 6.10 These explicit lessons are reinforced and enhanced in many ways, such as Morning Talks, circle time, through relationships child to child, adult to child and adult to adult across the school etc. We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- 6.11 Class teachers deliver the weekly lessons to their own classes.

SECTION 7: Delivery of Relationships and Sex Education – Senior School

- 7.1 In the Senior School, RSE is taught through our PSHE programme.
- 7.2 Relationships Education is covered in two units every year:
 - 7.2.1 I Group (Year 7): Diversity, Building Relationships
 - 7.2.2 II Group (Year 8): Discrimination, Identity and Relationships
 - 7.2.3 III Group (Year 9): Respectful Relationships, Intimate Relationships
 - 7.2.4 IV Group (Year 10): Healthy Relationships, Addressing Extremism and Radicalisation
 - 7.2.5 V Group (Year 11): Communication in Relationships, Families.
 - 7.2.6 VI Group (Year 12 and 13): Futures
- 7.3 Sex Education is covered in the following units:
 - 7.3.1 II Group (Year 8): Identity and Relationships (consent, sexuality, gender identity, sexting, an introduction to contraception)
 - 7.3.2 III Group (Year 9): Intimate Relationships (consent, contraception, STIs, attitudes to pornography)
 - 7.3.3 IV Group (Year 10): Healthy Relationships (expectations, myths, pleasure, challenges, media, pornography)
 - 7.3.4 V Group (Year 11): Communication in Relationships (contraception, sexual health)
 - 7.3.5 VI Group (Years 12 and 13): Futures
- 7.4 **Sex Education, including Reproduction and Menstruation, is also taught through Science lessons in I Group (Year 7) and again in V Group (Year 11).**
 - 7.4.1 Students and parents/guardians are given advance notice of what RSE topics will be taught and when so that opportunities for dialogue can be made beforehand to alleviate any concerns about the delivery of Sex and Relationships Education. In the Junior School, parents are invited in to look at the resources that are used. In the Senior School, if parents would like to look at the resources that are used, they are welcome to arrange a meeting with the Assistant Head, Pupil Development and Wellbeing to do so.



- 7.4.2 The DfE state clearly what content should be delivered by the end of secondary school in the document: Relationships Education, Relationships and Sex Education (RSE) and Health Education and a link to this can be found below in **appendix 4**.

SECTION 8: Roles and Responsibilities

- 8.1 The Governing Board: The Governing Board will approve the RSE policy.
- 8.2 The Head: The Head is responsible for ensuring that RSE is taught consistently across the Junior and Senior School, and for managing requests to withdraw students from non-statutory/non-science components of RSE.
- 8.3 The Head of the Junior School: The Head of the Junior School is responsible for ensuring RSE is taught appropriately in the Junior School and for managing requests to withdraw students from non-statutory/non-science components of RSE.
- 8.4 The Assistant Head (Pupil Development and Wellbeing) is responsible for ensuring that the teaching and learning of RSE is delivered in an appropriate way, using carefully curated resources and by teachers who have received the necessary training and support to do so effectively.
- 8.5 Staff are responsible for:
- 8.5.1 Delivering RSE in a sensitive way
 - 8.5.2 Modelling positive attitudes to RSE
 - 8.5.3 Monitoring the delivery of RSE to ensure the required content is completed.
 - 8.5.4 Responding to the needs of individual students
 - 8.5.5 Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
 - 8.5.6 Making pupils aware that if anything that is said during these sessions raises any concerns about themselves or about someone they know, they should talk to a trusted member of staff about it
 - 8.5.7 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching this subject are encouraged to discuss this with their line manager.
- 8.6 Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

SECTION 9: Parents/Guardians Right to Withdraw

- 9.1 Parents do not have the right to withdraw their children from Relationships and Health Education, as required by the statutory guidance document, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.



- 9.2 Parents do have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE.
- 9.3 The school will discuss the right to withdraw application with the family with the view to alleviate any concerns they may have about the content or delivery of sex education. Once these conversations have taken place, the school will respect the parents/guardians request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.
- 9.4 If a student is excused from sex education, we will ensure that they receive appropriate and purposeful education during the period of withdrawal.

SECTION 10: Training

- 10.1 Staff are trained on the delivery of RSE as part of continuous professional development. Training might include support in how to respond to pupils where their understanding goes beyond that of the planned unit of work and also how to deal with difficult questions.
- 10.2 The Assistant Head (Pupil Development and Wellbeing) and/or Head of the Junior School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.
- 10.3 The Assistant Head (Pupil Development and Wellbeing) actively seeks to keep updated on PSHE and RSE and cascades their professional development with other members of staff. Opportunities for training are regularly shared with teaching and support staff to ensure we are able to deliver up to date and timely lessons about sex and relationships.

SECTION 11: Monitoring Arrangements

- 11.1 The Assistant Head (Pupil Development and Wellbeing) oversees the planning, delivery and monitoring of PSHE and RSE across the Senior and Junior school. The delivery of RSHE further is monitored by the Junior School Curriculum Team in the Junior School.
- 11.2 The effectiveness of the RSE programme will be assessed through learning walks, book/folder scrutiny (if appropriate), and student voice.
- 11.3 Students' progress in RSE is monitored through ipsative assessments that compare what students know at the beginning of their learning (baseline assessment) with what students know afterwards (endpoint assessment).
- 11.4 The policy will be reviewed by the Assistant Head (Pupil Development and Wellbeing) every three years, or sooner if necessary, and at every review, the policy will be approved by the Governing Board.



SECTION 12: Safeguarding

- 12.1 Safeguarding awareness is paramount in the delivery of RSE and all teachers are regularly made aware of Keeping Children Safe in Education (KCSIE) during Conference Days and staff meetings.
- 12.2 Teaching RSE provides an important part of our school's approach to safeguarding as it teaches students about boundaries, consent and healthy/unhealthy relationships.
- 12.3 Due to the nature of RSE, a student may make a disclosure following the learning. Staff must report any disclosures to the DSL using MyConcern, following the Safeguarding Policy.
- 12.4 The RSE policy complements and should be read in conjunction with the following:
 - 12.4.1 Anti-bullying Policy
 - 12.4.2 Behaviour Policy
 - 12.4.3 Child Protection and Safeguarding Policy
 - 12.4.4 E-Safety & Cyber Bullying Policy
 - 12.4.5 Equal Opportunities Policy
 - 12.4.6 SEND Policy
 - 12.4.7 IT Acceptable Use Policy
 - 12.4.8 PSHE Policy
 - 12.4.9 School Aims and Ethos
 - 12.4.10 Visiting Speakers Policy

SECTION 13: SEND

- 13.1 Our RSE programme meets the differing needs of our students by adapting the teaching and learning resources for the individual students in each class.
- 13.2 We recognise the importance of good quality Relationships Education for all students, especially children and young people identified as having SEND, who may have communication differences or additional social skill needs.
- 13.3 At times, it may be appropriate to provide personalised Relationship Education for students with SEND and this may include differentiated work, small group work, or support from pastoral assistant.

SECTION 14: EDI (Equity, Diversity and Inclusion)

- 14.1 We are committed to Equity, Diversity and Inclusion and our RSE programme underpins the development of a strong sense of belonging in our school that supports the wellbeing of children and young people at St Chris.



14.2 The RSE programme and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act 2010. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school, we seek to embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Responsible and Accountable Persons	Name	Position
Responsible	Lizzie Hedderson	Assistant Head (Pupil Development & Wellbeing)
Accountable	Rich Jones	Head
Date Policy Approved	January 2025	
Review Period	Three years	
Review Date	January 2028	

Version History	Amendment Date	Amended by Whom	Previous Version Stored Where (If Applicable)
Previous version	September 2022	Lizzie Hedderson and Katie Wright	Policy Archive Folder

Programme progression



HEALTH AND RELATIONSHIPS

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. ²	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.



Appendix 1: Programme Progression Grid for Junior School RSE



Junior School: Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The guidance states that, by the end of primary:

	Children should know:	How Discovery Education Health and Relationships provides the solution:
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Caring and responsibility • Families and committed relationships
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Caring and responsibility • Families and committed relationships



<p>Respectful relationships</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • 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 those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Similarities and differences • Caring and responsibility • Families and committed relationships
<p>Online relationships</p>	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Similarities and differences



Being safe	<ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• how to recognise and report feelings of being unsafe or feeling bad about any adult• how to ask for advice or help for themselves or others, and to keep trying until they are heard,• how to report concerns or abuse, and the vocabulary and confidence needed to do so• where to get advice, for example family, school or other sources	All of these aspects are covered in lessons within the units: <ul style="list-style-type: none">• Healthy and happy friendships• Similarities and differences• Caring and responsibility• Healthy bodies, healthy minds• Coping with change
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Junior School: Physical Health and Mental Well Being

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. The guidance states that, by the end of primary:

	Children should know:	How Discovery Education Health and Relationships provides the solution:
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Similarities and differences • Caring and responsibility • Healthy bodies, healthy minds • Coping with change



<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Similarities and differences
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy bodies, healthy minds
<p>Healthy eating</p>	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy bodies, healthy minds
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy bodies, healthy minds



Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy bodies, healthy minds
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Caring and responsibility • Healthy bodies, healthy minds
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy bodies, healthy minds • Coping with change



Appendix 2: Senior School PSHE Units which include Relationships Education and Sex Education

I Group (Year 7)	Diversity Diversity, Prejudice and Bullying	Building Relationships Self-worth, romance and friendships (including online) and relationship boundaries
II Group (Year 8)	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Identity and Relationships (Sex Education) Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
III Group (Year 9)	Respectful Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate Relationships (Sex Education) Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
IV Group (Year 10)	Healthy Relationships (Sex Education) Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Addressing Extremism and Radicalisation Communities, belonging and challenging extremism
V Group (Year 11)	Communication in Relationships (Sex Education) Personal Values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships
Sixth Form (Years 12 and 13)	Diversity and Inclusion Living in a diverse society Challenging prejudice and discrimination	Respectful Relationships (Sex Education) Consent, assertive communication, positive relationships, recognising abuse, contraception and sexual health, fertility, pregnancy.



Appendix 3: Useful Links

- Statutory Guidance for Relationship Education, Relationship and Sex Education and Health Independent School Standards:
https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf
- The Equality Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Relationships Education, Relationships and Sex Education, and Health Education Government Guidance:
https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf
- Relationships, Sex and Health Education: Guides for Parents:
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- Childline: <https://www.childline.org.uk/>
- NSPCC: <https://www.nspcc.org.uk/>