

# DRAFT Relationships Education, Relationships and Sex Education (RSE) Policy

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# **DRAFT Relationships Education, Relationships and Sex Education (RSE) Policy for Consultation**

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## **1. Policy Rationale and Vision**

Children and young people require the knowledge and skills to make informed, responsible and ethical choices about their wellbeing, health and relationships. High-quality, evidence-based teaching in relationships, sex and health education (RSHE) plays an important role in preparing pupils for the opportunities and responsibilities they will face in adulthood, while also supporting their moral, social, mental and physical development. When taught effectively, RSHE helps young people build positive traits such as resilience, self-esteem, respect for themselves and others, honesty, integrity, courage, kindness and trustworthiness. Strong teaching also aids in preventing harm by enabling young people to recognise and respond when situations are unsafe or inappropriate.

This policy outlines our approach to delivering Relationships and Sex Education (RSE) in alignment with statutory guidance for introduction on 1 September 2026. RSE equips pupils with the knowledge, skills, and ethical foundations needed to cultivate respectful, safe, and compassionate relationships. As an independent school, we uphold the Independent School Standards, ensuring that our provision promotes pupils' spiritual, moral, social, and cultural development.

RSE is not about the promotion of sexual activity. Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.

## **2. Statutory, Regulatory, and School Framework**

This policy is based on the statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education issued by the Department for Education (DfE) under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

This policy is shaped by Department for Education statutory guidance, which applies to all schools. Independent schools must have regard to these expectations. RSE is compulsory for all secondary-aged pupils. Health Education is not statutory for independent schools, and for this reason, we will refer to RSE, rather than RSHE in this policy. However, we still have a responsibility to keep students safe, promote wellbeing, and address issues such as mental health, online safety, and healthy relationships, which means in practise we still teach safeguarding-related health topics.

## **3. Guiding Principles for RSE Delivery**

Our programme is evidence-based, age-appropriate, inclusive, and rooted in safeguarding. Lessons are structured to foster positive relationship norms, critical engagement with digital influences, and understanding of consent, boundaries, equality, respect, and individual rights. Inclusivity ensures pupils from all backgrounds feel safe and represented.

The School's RSE provision is underpinned by the guiding principles articulated in the DfE guidance.

### **3.1 Age-Appropriate and Evidence-Based**

Teaching will follow a sequenced, planned learning programme that builds progressively on prior knowledge, ensuring clarity and accessibility for pupils at different ages and stages. Lessons must reflect up-to-date research, safeguarding needs, and societal trends affecting relationships, including digital culture and harmful online behaviours.

### **3.2 Safeguarding-Centred**

We are committed to delivering RSE through a safeguarding-centred approach that prioritises the safety, wellbeing, and dignity of every pupil. We recognise that high-quality RSE plays a vital role in safeguarding by equipping pupils with the knowledge, skills, and confidence to understand healthy relationships, recognise harmful or abusive behaviours, and seek help when needed.

RSE is taught in a way that is age-appropriate, inclusive, trauma-informed, and sensitive to individual experiences. Staff delivering RSE are trained to recognise indicators of safeguarding concerns and respond in line with the school's safeguarding procedures. We ensure that pupils know how to report worries, understand their right to feel safe, and are signposted to trusted adults and support services.

Our curriculum avoids normalising or minimising harmful behaviours and actively promotes respect, consent, online safety, and emotional literacy. All lesson content and resources are carefully selected to reflect safeguarding priorities and statutory guidance.

### **3.3 Inclusivity and Non-Stigmatisation**

Our RSE curriculum is grounded in an inclusive ethos that ensures every pupil feels seen, valued, and respected. We recognise that pupils come from a diverse range of backgrounds, cultures, identities, and lived experiences, and we are committed to delivering RSE that reflects and celebrates this diversity.

We provide teaching that is sensitive, non-judgemental, and free from discrimination. Lessons use inclusive language, represent a broad spectrum of family structures and relationships, and promote equality in line with statutory guidance and our school's values. We actively challenge stereotypes, prejudice, and discriminatory attitudes, ensuring that all pupils experience a learning environment where difference is understood and respected.

Inclusivity in RSE means that content is accessible to all pupils, including those with SEND, through adaptive teaching, differentiated materials, and thoughtful planning. We also recognise that some pupils may have additional vulnerabilities or require additional support, and we ensure these needs are met with care and sensitivity.

### **3.4 Parent Partnership and Transparency**

This draft version of the policy is shared with parents as part of consultation around its development. We will be open with parents around the topic and materials covered and used within RSE.

### **3.5 Concordant with our school's Catholic identity and ethos**

Our school delivers RSE concordant with the teachings, mission, and moral guidance of the Catholic Church. Rooted in a Christian understanding of the human person, our RSE curriculum upholds the dignity of every individual as made in the image and likeness of God.

We teach that all relationships should be founded on respect, compassion, responsibility, and love.

Our approach reflects the Catholic vision of the human body, sexuality, and family life as gifts from God, to be cherished and expressed within the context of commitment, fidelity, and mutual respect. We present Church teaching clearly and sensitively, supporting pupils in developing a moral framework that guides them to make wise and virtuous choices.

We recognise parents and carers as the primary educators of their children and work in partnership with them to ensure our provision is transparent, supportive, and rooted in shared values.

Through our approach, we seek to nurture the spiritual, moral, emotional, and social formation of our pupils, helping them grow in understanding, responsibility, and respect for themselves and others. Our RSE programme ultimately aims to guide pupils towards living out Gospel values and contributing positively to their communities.

## **4. Withdrawal from Sex Education**

### **4.1 Right to Withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, and we will respect parental decisions on this. This right refers to topics such as sexual intercourse, conception, contraception, and how a baby is made, as well as broader sexual health topics such as STIs, when these are taught as part of sex education rather than science.

If parents would like to withdraw their child from this, they should discuss with the school and complete the form in Annex C to ensure a record of this process is kept.

### **4.2 Exceptions to Withdrawal**

At the age of 15, the final decision about withdrawal switches from the parent to the pupil. From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal.

Parents do not have the right to withdraw their pupils 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.

## **5. Curriculum Structure and Delivery Model**

RSE is delivered through PSHE (CoRE in the Sixth Form) lessons, cross-curricular links, assemblies, and the pastoral system. A structured progression model ensures learning is sequenced and developmentally appropriate. Teaching methodologies include discussion, scenario-based learning, guided reflection, and ethical reasoning activities.

### **5.1 Whole-School Approach**

RSE is delivered through a comprehensive and progressive curriculum that begins with timetabled PSHE (CoRE in the Sixth Form) lessons, ensuring all students receive age-appropriate, inclusive, and well-sequenced content that builds on prior learning. These lessons provide protected space to explore key themes such as healthy relationships, consent, digital conduct, sexual health, and emotional wellbeing. The formal curriculum is

strengthened by a deliberate cross-curricular approach in which subjects such as Computing, Religious Studies, English, and Science embed complementary RSE themes within their own programmes of study. Through this, students encounter ideas about respect, ethics, representation, identity, and digital safety across a range of contexts, helping them make meaningful connections between academic learning and real-world experiences. A fuller list of cross-curricular links can be found in Appendix B.

In addition to curriculum delivery, the school's broader ethos and culture play a central role in reinforcing RSE principles. Assemblies, tutor time activities, and enrichment opportunities provide regular touchpoints for promoting respect, inclusion, wellbeing, and responsible decision-making. These moments—whether linked to national awareness campaigns, themed weeks, or tutor-led discussions—ensure that key messages are revisited and normalised throughout the year. Enrichment events, visiting speakers and peer leadership initiatives further extend learning beyond the classroom and encourage students to reflect on issues such as consent, digital citizenship, and mental health in diverse and engaging ways.

Pastoral support systems underpin this whole-school approach by offering targeted, responsive, and relational support to students. Pastoral teams work closely with individuals who may need additional guidance around relationships, conflict, or personal wellbeing, using restorative and supportive practices to promote positive choices and resilience. The safeguarding and DSL team ensures that RSE provision is informed by current local and national safeguarding trends, helping students understand how and where to seek help.

Together, these elements create an integrated, multi-modal model in which RSE is not confined to isolated lessons but is embedded across curriculum areas, pastoral systems, assemblies, and daily interactions. This ensures consistent messaging, repeated learning, and a school environment that actively promotes healthy, safe, and respectful relationships

## **5.2 Developmentally Appropriate Sequencing**

Our RSE curriculum is carefully sequenced to ensure clear progression across all year groups. Learning builds cumulatively over time, revisits key themes with increasing depth and complexity, and responds to contemporary challenges in ways that are developmentally appropriate for pupils at each stage.

## **5.3 Pedagogical Approaches**

RSE teaching within PSHE (CoRE in the Sixth Form) is grounded in dialogic learning, using structured discussion to help pupils articulate their views and listen to others respectfully. The curriculum is rooted in values-based education, promoting empathy, respect, and personal responsibility as core principles. Clear ground rules and a thoughtfully established classroom climate ensure that all students feel safe, respected, and able to engage openly with sensitive topics. Baseline activities, such as mind maps and graffiti walls, are used to identify pupils' existing knowledge, understanding, beliefs and misconceptions to ensure that learning is pitched appropriately. Lessons incorporate scenarios and case studies that allow young people to explore ethical and relational dilemmas in a safe, supported way. A strong emphasis on critical media literacy enables pupils to challenge unrealistic or harmful online portrayals of relationships and recognise how media influences attitudes and behaviour. Questions from pupils are encouraged and valued and can be asked with their name or

anonymously. Support, information and advice is always signposted at end of the lesson, including trusted adults, local support services and age-appropriate trusted websites.

#### **5.4 Use of External Agencies**

The school may invite external specialists to contribute to RSE where appropriate, ensuring that all visitors are thoroughly quality-assured. Any sessions they deliver must meet statutory requirements, with school staff remaining present and actively involved throughout. All materials used by external agencies will be carefully reviewed to ensure they are safeguarding-compliant, age-appropriate, and aligned with the school's standards.

### **6. Staff Training and Responsibilities**

All staff involved in RSE delivery receive ongoing professional development on statutory guidance, safeguarding, inclusive teaching practice, and managing sensitive discussions. Responsibilities are clearly defined across governors, senior leaders, the RSE Lead, and teaching staff.

#### **6.1 Training**

Staff delivering RSE will receive ongoing training to ensure they are confident and up to date in their practice. This includes regular updates on statutory guidance and professional responsibilities, safeguarding (including how to manage disclosures), inclusive teaching approaches, the impact of digital influences on relationships, and strategies for addressing sensitive or controversial topics safely and effectively.

#### **6.2 Roles**

##### **6.2.1 Trustees**

School trustees have a strategic oversight role in relation to a school's RSE policy: they ensure the school meets statutory requirements, approve and regularly review the policy, check that it reflects pupils' needs and includes proper parental consultation, hold leaders accountable for effective and appropriate delivery, monitor its impact on safeguarding and wellbeing, and ensure parent withdrawal rights are managed correctly.

##### **6.2.2 Headmaster and Senior Leadership Team**

Oversee the effective implementation of the RSE curriculum, ensuring that staff have access to the necessary resources, guidance, and high-quality training to deliver the programme confidently and consistently. Maintain strategic oversight of parental consultation processes, ensuring that parents are fully informed, meaningfully engaged, and given appropriate opportunities to contribute to the development and review of RSE provision

##### **6.2.3 Head of PSHE**

Lead the design of an age-appropriate RSE curriculum; monitor the quality and consistency of its delivery; evaluate and recommend suitable resources; and provide support, guidance, and training to staff to ensure confident, effective teaching

##### **6.2.4 Teachers**

All teachers contribute to RSE by modelling respectful, inclusive behaviour, promoting positive relationships, responding appropriately to safeguarding concerns, and reinforcing key messages about safety, wellbeing, and personal development across the curriculum.

They create a supportive environment, challenge discrimination, and signpost pupils to trusted adults and support systems when needed.

Teachers delivering RSE through PSHE have additional responsibilities, including contributing to the ongoing review and improvement of provision in line with Catholic teachings on RSHE, and using their professional skills to help develop the curriculum with support and training from specialist staff such as health and counselling professionals. They draw on guidance from relevant external sources, including health experts, and deliver RSE as set out in the PSHE schemes of work, ensuring lessons are age-appropriate, inclusive, and sensitive. They also participate actively in the school's monitoring and evaluation of RSHE, helping to ensure that teaching remains effective, consistent with statutory and faith-based expectations, and responsive to pupils' needs.

### **6.2.5 Parents**

Parents play a vital role in RSE by engaging in open dialogue with the school, participating in consultations, understanding what their child will be taught, and supporting and reinforcing learning at home in ways that reflect their own values while complementing the curriculum.

The school will support parents in their role as educators in a variety of ways, including sharing key information, such as through the Flagpole, offering talks or presentations, and responding to individual requests for help, support, or guidance.

### **6.2.6 Pupils**

Pupils are expected to engage positively and respectfully in RSE by contributing to a safe and inclusive learning environment, following classroom ground rules, treating others with respect, avoiding discriminatory language, and participating appropriately in discussions. They are also expected to respect the diversity of family structures and personal experiences within the community while upholding and showing respect for the Catholic ethos, values, and teachings of the school.

## **7. Resource Selection and Quality Assurance**

We will ensure that all RSE resources are evidence-based, meet statutory expectations, are age-appropriate and inclusive, avoid sexualisation and stereotypes, and address digital realities in a safe and ethical manner. Materials must also be transparent and shareable with parents upon request. All teaching materials undergo a rigorous quality-assurance process to confirm their accuracy, inclusivity, age suitability, and compliance with statutory guidance, and parents may request access to these resources to support openness and trust.

## **8. Safeguarding and Response to Concerns**

RSE contributes significantly to safeguarding by helping pupils recognise unhealthy behaviours, understand personal rights, and know how to seek help. Staff do not promise confidentiality and follow safeguarding procedures when concerns arise.

## **8.1 Safeguarding Integration**

RSE supports safeguarding by helping pupils recognise unhealthy or abusive dynamics, understand their rights within relationships, know how to seek help from trusted adults, and feel confident in reporting concerns promptly. In doing so, RSE also plays a vital role in the school's preventative strategies, reducing the risk of sexual harassment, sexual violence, and gender-based harm.

With this policy outlining one way we will work towards these aims, it should also be read in conjunction with:

- Anti-Bullying and Harassment Policy
- Equality, Diversity and Inclusivity Policy
- Safeguarding Policy
- Acceptable Use Policy
- Equal Opportunities Policy
- Behaviour Management Policy

## **8.2 Handling Disclosures**

Teachers must never promise confidentiality. They will follow the school's safeguarding procedures, reporting concerns to the Designated Safeguarding Lead (DSL).

## **8.3 Addressing sexual harassment and sexual violence**

The school is committed to delivering relationships education that helps pupils develop the skills, attitudes, and understanding needed to build healthy, respectful relationships. From early primary years, pupils are supported to learn about boundaries, kindness, respect, and recognising prejudice—creating the foundations for preventing abusive behaviour.

This education forms part of a whole-school approach and underpins safeguarding, behaviour expectations, and the school's ethos of mutual respect. Pupils will be taught that anyone can be affected by sexual violence and that victims are never to blame. While recognising that sexual violence disproportionately affects women and girls, teaching will avoid stereotyping or implying that boys are inevitable perpetrators.

Staff are expected to challenge sexism, misogyny, homophobia, and stereotypes, modelling respectful language and behaviour. Pupils will learn to recognise and challenge harmful attitudes and to understand the links between misogyny and violence against women and girls. When harmful ideas arise, staff will address the ideas rather than criticise the individual.

Teaching will promote positive understandings of masculinity and femininity and highlight healthy role models. Pupils will be supported to recognise and critically evaluate harmful online content without being directed toward specific sources. Lessons will emphasise that ethical relationships require care, empathy, and an understanding of power dynamics.

All pupils will have opportunities to develop respectful communication skills and learn about experiences different from their own. In rare circumstances, and when meeting identified needs, the school may provide single-sex sessions, ensuring that no group is stigmatised or presented as inherently responsible for preventing harm.

#### **8.4 Managing Difficult Questions**

Pupils may sometimes raise questions that fall outside the school's taught relationships and sex education programme, or relate to content from which they have been withdrawn. Responses to these questions should always prioritise the pupil feeling supported. This may involve encouraging the child to discuss the matter with their parents or another trusted adult, directing them to appropriate support services when necessary either in or out of school, and being mindful that unanswered questions may lead pupils to seek information from unsuitable sources, including online.

#### **9. Monitoring, Evaluation, and Review**

The school regularly reviews the quality and impact of RSE delivery through pupil voice, staff feedback, lesson observation, and curriculum audits. The policy undergoes annual review and additional updates aligned with statutory changes.

## Appendix A – Thematic Plan for Covering RSHE content in PSHE lessons

This thematic overview is based on one produced by the PSHE Association, adapted for our PSHE curriculum at Princethorpe College.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional wellbeing: managing change and transition	Friendship and bullying	Financial decisions	Puberty and keeping safe	Influences on relationships	Families and changing relationships
Year 8	Personal safety and managing risk	Belonging and community	Managing money	Healthy and unhealthy relationships	The online world	Health and wellbeing
Year 9	Drug education	Mental health and wellbeing	Careers and future choices	Intimate sexual relationships	Navigating online harms	Managing risk in relation to the law
Year 10	Independence, health choices and wellbeing	Friendship, diversity and challenging extremism	Managing money	Exploring consent and recognising abuse	Managing influence	Study, work and careers
Year 11	Life-long wellbeing	Families, fertility and pregnancy	Online financial harms	Safe relationships and sexual health	Drugs and personal safety	

  

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

## Appendix B – Whole School Approach

In addition to the coverage of RSE content in dedicated PSHE (or CoRE for the Sixth Form) lessons, we take a whole-school approach to embedding RSE themes throughout our curriculum. Below is the statutory RSHE content and examples of where there are cross-curricular links which enable pupils to consolidate their understanding by seeing how these concepts matter in a range of contexts.

### Theme: Families

#### RSE curriculum content:

1. That there are different types of committed, stable relationships.
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.
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

#### Covered in curriculum:

Subject	Key Stage	Content
Classics	KS3	Stage 7 of the Cambridge Latin Course focuses on the theme of death, including burial ceremonies as well as attitudes towards death and grieving in the Roman world.
	KS4	Set text module is entitled, 'Marriage and Relationships', where the various aspects of marriage and the raising of children is studied in various primary Roman texts from poetry and prose. The study focuses on the timelessness of all the issues mentioned above.
	KS5	The current verse set text focuses on the relationship between Aeneas and Dido and studies the idea of unrequited love as well as what constitutes a marriage commitment (Dido thinks that they are married because they have lived together in a sexual relationship: Aeneas does not share this point of view and does not feel the same sense of commitment).
Dance	KS4	Exploring Matthew Bourne's Swan Lake- This explore relational pressures between family members and explores the mental

		health of the Prince who isn't loved by his mother (The Queen). Students explore this tension in physical explorations.
Drama	KS3	Conflict between parents children in She's Leaving Home.
English	KS3	A Midsummer Night's Dream - Hermia loves Lysander, but her father wants her to marry Demetrius. Pupils explore Hermia's situation.  Oliver Twist – Pupils explore safe and unsafe relationships between characters.  The Crucible - Pupils explore the relationship between Proctor and Abigail.
	KS4	Of Mice and Men - Pupils explore the unstable relationship between Curley and his wife.  An Inspector Calls – pupils explore the unstable relationship between Gerald and Sheila and the way in which Eva Smith and other female characters are exploited sexually.  Anthology texts such as The Story of an Hour explore the repressive marriage of Mrs Mallard.
	KS5	Othello - Students explore the unstable marriage of Othello and Desdemona, Emilia and Iago and the treatment of Bianca (a prostitute).
Law	KS5	Cases in criminal law that involve violence in relationships, and/or sexual violence outside of relationships, as part of our studies of criminal offences; we also look at cases in other areas, for example we look at a legal case that touches on the subject of bigamy.
MFL	KS5	Changing family structure including marriage/domestic violence/role of grandparents.
Psychology	KS4	Parenting as part of the development topic.
	KS5	Psychology: Committed relationships, family changes taught in the Relationships topic, parenting taught in Attachment.
RS	KS4	'Issues of Relationships' which explicitly covers committed relationships and family changes.
Sociology	KS5	Committed relationships, marriage and legal rights, illegal practices, family changes taught in Families and Households, Education (impact of family types on attainment). Parenting taught in Education.

## Theme: Respectful Relationships

### RSE curriculum content:

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.
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.
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.

**Covered in curriculum:**

<b>Subject</b>	<b>Key Stage</b>	<b>Content</b>
Biology	KS4/5	IVF and stem cells - embryo consent.
Classics	KS3	Respect, equality and tolerance in the study of Pompeii and Alexandria, where there were melting pots of ethnicity, religion and social classes, as well as conservative gender expectations.
	KS4/5	Marriage and Relationships'; 'Aeneid 4.
Drama	KS3	Social exclusion studied when looking at Brenda Spencer.
	KS4	Isolation and online bullying in Chatroom.
	KS5	Various devised pieces referencing the Me Too movement and Incel culture.
English	KS3/4/5	Pupils explore characteristics of healthy relationships and what respectful communication does and does not look like in many of

		the texts they study such as Othello and A Streetcar Named Desire.
	KS5	A Level literature students study the feminist lens for their coursework as well as recognising and challenging harmful stereotypes and prejudices in texts such as The Handmaid's Tale. The role of bystanders is explored in Othello.
Law	KS5	we look at some cases in criminal law that involve violence in relationships, and/or sexual violence outside of relationships, as part of our studies of criminal offences; we also look at cases in other areas, for example we look at a legal case that touches on the subject of bigamy. The focus is on understanding and interpreting the law.
MFL	KS4	Theme 1 - Changing family structure + World of work - gender inequality Theme 3 - Immigration.
Psychology	KS5	healthy relationships - relationships (U6), research methods (L6), respect, equality & tolerance (social influence - GCSE) (social influence - KS5, self-worth & independence (approaches - KS5), Communication & conflict - forensic psychology.
RS	KS3	Prejudice and Discrimination.
	KS4	We look at Divorce in our GCSE Issues of Relationships topic which looks at the ending of relationships. We also look at issues of equality, when considering the debate in the Church about the roles of women in worship, and the ordination of women. There is also an Issues of Human Rights topic at GCSE, done in Y11, which covers ideas such as the dignity of all people and prejudice and discrimination.

## Theme: Online Safety and Awareness

### RSE curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
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.
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.

**Covered in curriculum:**

Subject	Key Stage	Content
Computer science	KS3	Online Behaviour & Safety: Y8 Network Security - staying safe online. Social Media Awareness: Y8 Network Security - staying safe online. Image Sharing & Consent: Y8 Network Security - staying safe online. Deepfakes & Harmful Content: Y9 AI

		Data & Privacy: Y8 Network Security - staying safe online. AI & Critical Thinking: Y9 AI.
Drama	KS4/5	Year 10/12 devised pieces Andrew Tate Power of digital systems to dehumanise Pornography/misogyny.
Economics and Business	KS5	AI & Critical Thinking-.
English	KS4	students study the power of emotional and psychological manipulation/propaganda in Animal Farm. We consider the importance of thinking critically in an environment where there is bullying, harassment, or coercive behaviour.
Sociology	KS5	Feminist perspectives.

## Theme: Being Safe

### RSE curriculum content:

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.
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.
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 there 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.
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.

**Covered in curriculum:**

Subject	Key Stage	Content
Academic PE	KS4/5	Violence and aggression in sport, looking at role models, media and social media.
Classics	KS4/5	Consent and Boundaries as well as Pressure & Safety and Abuse & Exploitation are discussed during KS4 and KS5 set texts.
Psychology	KS5	Consent and boundaries - relationships (U6). Abuse and exploitation - relationships (U6).
Sociology	KS5	abuse and exploitation - families and households (L6). Crime and deviance (U6 - gender and offending).

**Theme: Intimate and Sexual Relationships, Including Sexual Health**

**RSE curriculum content:**

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
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.
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, 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.

**Covered in curriculum:**

<b>Subject</b>	<b>Key Stage</b>	<b>Content</b>
Biology	KS3	Pregnancy.
	KS4	Contraception and STIs.
English	KS4	Eric's drinking and subsequent risky sexual behaviour in An Inspector Calls.
Law	KS5	We study the defence of intoxication and how it does and does not apply in criminal cases - though again from the lens of a defence to possible liability for violent crime. Again, in KS5 - we look at some cases in criminal law that involve violence in relationships, and/or sexual violence outside of relationships, as part of our studies of criminal offences; we also look at cases in other areas, for example we look at a legal case that touches on the subject of bigamy.
RS	KS4	Issues of Relationships (Y10/Y11) looks at the purpose and place of sex within relationships, contraception. In 'Issues of Life and Death' we look at abortion, as well as adoption.

**Health and Wellbeing Content**

The Relationships Education, Relationships and Sex Education (RSE) and Health Education regulations and guidance in relation to health education do not apply to independent schools. However, we will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014. We will also address this through our whole-school approach as outlined below.

## Theme: Mental Wellbeing

### RSE curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

### Covered in curriculum:

Subject	Key Stage	Content
Academic PE	KS4/5	Effect of exercise of pupils mental health, the benefits of exercise on all areas of health.
Dance	KS4	Expression of emotion is a core part of the Dance Curriculum for all year groups. We look at communication of expression through storytelling, narrative and movement. For example we watch and analyse the creative intention of a section of performance and then consider how that particular emotion was communicated effectively. Students also work to create their own work with intention.
Drama	KS3	I don't like Mondays Drugs Mental health.

English	KS3/4/5	Students across all Key Stages learn to express their emotions accurately and sensitively using appropriate language whilst exploring situations experienced by characters they meet in a range of texts studied (novels, plays, poems, non-fiction texts). The characters we encounter experience the ups and downs of life and often class discussions can expand to include considerations of mental wellbeing in the broader sense. Exploration of characters who are anxious or lonely, for example, offer rich opportunities for paired, small group or whole class discussion where the students can reflect and teachers can reassure on some of these points.
Psychology	KS4	Mental health and mental illness. Psychological problems including depression and addiction.
Psychology	KS5	Clinical psychology and mental health including depression, phobias, OCD and schizophrenia. Biopsychology.

### Theme: Wellbeing Online

#### RSE curriculum content:

1. About the benefits of limiting 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.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

#### Covered in curriculum:

Subject	Key Stage	Content
Academic PE	KS4/5	Illegal gambling, match fixing,.
Computer science	KS4	Digital Wellbeing: 1.6 Ethical, legal, cultural & environmental issues.
Drama	KS3	isolation online bullying Chatroom.
MFL	KS5	Media.
Psychology	KS5	Virtual relationships.

## Theme: Physical Health and Fitness

### RSE curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

### Covered in curriculum:

Subject	Key Stage	Content
Academic PE	KS4/5	Health awareness, physical activity benefits.
Biology	KS3	Yr 8 food and digestion (unbalanced diets), Yr 8 breathing and respiration (effects of exercise).
	KS4	Yr 10 Mitosis and Stem cells, Yr 10 Heart and Health (heart transplants, non communicable disease, cardiovascular disease), Yr 10 Breathing and Respiration (effects of exercise).
	KS5	Topic 3 (aesthetic effects of ecosystems), Topic 4 Cardiovascular disease, Topic 7 (stem cells and therapeutic cloning).
Psychology	KS5	Circadian rhythms in biopsychology - impact of sleep wake cycle on health.

## Theme: Healthy Eating

### RSE curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

### Covered in curriculum:

Subject	Key Stage	Content
Biology	KS3	Reproduction (staying healthy in pregnancy), Yr 8 Food and Digestion (unbalanced diets).
	KS4	Yr 10 Mitosis and stem cells (cancer), Yr 10 Heart and Health (risk factors for cardiovascular disease), Yr 11 Homeostasis (controlling blood sugar and diabetes).
	KS5	Topic 4 Heart and Circulation (cardiovascular disease, atherosclerosis).
Food & Nutrition	KS3/4	healthy lifestyles, nutrition and cooking.

## Theme: Drugs, alcohol, tobacco and vaping

### RSE curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

### Covered in curriculum:

Subject	Key Stage	Content
Academic PE	KS4/5	Effects of recreational drugs on sports performance.
Biology	KS3	KS3 - Yr 7 reproduction (smoking and pregnancy), Yr 8 Breathing and Circulation (smoking and vaping), Yr 8 microbes (drugs and medicines).
	KS4	KS4 - B4 Heart and Health (health and risk factors, alcohol drugs, mental and physical well being) B6 Breathing and Respiration (Smoking and vaping).
Drama	KS3	I Don't Like Mondays.
Economics and Business	KS4/5	Market failure and vaping and smoking the economic impacts.
Psychology	KS4	Addiction.
	KS5	Cannabis use and schizophrenia.

## Theme: Health protection and prevention, and understanding the healthcare system

### RSE curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.

4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment

**Covered in curriculum:**

Subject	Key Stage	Content
Academic PE	KS4	Sleep and wellbeing, Healthy and active lifestyles.
Biology	KS3	Yr 7 Reproduction (pregnancy health), Yr 8 Microbes (spread of disease, vaccination).
	KS4	Immunity (spread of disease, resistance to antibiotics, vaccination).
	KS5	Topic 2 (viruses), Topic 6 Immunity (spread of disease).

**Theme: Personal Safety**

**RSE curriculum content:**

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

**Covered in curriculum:**

Subject	Key Stage	Content
Music	KS5	discuss these issues when talking about popular music styles (Grime and Rap, for example) and the prevalence of social media in Music Marketing (TikTok songs, for example). This is part of the curriculum for BTEC Music in Unit 2 (Professional Practice in the Music Industry).
Psychology	KS5	Anger management, conflict violence prevention.

**Theme: Basic First Aid**

**RSE curriculum content:**

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.
3. The purpose of defibrillators, when one might be needed and who can use them.

**Covered in curriculum:**

Subject	Key Stage	Content
Academic PE	KS4/5	Injury assessment, concussion.

**Theme: Developing Bodies**

**RSE curriculum content:**

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

**Covered in curriculum:**

<b>Subject</b>	<b>Key Stage</b>	<b>Content</b>
Biology	KS3	Reproduction (puberty, menstruation).
	KS4	Reproduction (menstrual cycle hormones, controlling fertility).
	KS5	Topic 2 (Animal reproduction).
Drama	KS5	What it feels like to be a girl.
Psychology	KS5	Biopsychology - infradian rhythms - menstrual cycle.

**Appendix C – Parent form for withdrawal from sex education delivered as part of statutory RSE**

TO BE COMPLETED BY PARENTS	
Name of child	
Name of Parent	
Date	
Reason for withdrawal from sex education delivered as part of statutory RSE	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions following discussion with parents	
Name of staff member	