



LEICESTER GRAMMAR SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY AND PROCEDURES

This is one of the policies concerned with the curriculum. It should be read in conjunction with the safeguarding policy, pastoral care policy, curriculum policy, equal opportunities policy and the Religious Studies scheme of work.

INTRODUCTION

This policy has been written to meet requirements set out in the DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2025). It also takes into account guidance from:

- Keeping Children Safe in Education (2025)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- United Nations Convention on the Rights of the Child

It is a subset of the curriculum policy and is an integral part of the schemes of work for Science and Life Education.

Definition of Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Relationship Education will cover:

- Families and caring for others
- Caring friendships
- Respectful relationships and recognising positive and negative relationship flags
- Online relationships.

Sex Education will cover:

- Contraception
- Sexually transmitted infections
- Pornography
- Rape
- Consent
- Fertility, pregnancy and abortion
- FGM

Puberty is a statutory requirement of Health Education so it taught to all pupils in Years 6 and 7 as part of the Life Education programme. The Science syllabus in Year 7 covers the basic elements of human reproduction and is delivered from a scientific perspective at a level appropriate to their age.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
- Care is taken to provide an unbiased view whilst promoting British Values and regarding the PREVENT Duty.

Parents' right to withdraw their child

At secondary school level parents have the right to withdraw their child from all or part of the Sex Education (other than the Sex Education which sits in the curriculum as part of science).

- However, a child will also have a right to opt into Sex Education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against their parents' wishes.
- Before granting such a request, either the Head of Life Education or the Director of Well-being and Co-curriculum will speak with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- The school will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive Sex Education, the school will make provision.
- If a pupil is withdrawn from Sex Education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
- The school will keep a record of all such decisions.

If parents are considering withdrawing their child from Sex Education lessons, they are encouraged to discuss their intentions with staff at the earliest opportunity and are welcome to review any RSE resources the school uses. When a pupil is withdrawn from lessons delivering Sex Education we would make alternative arrangements in such cases.

Relationships and Sex Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception (including repercussions and prevention of STIs) and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy;

- the understanding and tolerance of different sexualities.

Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- develop understanding and tolerance of different types of relationships, including sexual relationships.
- to understand that there are different types of committed, stable relationships.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- understand that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- know how the law applies to sexual relationships.

Inclusion

Ethnic, Cultural and Faith Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We aim to ensure pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. The curriculum they follow is clear, impartial scientific information on matters such as the changes at puberty, contraception, sexually transmitted infections, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM).

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationships and Sex Education is relevant to them.

Pupils with Individual Needs (SEND)

The specific needs of pupils arising from their SEND will be taken into account and adjustments can be made either in terms of teaching materials or support provided..

Answering Difficult Questions

Both formal and informal RSE and Health Education arising from pupils' questions will be answered according to the age and maturity of the pupil(s) concerned. Questions do not need to be answered immediately, and can be addressed individually later. LGS believes that individual teachers should use their skill and discretion in this area and refer to the DSL, Deputy Head (Pastoral) or Headmaster if concerned.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Headmaster of any disclosure which is not a Child Protection issue and does not endanger the child or others unless the Headmaster has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary, to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.

The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the school's confidentiality policy.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Life Education Co-ordinator to oversee and organise the monitoring and evaluation of the Life Education Programme, in the context of the overall school plans for monitoring the quality of teaching and learning. The Director of Wellbeing and Co-curriculum has the responsibility to ensure that the programme delivered to pupils meets the requirements of this policy

The Safeguarding Trustee is responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

Assessment

There is no formal assessment of the Life Education curriculum, however the following makes an informal assessment:

- Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers collect evidence of learning by means of written evidence, summative exercises, group work and observation.
- Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships;
- Pupil voice will be influential in adapting and amending the material for the Life Education scheme of work to ensure it is up to date and relevant.

Review of Policy

The Relationships and Sex Education Policy will be reviewed annually by the Director of Well-being and Co-curriculum and presented to the Safeguarding and Wellbeing committee before recommendations are made to the Board of Trustees. Any change in government policy will also be considered during these reviews.

Life Education Scheme of Work including RSE Content

RSE topics are delivered to all pupils from Years 7 to 13. Some aspects will be covered in Biology and RS lessons whilst others will be delivered through the Life Education programme which is summarised below.

The Life Education programme will be delivered by a team of teachers on a carousel basis. Staff delivering the sex education topics will have completed relevant training. Occasionally, a visiting specialist may be invited. Information on when specific topics are delivered can be obtained from the Head of Life Education.

Use of resources

The school is a member of the PSHE Association so resources, where possible, will be sought from accredited sources. Consideration will be given to whether the resources:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plans
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

External Speakers

Periodically, external speakers are invited to contribute to the Life Education programme. Appendix 4 of the Child Protection and Safeguarding policy gives details of the procedures for reviewing and approving Visiting Speakers.

IT Happens Education, who are RHSE specialists, visit annually to deliver an age appropriate talk to each year group. They also host a parental event to focus on statutory guidance, contextualising RSHE in the school, current data on sex and relationships and positive and proactive RSHE. The event also offers parents an opportunity to view teaching materials.

Appendix 1: Life Education Overview

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Year 6	Managing Change and Transition	Friendship and Bullying	Wellbeing	Safety	Relationships	Spiritual, Moral, Social and Cultural Issues
Year 7	Managing Change and Transition	Friendship and Bullying	Safety	Healthy Lifestyles	Information Skills	Self-Awareness and Work
Year 8	Health and Wellbeing	Navigating Online Harms	Homelessness	Equal Opportunities Rights and Responsibilities	Relationships, Divorce and Breakdown	Aspirations and Study Skills
Year 9	Mindfulness	Communities	Options and Choices	Intimate Sexual Relationships		
Year 10	Cancer and Wellbeing	Looking After Others	Exploring Consent and Recognising Abuse	Drug Education	Health and Wellbeing	Employability and the Workplace
Year 11	16+ Options and Applications Exam Preparation and Dealing with Stress	Responsibility	Climate Change and Ethics	LGBTQ+	Safer Driving	Financial Management
Year 13	Grown Up Money Management	Future Careers	Preparing for University	Current Affairs	Consumer Rights	Positive Mental Health Strategies

Year 6

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
<p>Managing Change and transition</p> <p>This unit supports pupils transition to secondary school, by helping them to understand new expectations and guides them into making appropriate choices and decisions.</p>	<p>Friendship and Bullying</p> <p>This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying.</p>	<p>Wellbeing</p> <p>This unit will partly be delivered in single gender groups to allows pupils the opportunity to learn about their changing bodies and ask questions without embarrassment. The puberty element is usually delivered by the Science teacher and the Nurse.</p>	<p>Safety</p> <p>There are two strands to this unit. The first focuses on online risks and behaviour and incorporates a visit to Warning Zone. The second component focuses on the skills associated with managing conflict.</p>	<p>Relationships</p> <p>This unit explores a range of relationships and recognises the key qualities which are which are desirable in all positive relationships and identifies red flags, offering advice on how to respond.</p>	<p>Spiritual, Moral, Social and Cultural Issues</p> <p>This unit addresses key issues and gives opportunity to discuss a broad range of scenarios and develop an understanding of key principles and values.</p>
<p><u>Managing Change and transition</u></p> <p>Choices and decision making Rights and responsibilities</p>	<p><u>Friendship and bullying</u></p> <p>Recognising and seeking help/responding to different behaviours</p>	<p><u>Wellbeing</u></p> <p>Hygiene and Puberty Self Esteem</p>	<p><u>Safety</u></p> <p>Criminal responsibility and e-safety Warning Zone visit Managing Conflict</p>	<p><u>Relationships</u></p> <p>Family Friends Marriage</p>	<p><u>SMSC</u></p> <p>Fundamental British Values Stereotypes Debating topical issues</p>

Year 7

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
<p>Managing Change and Transition</p> <p>This unit helps pupils transition to secondary school, set learning goals, and develop social and emotional skills.</p>	<p>Friendships and Bullying</p> <p>This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.</p>	<p>Safety</p> <p>This unit is an opportunity for pupils to assess risk and support their own personal safety in a range of contexts.</p>	<p>Healthy Lifestyles</p> <p>This unit helps pupils make healthy choices to enable them to develop and maintain healthy bodies and minds.</p>	<p>Information Skills</p> <p>This unit supports pupils to develop their study skills and utilise the resources available in the library to support their studies.</p>	<p>Self-Awareness and Work</p> <p>This unit is one of the careers units.</p>
<p><u>Preparedness for School</u></p> <p>L1: Getting to know the school L2: Who am I? L3: Organization L4: Being a member of the school community L5: Review of the first half term including goal setting.</p> <p><u>Revision and Exam Technique</u></p> <p>L1: Time management and organisation L2: Ways of learning and revision strategies L3: Exam technique L4: Stress and managing workload</p>	<p><u>Friendships and Bullying</u></p> <p>L1: Friendships L2: Respect L3: Bullying L4: Rumours and gossip</p>	<p><u>Internet Safety</u></p> <p>L1: Social media L2: Online behaviour L3: Staying safe online</p> <p><u>Safety Morning</u></p> <p>Rail safety Fire safety Firework safety Water safety First aid</p>	<p><u>Healthy Lifestyles</u></p> <p>L1: What does healthy lifestyle mean? L2: Food choices L3: Food choices L4: Exercise L5: Sleep</p> <p><u>Body Image and Self Esteem</u></p> <p>L6: Body image L7: Self esteem</p> <p><u>Wellbeing Morning</u></p> <p>Personal care (Personal hygiene and sun safety) Relaxation Puberty Internet safety</p>	<p><u>Information Skills</u></p> <p>L1: What are information skills? Types of information sources. Planning an information/literature search. L2: How books are organized. Dewey Decimal Classification Scheme. Introduction of Eclipse (library catalogue) L3: Using Eclipse to find books L4: Internet skills</p>	<p><u>Self Awareness At Work</u></p> <p>L1: Self awareness L2: What is work?</p>

Year 8

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
<p>Health and Wellbeing</p> <p>This theme encourages pupils to develop decision making skills that support a healthy lifestyle and their wellbeing; by considering peer pressure associated with trying drugs and conforming to appearance ideals.</p> <p><u>Alcohol, Drugs and Smoking</u></p> <p>L1: Drug classification and laws associated with drug offences L2: Alcohol L3: Smoking and vaping</p> <p><u>Emotional Health and Eating Disorders</u></p> <p>L1: Appearance ideals L2: Understanding eating disorders L3: Unhealthy coping strategies</p> <p><u>Financial Wellbeing</u></p> <p>L1: Bank accounts L2: Using bank cards and saving money</p>	<p>Navigating Online Harm</p> <p>This unit explores the risks associated with engaging with online activities.</p> <p><u>Navigating Online Harm</u></p> <p>L1: Sextortion L2: Impact of Instagram L3: Phishing L4: Gambling</p>	<p>Homelessness</p> <p>This unit considers the plight of the homeless and looks at reasons for being homeless as well as the practicalities of living on the street.</p> <p><u>Homelessness</u></p> <p>L1: Types of homelessness L2: Challenging stereotypes and support options L3: Reasons for homelessness</p>	<p>Equal Opportunities, Rights and Responsibilities</p> <p>This unit focuses on how to create respectful and cohesive communities. It helps pupils recognise and challenge bias, stereotypes and discrimination and promote inclusion.</p> <p><u>Equal Opportunities, Rights and Responsibilities</u></p> <p>L1: Human rights L2: Prejudice and stereotypes L3: Discrimination and racism</p>	<p>Families and Changing Relationships</p> <p>This unit covers the role of families, including caring for each other in changing circumstances, such as divorce, separation and grief.</p> <p><u>Relationships</u></p> <p>L1: Types of relationships L2: Long term commitment L3: Divorce L4: Forced marriage</p> <p><u>Antibullying</u></p> <p>L1: Forms of bullying and how to prevent and challenge it. L2: Similarities and difference between people and the affect of peer influence.</p> <p><u>Grief and Bereavement</u></p> <p>L1: Nature of grief and associated emotions L2: Support strategies L3: Different cultural approaches to dealing with grief</p>	<p>Aspirations and Study Skills</p> <p>This unit is one of the careers units. Pupils begin to identify their own strengths and weaknesses and consider possible career paths. Pupils also develop their study skills in preparation for end of year exams.</p> <p><u>Aspirations</u></p> <p>L1: Understanding myself and my ambitions L2: Careers for the future L3: Investigate careers</p> <p><u>Study Skills</u></p> <p>L1: Preparing to study L2: Revision techniques L3: Case studies and time management</p>

Year 9

Theme 1	Theme 2	Theme 3	Theme 4		
<p>Mindfulness</p> <p>Mindfulness helps to alleviate anxiety and depression, reduce stress and improve overall emotional resilience. Developing this skill helps pupils to navigate the stresses they face as they progress through life.</p>	<p>Communities</p> <p>This unit focuses on how to create respectful and cohesive communities. It gives consideration to extreme pressures which some communities face. It helps pupils recognise and challenge bias, stereotypes and discrimination and promote inclusion.</p>	<p>Options and Choices</p> <p>This unit looks at the options available at and how the rules which govern option choices.</p>	<p>Intimate Relationships</p> <p>This unit revisits desirable and undesirable qualities in a long term partner and highlight red flags in a relationship and how to seek support. Pupils then discuss consent, appropriate time to enter into an intimate relationship and consider how to keep themselves safe.</p>		
<p><u>Mindfulness</u></p> <p>L1: Paying attention L2: Taming the animal mind L3: Recognising worry L4: Being here now L5: Moving mindfully L6: Stepping back L7: Befriending the difficult L8: Taking in the good L9: Pulling it all together</p>	<p><u>Communities</u></p> <p>L1-3: Individuals, differences, problems and Solutions within communities</p> <p><u>Gangs and Offensive Weapons</u></p> <p>L4: Gangs L5: Knives L6: Extremism</p> <p><u>Black Lives Matter</u></p> <p>L7: Introduction L8: Understanding privilege L9: Racial profiling</p>	<p><u>Options and Choices</u></p> <p>L1: Decision making L2: LGS Options and choices L3: LGS options and choices</p>	<p><u>Healthy and Unhealthy Relationships</u></p> <p>L1 Relationships 1 L2 Relationships 2 L3 Exploited 1 L4 Exploited 2 L5 Respect everybody</p> <p><u>Contraception & STIs</u></p> <p>L6 Barrier methods L7 Chemical methods L8 STIs</p> <p><u>FGM</u> L9 FGM</p>		

Year 10

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
<p>Cancer and Wellbeing</p> <p>This unit focuses on the incidence of serious illness and in particular looks at illnesses associated with reproductive organs</p>	<p>Looking After Others</p> <p>This unit explores the concept of parenthood. It considers the desirable qualities of a partner, looks at the practical and financial aspects of parenthood and concludes with a section on infant help.</p>	<p>Exploring Consent and Recognising Abuse</p> <p>This unit explores the principle of consent and considers a range of sexual offences. Pupils also learn about the risks associated with pornography and unrealistic expectations portrayed in such material.</p>	<p>Drug Education</p> <p>This unit builds on previous learning and develops knowledge about illegal drugs, addiction, consequences and sources of support.</p>	<p>Health and Wellbeing</p> <p>This unit revisits and builds on prior learning, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.</p>	<p>Employability and the Workplace</p> <p>This careers units looks at skills required in the workplace and offers guidance on applying for jobs using CV's and cover letters. It also challenges stereotypes.</p>
<p><u>Cancer and Wellbeing</u></p> <p>L1: Health and disease statistics L2 & 3: Taking care of yourself L4: Cancer L5: Checking for cancer</p>	<p><u>Looking After Others</u></p> <p>L1: Qualities of a good partner and the changes brought about by parenthood L2: Needs and wants of a baby L3: Understanding the responsibilities of parenthood through parenting an egg L4: Understanding the developmental stages of a baby. Babysitting. L4: Infant Health</p>	<p><u>Consent</u></p> <p>L1: Understanding Consent L2: Consent 2</p> <p><u>Sexual Offences</u></p> <p>L3: The law relating to sexual offences L4: Rape case studies and lessons learnt</p> <p><u>Pornography</u></p> <p>L5: The Impact of pornography</p> <p><u>Misogyny</u></p> <p>L6: Toxic online network L7: Violence against women</p>	<p><u>Drugs</u></p> <p>L1: Drug Discovery and medicines L2: Illegal street drugs L3: Harm, addiction and consequences L4: Drugs and the law L5: Sources of support</p>	<p><u>Health and Wellbeing</u></p> <p>L1: Mental health issues L2: Depression and anxiety L3: Self-harm and eating disorders L4: Anger management L5: Improving mental health and happiness</p>	<p><u>Employability</u></p> <p>L1: Employability skills L2: Challenging workplace stereotypes L3: CVs and cover letters</p>

Year 11

Theme 1	Theme 2	Theme	Theme 4	Theme 5	Theme 6
<p>Climate Change & Ethics</p> <p>This unit looks at the causes, effects and solution for climate change and global warming.</p> <p>The second component focuses on the idea of ethics and its role in social media and journalism.</p>	<p>Responsibility</p> <p>This unit guides pupils towards independent living and taking responsibility for their own healthcare. It also gives consideration to life changing events and challenges pupils to consider how they would cope when face with extreme life events.</p>	<p>LGBTQ+</p> <p>This unit educates pupils on terminology on appropriate terminology relating to LGBTQ+ and promotes acceptance of all people regardless of gender and sexuality.</p>	<p>Safer Driving</p> <p>This unit prepares future drivers on road safety. Content includes accidents, hazards and distractions. It also advises what to do in emergency situations.</p>	<p>Financial Management</p> <p>This unit helps pupils understand the economy. It also offers guidance on how to make informed decisions and identifies the difference between planned borrowing and unplanned borrowing, as well as how to protect their money.</p>	<p>16+ Options and Applications. Exam Preparation</p> <p>This unit is one of the careers units.</p>
<p><u>Climate change</u></p> <p>L1: Causes of climate change L2: Effects of climate change L3 & 4: Solutions</p> <p><u>Ethics</u></p> <p>L1: Personal ethics L2: Ethics of social media L3: Investigative journalism</p>	<p><u>Responsibility</u></p> <p>L1: Healthcare and vaccines L2: Donation L3: Pregnancy, miscarriage, abortion.</p>	<p><u>LGBTQ+</u></p> <p>L1: HBT Language L2: Gender L3: Sexuality</p>	<p><u>Safer Driving</u></p> <p>L1: Understanding the causes of accidents L2: Distracted driving and hazards L3: Assessing emergency and non-emergency situation</p>	<p><u>Financial Management</u></p> <p>L1: The Economy L2: Financial decision making L3: Borrowing and fraud</p>	<p><u>16+ Options and Applications</u></p> <p>L1: Post 16 decision making L2: Apprenticeships L3: Completing application forms, specifically personal statements</p> <p><u>Exam Preparedness and dealing with Stress</u></p> <p>L1: Learning styles and motivation L2: Practical techniques for exam preparation. L3: Dealing with stress</p>

Year 13

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
<p>Consumer Rights This unit equips students with essential life skills to navigate the marketplace safely. It protects them from financial exploitation, helps them avoid scams and teaches them how to seek refunds. The content specifically focuses on educational investment and student-related scenarios.</p>	<p>Positive Mental Health Strategies Based on prior learning about mental health, this unit helps students to explore strategies that support wellbeing, especially when preparing for independent life beyond school.</p>	<p>Current Affairs The content of this unit varies from year to year depending on the topics in the news.</p>	<p>Preparing for University This unit considers some of the challenges faced by students as they embark on the next stage of their education and offers advice and guidance.</p>	<p>Grown Up Money Management Based on previous learning about financial decision making this unit explores more advanced financial aspects.</p>	<p>Future Careers This unit is one of the careers units, which teaches students the skills required to successfully compete in the job market.</p>
<p><u>Consumer Rights</u></p> <p>L1: Consumer rights L2: University accommodation rights L3: Part-time employment L4 Students as consumers</p>	<p><u>Positive Mental Health Strategies</u></p> <p>L1: How good is my mental health now? L2: Let's talk L3: Mindful Activities L4 Wellbeing Walk; getting outside and offline</p>	<p><u>Current Affairs</u></p>	<p><u>Preparing for Uni</u></p> <p>L1: Understanding what learning is like at University. Harvard referencing and understanding journal articles. L2: Student finance, cost of living and accommodation L3: Cost of food, value food money and saving money. Issues with shared accommodation. L4 Work-life balance. Support available at Universities.</p>	<p><u>Grown Up Money Management</u></p> <p>L1: Debt L2: Taxation, NI and payslips L3: Savings, investments and pensions L4 Mortgages</p>	<p><u>Future Careers</u></p> <p>L1: Career management future L2: Job search techniques L3: Successful interviews L4 School leaver and graduate job markets</p>

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	