Policy: Relationship and Sex Education Policy

Member of Staff Responsible   **Kristin Smith**

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Relationship and Sex Education Policy

CONTENTS

1. Rationale, Ethos and Aims

The aims of relationships and sex education (RSE) at Harrogate Grammar School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure RSE fosters an appreciation and awareness of gender equality and LGBTQ+ equality for all students
- Ensure that RSE is inclusive and meets the needs of all of our students

At Harrogate Grammar School we believe that RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, exploring issues and values and is not about the promotion of sexual activity. We view the partnership of home and school as vital in providing the context of discussing and promoting awareness of RSE education as we want students to develop a positive sense of self-awareness and self-esteem whilst also understanding the development of relationships within families, in friendships and wider contexts. We want our students to be independent but consider others, acting responsibly, safely and sensitively so that both they and wider society benefit.

2. Statutory requirements/Legislation

We are required to teach RSE as part of the revised Department for Education statutory guidance which states that from summer 2021 all secondary schools must deliver relationship and sex education.

The RSE policy supports the following policies:

- Bereavement Policy
- Bullying and Harassment Policy
- Equality Policy
- Relationships and Behaviour Policy
- Safeguarding Policy
- Spiritual, Moral, Social and Cultural Policy
- Substance Use and Misuse Policy

Documents which have informed the school's RSE policy include:
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education (2020) – Statutory safeguarding guidance
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025

3. Roles and responsibilities

The governing body – The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher – The Headteacher and Deputy Headteacher are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

The Personal Development Coordinator – The RSE programme will be led by the Personal Development Coordinator who will be responsible for creating and providing the schemes of work and resources for each year group as well as providing training and support for form tutors and year managers throughout the year.

Staff/Form Tutors – Staff/Form Tutors are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, responding to the needs of individual students and responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE. Staff do not have the right to opt out of teaching RSE however staff who have concerns about teaching RSE are encouraged to discuss this with the Personal Development Coordinator or Deputy Headteacher who will provide additional support as required.

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

4. Curriculum Design and Delivery of RSE

RSE will be taught within Key Stage 3 and 4 'The Big Picture' Personal Development lessons and will be an integral part of our school PSHE education provision. Biological aspects of RSE are taught within the science curriculum and other aspects are included in Religious Education (RE).

'The Big Picture' RSE lessons will be matched to the needs of our students and focus on providing young people with the information they need to help them develop healthy, nurturing relationships of all kinds including families, respectful relationships which include friendships, online and media, being safe, intimate and sexual relationships, which also includes sexual health. These areas of learning will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively on the different structures of support which some students will have around them (for example: looked after children or young carers).

The RSE programme will be delivered through a range of teaching methods and activities with the use of high-quality resources provided by the Personal Development Coordinator who reviews these resources annually based on feedback from staff and students. Differentiated resources will also be provided and the Personal Development Coordinator will liaise with the SENCO to ensure that RSE is matched to the needs of all students.

The RSE curriculum is set out as per Appendix 1 and the Big Picture Personal Development Curriculum Map is set out per Appendix 2 (which may need to be adapted as and when necessary).

5. Safe and Effective Practice

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, could lead to a disclosure of child protection concerns. HGS staff are required to complete statutory safeguarding training in line with the 'Keeping Children Safe in Education' statutory guidance and would therefore consult with the designated safeguarding lead if required if there are any concerns about a student. Form Tutors are expected to create a safe learning environment by agreeing ground rules for RSE and Big Picture lessons with students and are provided with training and resources for this by the Personal Development Coordinator at the start of the year. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner and will be supported by the Personal Development Coordinator if they

require advice on using a range of teaching techniques. Form tutors can also request the opportunity to plan the delivery of RSE lessons or team teach with the Personal Development Coordinator.

6. Monitoring and Evaluation

RSE provision will be monitored as part of 'The Big Picture' programme annual review which will include the Personal Development Coordinator, Deputy Headteacher, Form Tutor feedback and student voice. Form tutors will be expected to provide feedback for the Personal Development Coordinator about the RSE topics and themes discussed during Big Picture lessons and to also monitor students' development in RSE as part of our internal assessment systems. Students will have the opportunity to review and reflect on their learning in RSE lessons by completing their year group specific Big Picture PSHE/RSE online surveys which are used as part of the process for monitoring the impact and effectiveness of the RSE provision and content in Years 7-11. Student voice, including for example attendance by the Personal Development Coordinator at year council meetings and Senate meetings when required, will also be influential in adapting and amending future learning activities. This provides, therefore, students with the opportunity to evaluate and shape the RSE programme at HGS.

7. Engaging Stakeholders and Parents/Carers Right To Withdraw

Relationships and sex education is part of all students' education, and it is hoped that all will participate. Parents/carers will be informed about the RSE policy and Big Picture curriculum at the start of each academic year, and it will be available on the school website as we are committed to working closely with parents and carers to ensure that they are aware of what is being taught. The science curriculum in all maintained schools also includes content on human development, including reproduction, with which there is no right to withdraw from. The school however acknowledges that, under the [DFE Sex and Relationship Guidance July 2025](), parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this teaching in one of those three terms (unless there are exceptional circumstances). Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher and Personal Development Coordinator. A copy of withdrawal requests will be placed in the student's educational record. This will be discussed with parents and alternative work will be given to students who are withdrawn from sex education.

8. Review Process

As part of HGS's commitment to effective RSE provision, this policy will be reviewed every year to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix 1

Relationships and Sex Education (RSE): Secondary

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

By the end of secondary school students are expected to know the following which continues on from the RSE curriculum in primary schools:

By the end of primary school:

Relationships education: content to be covered by the end of primary

Families and people who care for me
Curriculum content:
1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships
Curriculum content:
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.

2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

7. The conventions of courtesy and manners.

8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Secondary relationships and sex education curriculum content

Schools should continue to develop knowledge of topics specified for primary as required <u>and in addition</u> cover the following content by the end of secondary:

Families

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.[8]

6. How families and relationships change over time, including through birth, death, separation and new relationships.

7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.

8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

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.

Online safety and awareness

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.[9]

7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.

8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.

12. How information and data is generated, collected, shared and used online.

13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).

14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.

15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

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 the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.

4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.

5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.

6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.

7. The concepts and laws relating to sexual violence, including rape and sexual assault.

8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.

9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.[10]

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

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assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.

16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

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.

Appendix 2 - Harrogate Grammar School, Key Stage 3 and Key Stage 4 Personal Development and RSE

Big Picture Key Stage 3 and Key Stage 4 2025/2026

Year 7 to 11 Big Picture Themes:

Year 7	Year 8	Year 9
• Managing Change (MC) • Friends, Respect & Relationships (FRR) • Life Beyond School (LBS) • Puberty And Body Development (PBD) • Staying Safe Offline &Online (SOO) • Careers Education (CE) • Celebrating Differences (CD) • Politics & Parliament (PP)	• Physical Health & Mental Wellbeing (PHMW) • Staying Safe Offline &Online (SOO) • Proud To Be Me (PTBM) • Identity, Relationships & Sex Education (IRSE) • Dangerous Society Online & Offline (DSOO) • Careers Education (CE) • Equality & Diversity Explored (EDE) • Law, Crime & Society (LCS)	• Sex, The Law & Consent (STLC) • Contraception & STIs (CSTI) • Body Confidence (BC) • Essential Life Skills (ELS) • Careers Education (CE) • Legal & Illegal Drugs (LID) • Combatting Extremism & Terrorism (CET) • Staying Safe Offline &Online (SOO) • Law, Crime & Society (LCS)

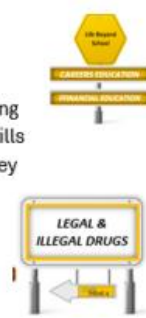| Year 10	Year 11
• Mental Health & Wellbeing (MHW) • Exploring Relationships & Sex Education (ERSE) • Violence, Crime & Seeking Safety (VCSS) • Rights & Responsibilities (RR) • Careers Education (CE) • Exploring British Values (EBV) • Life Beyond School (LBS) • Exploring World Issues (EWI)	• Careers Education Including Post-16 Options (CE) • Your Future & Beyond (YFB) • Staying Safe (SS) • Sexual Health (SH) • Adult Health & Looking After Yourself (AHLAY)

Year 7 to 11 Autumn Term Big Picture Topics 2025/2026

Year 7

- Getting to know people
- Respect and relationships
- What makes a good friend?
- Consent and boundaries
- Friendships and online relationships
- Pressure, influence and friends
- Being positive
- Proud to be me
- Introduction to puberty
- Growing up (including FGM)
- Personal hygiene
- Tooth decay and dental hygiene
- Self-esteem

MANAGING CHANGE

FRIENDS, RESPECT & RELATIONSHIPS

PUBERTY & BODY DEVELOPMENT

Year 8

- What is mental health?
- Health and wellbeing
- Stress management
- Positive body image
- Why is self-esteem important?
- Healthy eating and healthy lifestyles
- Why do we talk about types of bullying'
- Knife crime and safety
- Healthy respectful relationships
- Dealing with conflict
- Being yourself and self-love
- The Water Safety Code
- Vaping – what's the harm?

PHYSICAL HEALTH & MENTAL WELLBEING

PROUD TO BE ME!

DANGEROUS SOCIETY ONLINE & OFFLINE

Year 9

- Sexual consent and the law
- Relationships and partners
- Sexual harassment & stalking
- Domestic abuse and domestic violence
- Why do we talk about contraception?
- Contraception explored further
- What are STIs?
- Treating STIs and the clinic
- Assertiveness
- How self-esteem changes
- Social media and online stress
- Media and airbrushing
- Why do we talk about deepfakes and AI?

SEX, THE LAW & CONSENT

CONTRACEPTION & STIS

BODY CONFIDENCE

Year 10

- Promoting emotional wellbeing
- Year 10 Work Experience Week launch
- How can screen time impact your health?
- What is mental health?
- Managing thoughts and feelings (including suicide awareness and self-harm)
- Unhealthy relationships and sexual abuse
- Ending relationships
- Honour based violence
- Modern-day slavery
- Influence of the media
- Social media validation
- Consequences of sexting
- Personal safety in unfamiliar settings

MENTAL HEALTH & WELLBEING

EXPLORING RELATIONSHIPS & SEX EDUCATION

VIOLENCE, CRIMES & SEEKING SAFETY

Year 11

- Post 16 pathways
- Planning for the future
- Making applications
- Interview preparation
- Personal branding
- Producing a standout CV
- Exam stress and anxiety
- Virtual work experience opportunities
- Screen addiction and studying
- From failure comes success
- What is peer-on-peer abuse?
- Alcohol, parties and bad choices

Life Beyond School

CAREERS EDUCATION

FINANCIAL EDUCATION

YOUR FUTURE AND BEYOND

Year 7 to 11 Spring Term Big Picture Topics 2025/2026

Year 7

- Avoiding gangs and criminal behaviour
- Staying safe online
- Online gaming, grooming and addiction
- Sleep and relaxation
- Energy drinks and caffeine
- E-cigarettes and vaping
- Personal qualities and skills
- Career management
- Finding information
- Making decisions and managing risk
- A day in the life of....

Year 8

- Alcohol and risk awareness
- Nicotine and smoking
- Substance misuse
- County lines and gangs
- Child exploitation and online protection
- Child abuse
- Making decisions revisited
- Qualifications and pathways
- What is Labour Market Information (LMI)?
- Exploring possibilities and volunteering
- Why do we talk about financial education?

Year 9

- Choosing GCSE Options
- Jobs and occupations
- Understanding the workplace
- Diversity, equality and stereotyping
- Enterprise and employability skills
- Saving and managing your money
- What is a drug
- Different types of addictions
- Drug classifications
- Volatile substance abuse
- Party drugs and illegal drugs

Year 10

- Online gambling
- Targeted advertising
- Instagram and TikTok generation
- Pornography and the impact on society
- Keeping your data safe
- Consumer rights
- Growing throughout your life
- Personal brand building
- Applying for jobs
- Working hours for ages 15-18
- Exploring a payslip

Year 11

- Substance addiction
- Psychoactive substances
- Festivals and nitrous oxide
- Social media vs real life
- Respect, love and relationships
- Love and abuse
- Importance of sexual health
- Revisiting contraception
- Teenage pregnancy choices
- Revisiting STI's
- Fertility and what impacts it

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Year 7 to 11 Summer Term Big Picture Topics 2025/2026

Year 7
- What is your identity?
- What is a community?
- Prejudice and discrimination
- Breaking down stereotypes
- Why do we talk about disabilities?
- How is our country run?
- Politics, debates and Parliament
- Elections and campaigning
- Creating a political party and campaign
- First Aid and CPR – the skills you will need to help others Year 7 introduction lesson
- First Aid - having the confidence to help others who need first aid in different situations

Year 8
- Equality Act & Protected Characteristics
- Removing the barriers and equality for all
- Ableism and disability discrimination awareness
- Gender equality
- Desert Island Project Lesson 1: Responsibilities and Choices
- Desert Island Project Lesson 2: Building A Community
- Desert Island Project Lesson 3: Making Decisions
- Desert Island Project Lesson 4: Criminals, Laws and Society
- Law making process in the UK
- Prisons, reform and punishment
- First Aid and CPR – the skills you will need to help others Year 8 reminder lesson

Year 9
- What is extremism?
- What is radicalisation?
- What is terrorism?
- How does counter terrorism work?
- What are conspiracy theories?
- Dealing with grief and loss
- Cancer prevention and healthy lifestyle
- Understanding your local healthcare system
- Resilience: from failure comes success
- Proud to be me at the end of Key Stage 3
- First Aid and CPR – the skills you will need to help others Year 9 reminder lesson

Year 10
- British Values and identity
- Rights and responsibilities
- Hate crime in the UK
- Fake news and critical thinking
- What are deepfakes?
- Why do we talk about democracy?
- Individual liberty
- Why do we talk about human rights?
- First Aid and CPR – the skills you will need to help others Year 10 reminder lesson
- Year 10 Virtual work experience opportunities
- Preparation for Year 10 Work Experience Week

Year 11
- Organ and blood donation
- First Aid and CPR – the skills you will need to help others Year 11 reminder lesson
- Final Big Picture review lesson

Appendix 3

Parent Form For Withdrawing Students From Sex Education As Part Of The RSE Curriculum

TO BE COMPLETED BY PARENTS

Name of child	Form
Name of parent	Date

Reason for withdrawing from sex education within relationships and sex education
Any other information you would like the school to consider

Parent Signature   Date

TO BE COMPLETED BY SCHOOL

Agreed actions from discussions with parents

Staff Signature   Date