



# OVERSTONE PARK SCHOOL

## RSHE Policy

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## Relationship, Sex, Health Education Policy

Date	Review Date	Coordinator
August 2025	August 2026	Mrs M Brown - Principal

### Introduction

The school's RSHE curriculum has five key principles in mind:-

1. RSHE should teach children about the law, in addition to the importance of tolerance and respect for everyone in the school community and beyond.
2. The curriculum should seek to keep children safe and informed about growing up and the challenges this may present, how relationships develop and how to be safe once sexually active. It should enable topics to be taught appropriately by a trusted adult and help ensure that prevention of harm and early intervention are supported.
3. Schools should follow the age limits set out in the guidance to ensure pupils don't learn about sensitive topics earlier than is necessary or at an inappropriate stage of their development.
4. Schools should be transparent with parents about all materials used in RSE, and all materials should be available to parents, as described in the section on openness with parents below.
5. Parents have a right to request that their children are withdrawn from sex education.

The school's Relationships Education & Relationships and Sex Education policy is based on the statutory guidance document Relationships and Sex Education (RSE) and Health Education (as part of Personal, Social, Health and Economic (PSHE) Education) (DfE, updated September 2021), Relationships Education (Primary) (DfE, updated September 2021), Relationships and Sex Education (Secondary) and the PSHE Association's supplementary guidance (PSHE Association)

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Furthermore, it is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

At Overstone Park School we use a gender equity and human rights framework for Relationships Education. To cover the curriculum content in the RSHE Guidance, we will

equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health, wellbeing and dignity.
- Build self-esteem and self-worth.
- Explore and value their personal identity and the identities of others.
- Explore a range of family structures, including LGBTQIA+ families and other family structures understand and make sense of the real-life issues they are experiencing in the world around them.
- Manage and explore difficult feelings and emotions.
- Consider how their choices affect their own wellbeing and that of others.
- Develop as informed and responsible citizens.
- Understand and ensure the protection of their rights throughout their lives.

We believe that Relationships Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships.

We believe that all our pupils have a right to holistic, inclusive and needs-led Relationships Education. We believe that through providing high quality Relationships Education, we are upholding the ethos and values of this school and its commitment to equality and celebration of difference. This policy was produced in consultation with our staff, governing body, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

We believe that Relationships Education is a key vehicle for promoting equality, inclusion and social justice. Our Relationships Education is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBTQI+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching Relationships Education. An inclusive Relationships Education at School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

We define sex education as teaching our pupils about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. This draws on knowledge of the human life cycle set out in the national curriculum for science, as well as those related elements (the physical changes associated with puberty) within statutory Health Education.

In our school, we believe that there is a need to teach age and developmentally appropriate sex education as part of our Relationships Education. We take the approach that Relationships and sex education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture our pupil's curiosity about the world around them, supporting their development and their respect for themselves and each other.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care and for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The policy should be read in conjunction with other relevant policies: Anti-bullying policy, Behaviour, Rewards & Sanctions policy, Child Protection and Safeguarding policy, PSHE, science curriculum, ESafety and Use of ICT policy, Diversity Policy, British Values Policy and School Complaints policy.

This policy is updated annually following review and feedback from teachers and pupils on RSE provision and annual meeting with parents.

## **Aims & Objectives**

The teaching of Relationships and Sex Education (RSE) is a partnership between home and School.

The School aims to provide a safe, positive and respectful environment in which all members of the school community can learn about RSE and grow in confidence, knowledge and skills, which supports the essential role of parents in providing this education.

RSE at Overstone Park School is underpinned by our Core values and ethos within our school.

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding of healthy and respectful relationships and appropriate boundaries.

We consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into empathetic, responsible and respectful young citizens who lead confident, healthy, independent lives and who have safe, fulfilling and enjoyable relationships.

At Overstone Park School RSE is about learning the emotional, social and physical aspects of growing up, relationships, sexual reproduction, human sexuality and sexual health. The aim is to encourage children to take responsibility for their sexual health and wellbeing and build healthy, compassionate relationships.

We recognise that our pupils come from a diverse variety of families. All teaching at Overstone Park School, including the specific RSE education, will aim to support all pupils equally and to encourage the celebration of diversity, whilst respect for one another remains the underlying principle.

### **Delivery and Training**

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school.

PSHE lessons are taught by form teachers and mentors supported by expert visitors as appropriate and necessary. They are delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE sessions.

Teaching staff receive training in the delivery of the RSE curriculum through staff meetings led by the Deputy Head Pastoral/ Head of PSHE/ PSHE Lead, with the support of external experts as required.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

RSE is part of a broader PSHE programme of study, in which many aspects of human relationships are explored. Progression is ensured between Pre-Prep, Prep and Seniors through regular liaison and sharing of resources and plans as appropriate.

RSE is delivered predominantly by form teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

Guest speakers: We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy and guidelines for visiting speakers. A teacher will be present throughout these lessons.

### **RSE Curriculum & Themes covered**

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

At Overstone Park School Pre-Prep (R – Year 2), the Prep School (Years 3-8) and Senior (Years 9- 11) we use the Jigsaw Scheme of Work for PSHE, which is accredited by the PSHE Association.

Jigsaw is a comprehensive scheme of planning and resources, which is regularly updated on its online portal to ensure it remains relevant, engaging to children and meets all statutory requirements of PSHE. Years 12 & 13 use a separate programme of study which covers some of the over-arching Jigsaw themes to ensure consistency.

As is required by the new statutory guidance, parents are consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

Form teachers and mentors review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate.

In each year group, lessons will recap and build on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons.

As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

An overview of our RSE schedule as part of the PSHE programme (in addition to biology taught within science lessons can be found as part of Appendix 1.

### **Monitoring and Review**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness.

Given the nature of Relationship and Sex Education, formal lesson observations are not always appropriate. Staff delivering PSHE meets with the deputy head who in turn meet with their year group form teachers, reacting to current situations and adapting the curriculum accordingly. In the Senior School and Pre- Prep, the PSHE Lead meets with form teachers or those delivering the RSE material to discuss adapting the curriculum to suit current situations. The elements which are reviewed and considered are:

- The resources and methods used as well as their appropriateness and effectiveness;
- The reaction of the pupils to the lessons and materials;

- The inclusion of new/ additional topics that may need to be covered;

The policy is made available to all staff and parents on the school website. This ensures the wider staff body and parents are aware of what is being taught so that they are prepared to support the emotional needs of the children.

## **Safeguarding**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Staff receive training that should any pupils make a disclosure, they must follow the School's Safeguarding Policy and report this to the Designated Safeguarding Lead or any member of the Safeguarding team as a matter of priority. Any incident involving sexual misconduct is taken extremely seriously and is investigated thoroughly, potentially involving third party organisations. This is in line with the whole school Safeguarding and Behaviour, Rewards and Sanctions policies.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children regarding RSE and Health Education.

Staff regularly receive safeguarding training and are alert to possible signs of abuse, neglect and harassment including child-on-child abuse, sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalization amongst others.

In the case of a disclosure, all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Staff are particularly aware of pupils with particular vulnerabilities including those with SEND or those who are LGBTQIA+.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (DSL) or a deputy (DDSL).

## **Parental rights**

Our RSE curriculum is designed to support and complement RSE provision provided by parents and carers. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child. All parents are directed towards the main policies on the school website, including this RSE policy, which makes them aware of their statutory rights.

We recognise that parents have the final decision about their child's Relationship and Sex Education up to when the child is 16 years old. Some of the topics discussed may be deemed inappropriate to the background and beliefs of individual parents and their children. In such cases, we fully respect and uphold the rights of parents to withdraw their children from aspects of the course. Alternative arrangements will be made for pupils in these circumstances; usually, this will involve independent study in the library or similar location. The right to withdraw from lessons relates only to Sex Education, and not to the teaching of the biological aspects of human growth and reproduction.

If parents have any queries or wish to withdraw their child from Relationship and Sex Education, they should contact the Principal Deputy Head Pastoral/ Head of PSHE/ PSHE Lead who will then liaise with the pupil's Form Tutor.

### **Review and evaluation:**

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason, we regularly review our RSE curriculum. This policy will be reviewed annually.

<b>Principal</b>	<b>Mrs M Brown</b>	<b>Date:</b>	<b>August 2025</b>
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## **Appendix 1**

<b><u>Year group &amp; timing</u></b>	<b><u>Topics</u></b>	<b><u>Delivered By</u></b>
<b>EYFS</b>		<b>Form Tutors</b>
<b>Autumn</b>	<b>Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself Form teachers</b>	
<b>Spring</b>	<b>Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</b>	
<b>Summer</b>	<b>Changing me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</b>	

<b>Year group &amp; timing</b>	<b>Topics</b>	<b>Delivered By</b>
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**Year 1**

**Form Tutors**

**Autumn**

**Celebrating Difference**

Similarities and differences  
Understanding bullying and knowing how to deal with it  
Making new friends  
Celebrating the differences in everyone

**Spring**

**Relationships**

Belonging to a family  
Making friends/being a good friend  
Physical contact preferences  
People who help us  
Qualities as a friend and person  
Self-acknowledgement  
Being a good friend to myself  
Celebrating special relationships

**Summer**

**Changing me**

Life cycles - animal and human  
Changes in me  
Changes since being a baby  
Differences between female and male bodies  
(correct terminology)  
Linking growing and learning  
Coping with change  
Transition

<b>Year group &amp; timing</b>	<b>Topics</b>	<b>Delivered By</b>
<b>Year 2</b>		<b>Form Tutors</b>
<b>Autumn</b>	<b>Celebrating Difference</b>  Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends Different types of family	
<b>Spring</b>	<b>Relationships</b>  Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	
<b>Summer</b>	<b>Changing me</b>  Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	

<u>Year group &amp; timing</u>	<u>Topics</u>	<u>Delivered By</u>
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**Year 3**

**Form Tutors**

**Autumn**

**Celebrating Difference (CD)**

Families & their differences  
Family conflict & how to manage it  
Witnessing bullying & how to solve it  
Recognising how words can be hurtful  
Giving and receiving compliments

**Spring**

**Relationships (RL)**

Family roles and responsibilities  
Friendship and negotiation  
Keeping safe online and who to go to for help  
Being a global citizen  
Being aware of how my choices affect others  
Awareness of how other children have different lives  
Expressing appreciation for family and friends

**Summer**

**Changing me (CM)**

How babies grow  
Understanding a baby's needs  
Outside body changes  
Inside body changes  
Family stereotypes  
Challenging my ideas

<b><u>Year group &amp; timing</u></b>	<b><u>Topics</u></b>	<b><u>Delivered By</u></b>
<b>Year 4</b>		<b>Form Tutors</b>
<b>Autumn</b>	<b>Celebrating Difference (CD)</b>  Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special/unique everyone is First impressions	
<b>Spring</b>	<b>Relationships (RL)</b>  Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	
<b>Summer</b>	<b>Changing Me (CM)</b>  Being unique Having a baby Girls and puberty Confidence in change Accepting change	

<b>Year group &amp; timing</b>	<b>Topics</b>	<b>Delivered By</b>
<b>Year 5 Teachers</b>		<b>Science</b>
<b>Autumn</b>	<b>Reproduction (Science)</b>  Difference between sexual and asexual reproduction Understand the process of fertilisation Understand what a zygote is Understand about changes during puberty Understand the process of sexual reproduction in humans Understand how a baby develops in the womb	
	<b>Celebrating Difference (CD)</b>  Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying	<b>Form Tutors</b>
<b>Spring</b>	<b>Relationships (RL)</b>  Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	
<b>Summer</b>	<b>Changing Me (CM)</b>  Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change	

<b>Year group &amp; timing</b>	<b>Topics</b>	<b>Delivered By</b>
<b>Year 6</b>		<b>Form Tutors</b>
<b>Autumn</b>	<b>Celebrating Difference (CD)</b>  Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Difference as conflict Difference as celebration Empathy	
<b>Spring</b>	<b>Relationships (RL)</b>  Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	
<b>Summer</b>	<b>Changing Me (CM)</b>  Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition to Senior School	

<b>Year group &amp; timing</b>	<b>Topics</b>	<b>Delivered By</b>
<b>Year 7</b>		<b>Form Tutors</b>
<b>Autumn</b>	<b>Celebrating Difference (CD)</b>  Bullying Prejudice and discrimination Equality Act Bystanders Stereotyping Challenging negative behaviour and attitudes	
<b>Spring Teachers</b>   systems	<b>Reproduction (Science)</b>  Identify the key parts of the female and male reproductive systems  Understand the process of sexual reproduction Understand the stages of labour	<b>Science</b>
<b>Summer</b>	<b>Relationships (RL)</b>  Characteristics of healthy relationships Healthy romantic relationships Consent Relationships and change Emotions within friendships Being discerning Assertiveness Sexting  <b>Changing Me (CM)</b>  Puberty changes FGM & breast flattening Responsibilities of parenthood Types of committed relationships Media and self-esteem Self-image Brain changes in puberty Sources of help and support	<b>Form Tutors</b>



<b>Year group &amp; timing</b>	<b>Topics</b>	<b>Delivered By</b>
<b>Year 8</b>		<b>Form Tutors</b>
<b>Autumn</b>	<b>Celebrating Difference (CD)</b>  Positive change made by others How positive behaviour affects feelings of wellbeing Social injustice Inequality Community cohesion and support Multiculturalism Race and religion Prejudice LGBT+ Bullying	
<b>Spring</b>	<b>Relationships (RL)</b>  Positive relationship with self Social media and relationship with self Negative self-talk Managing a range of relationships Personal space Online etiquette Online privacy and personal safety Coercion Unhealthy balance of power in relationships Sources of support	
<b>Summer</b>	<b>Changing Me (CM)</b>  Types of close intimate relationships Physical attraction Legal status of relationships Behaviours in healthy and unhealthy romantic relationships Pornography Sexuality Alcohol and risky behaviour	

<b>Year group &amp; timing</b>	<b>Topics</b>	<b>Delivered By</b>
<b>Year 9</b>		<b>Form Tutors</b>
<b>Autumn</b>	<p><b>Being Me</b></p> <p>Perceptions about intimate relationships  Consent  Sexual exploitation  Peer approval  Peer on peer abuse  Grooming  Radicalisation  County lines  Risky experimentation  Positive and negative self-identity  Groups and influences  Social media  Abuse and coercion  Coercive control</p> <p><b>Celebrating Difference</b></p> <p>Protected characteristics  Equality Act  Phobic and racist language  Legal consequences of bullying and hate crime  Sexism  Ageism  Positive and negative language  Banter  Peer on peer abuse  Bullying in the workplace  Direct and indirect discrimination  Harassment  Victimisation  Prejudice  Discrimination  Stereotyping</p>	
<b>Spring</b>	<p><b>Dreams &amp; Goals</b></p> <p>Personal strengths  Health goals  SMART planning  The world of work  Links between body image and mental health</p>	

Non-financial dreams and goals  
Mental health and ill health  
Media manipulation  
Self-harm  
Self-esteem  
Stigma  
Anxiety disorders  
Eating disorders  
Depression

### **Healthy Me**

Misperceptions about young peoples' health choices  
Physical and psychological effects of drugs and alcohol  
Alcohol and the law  
Alcohol and drug poisoning  
Addiction  
Smoking  
Vaping  
Drug classification  
Supply and possession legislation  
Emergency situations  
First aid  
CPR  
Substances and safety  
Sources of advice and support

## **Summer**

### **Relationships**

Healthy relationships  
Power and control in intimate relationships  
Risk in intimate relationships  
Importance of sexual consent  
Assertiveness skills  
Sex and the law  
Pornography and stereotypes  
Contraception choices  
Age of consent  
Family planning  
Consequences of unprotected sex  
STIs  
Support and advice services

### **Changing Me**

Mental health stigma  
Triggers

Support strategies  
Managing emotional changes  
Resilience and how to improve it  
Reflection on importance of sleep in relation to mental  
health  
Reflection on changes  
Benefits of relaxation

<b>Year group &amp; timing</b>	<b>Topics</b>	<b>Delivered By</b>
<b>Year 10</b>		<b>Form Tutors</b>
		<b>External RSE Workshops</b>
<b>Autumn</b>	<p><b>Being Me</b></p> <p>Human rights  Societal freedom  Understanding safety in UK and beyond  Ending relationships safely  Stages of grief, loss and bereavement  Peer on peer abuse  Social media and culture  Use of online data  Threats to online safety  Online identity  Assessing and managing risk  The law and social media  Risk and emergency contacts  Positive and negative relationships</p> <p><b>Celebrating Difference</b></p> <p>Equality including in the workplace, in society and in relationships  Equality Act 2010  Vulnerable groups including disability and hidden disability  Workplace expectations  Rights and responsibilities  Power and control in relationships  Coercive control  Benefits of multicultural societies  Equity, equality and inequality  My health</p>	
<b>Spring</b>	<p><b>Dreams &amp; Goals</b></p> <p>Impact of physical health in reaching goals  Relationships and reaching goals  Resilience  Work/life balance  Connections and impact on mental health  Balanced diet, vital organs, blood donation  Benefits of helping others  Online profile and impact on future goals and employability</p>	

## **Healthy Me**

- Improving health
- Mental health
- Sexual health
- Blood-borne infections
- Self-examination
- Diet and long-term health
- Misuse of prescription drugs
- Substances and the body
- Common mental health disorders
- Positive impact of volunteering
- Common threats to health including chronic disease, epidemics, misuse of antibiotics
- Organ donation
- Stem cells

## **Summer**

### **Relationships**

- Sustaining long-term relationships
- Intimacy
- Healthy relationship with self
- Attraction, love, lust
- Relationship choices
- Ending relationships safely
- Consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, impact on family
- Understanding love
- Fake news
- Pornography

### **Changing Me**

- Impact of societal change on young people
- Role of media on societal change
- Reflection on change so far and how to manage it successfully
- Decision making
- Sexual identity
- Gender
- Spectrum of sexuality
- Stereotypes in romantic relationships
- Sexual identity and risk
- Physical and emotional changes
- Family change
- Sources of support

<b>Year group &amp; timing</b>	<b>Topics</b>	<b>Delivered By</b>
<b>Year 11</b>		<b>Form Tutors</b>
<b>Autumn</b>	<b>Being Me in My World</b>  Becoming an adult Age limits and the law relationships and the law Consent Coercive control Child on child abuse Domestic abuse Honour-based, violence Arranged and forced marriages The Equality Act 2010 The law on internet use and pornography Social media concerns Sexting keeping safe Emergency situations, key advice, first aid, scenarios & Consequences.	
<b>Spring</b>	<b>Healthy Me</b>  Managing anxiety and stress Exam pressure Concentration strategies Work-life balance Sexual health Hygiene Self- examination STIs Sexual pressure Fertility issues Contraception Consent Pregnancy facts and myths Pregnancy choices including adoption, abortion, bringing up a baby, financial implications Identifying a range of risks including rape & strategies for staying safe Expectations in relationships	
<b>Summer</b>	<b>Relationships</b>  Stages of intimate relationships Positive and negative connotations of sex	

Spectrum of gender and sexuality  
LGBT+ rights and protection under the Equality Act  
"Coming out" challenges  
LGBT+ media stereotypes  
Peer on peer abuse  
Power, control and sexual experimentation  
Forced marriage  
Honour-based violence  
FGM and other abuses  
Hate crime  
Sources of support



<b><u>Year group &amp; timing</u></b>	<b><u>Topics</u></b>	<b><u>Delivered By</u></b>
<b>Year 12</b>		<b>Form Tutors</b>
<b>Autumn</b>	<b>Health &amp; Wellbeing</b>  Consent Sexual Harassment	
<b>Spring</b>	<b>Relationships</b>  Types of Relationships Managing healthy & unhealthy relationship behaviours Meeting people online & online dating The realities of STIs, contraception & where to access help	

<b><u>Year group &amp; timing</u></b>	<b><u>Topics</u></b>	<b><u>Delivered By</u></b>
<b>Year 13</b>		<b>Form Tutors</b>
<b>Autumn</b>	<b>Health &amp; Wellbeing</b>  Pressure points in future	
<b>Spring</b>	<b>Relationships</b>  Looking at gender norms and expectations at university & in the workplace Staying safe in New Contexts: Living Independently Staying Safe in New Contexts: Sexual Harassment & Consent at University	