



RELATIONSHIPS AND SEXUAL EDUCATION (RSE) POLICY

Issue No	Author/ Owner	Date Written	Approved by Governors on	Comments
1	MS	May 2021	7 July 2021	
1.1	MS	October 2021	20 October 2021	Appendix B amended
1.2	MS	June 2024	3 July 2024	Minor amendments, pending major updates once revised government guidelines issued.

Backwell School believes that education around how to conduct healthy and happy relationships is an educational entitlement of all students and an integral part of each pupil's emergence into adulthood.

1. DEFINITION OF RELATIONSHIPS AND SEX EDUCATION (RSE)

1.1 Relationships and sex education (RSE) is taught to help children and young people be safe, healthy and happy as they grow up and in their future lives. It is taught to give learners an understanding of the importance of stable and loving relationships in their many forms. This includes an understanding of marriage, respect, love and care. It is also about the teaching of sex, gender identity, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

1.2 It has three main elements:

1.2.1 Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage and civil partnerships ¹, and stable and loving relationships in their many forms for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

1.2.2 Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;

¹ In the rest of this document, references to marriage should be read as marriage and civil partnership

- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

1.2.3 Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception 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; and
- the avoidance of unplanned pregnancy.

2. **AIMS OF SEX EDUCATION AND RELATIONSHIP EDUCATION**

2.1 It is the school's aim to deal with sex education sensibly and sensitively at each key stage, in an age appropriate way, within a supportive framework which will allow students to feel comfortable with the subject matter and allow them to have the confidence to seek clarification, if necessary. All questions will be answered honestly and openly. The underlying philosophy of this policy is to develop self-respect in young people enabling them to develop loving, caring relationships and appreciate the moral considerations and personal responsibilities within relationships and towards others.

2.2 Sex education is not the same as relationship education, or health education. Whilst parents have the right to withdraw their children from sex education, this does not apply to parts of the curriculum deemed to be relationship education or health education (See section 6 below).

2.3 Within sex education we aim to deliver a programme of study which will provide knowledge and encourage the acquisition of skills and attitudes which will allow students to:

- Understand the biological development, the functions of the human body and aspects of reproduction.
- Recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety.
- Understand the responsibilities and roles within a sexual relationship.
- Understand that some organisms, including HIV, can be transmitted in many ways, in some cases sexually.
- Examine their own attitudes to their physical and emotional development and those of others.
- Develop assertiveness and decision-making skills.
- Understand aspects of legislation relating to sexual behaviour.
- Learn about contraception and the reasons for having protected sex.
- Access confidential sexual health advice, support and, if necessary, treatment.

2.4 Within relationships education we aim to deliver a programme of study which will provide knowledge and encourage the acquisition of skills and attitudes which will allow students to:

- Understand the diverse types of committed and stable relationships that exist and how these can contribute to a happy and fulfilling life. This includes non-sexual relationships, such as friendships.

- Recognise the importance of personal choice and consent in managing relationships so that they do not present risks to health and personal safety.
- Recognise when someone is unsafe within a relationship and how to seek help or advice, including reporting concerns about others, if needed.
- Understand the responsibilities and roles within a relationship.
- Understand different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- Develop assertiveness and decision-making skills.
- Understand their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- An understanding that risks come with these opportunities and how to recognise them and seek help if appropriate.
- Understand aspects of legislation relating to relationships, including the difference between marriage and cohabitation, and why marriage is something that must be freely entered into.
- Understand that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- Understand their 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.

3 **CONTENT**

3.1 **Knowledge and Information**

The curriculum will be delivered in line with the statutory government guidance and will support the knowledge and information included in this for secondary school students. We will also ensure that the knowledge and information covered by primary schools is revisited to ensure understanding. (See Appendix A for the statutory knowledge and information)

3.2 **Values and Beliefs**

As well as knowledge and information, students will be encouraged to consider the importance of the following values:

- Respect and valuing of themselves and others.
- Understanding and sensitivity towards the needs and views of others.
- Responsibility for their own actions.
- Responsibility to the school, their family and the wider community.

3.3 **Skills and Attitudes**

Students will be helped to develop the following skills:

- Recognising and using opportunities to develop a healthy lifestyle.
- Communication, including the making and keeping of relationships.
- Assertiveness.
- Decision-making.
- Risk assessment.
- Managing relationships.
- Conflict resolution.
- Seeking help.

4 DELIVERY

- 4.1 RSE is delivered across several areas of the curriculum in a way designed to allow specialist teaching where possible. Time has been allocated in the Philosophy and Religion curriculum in Key Stage 3 to deliver certain topics and these lessons are delivered by a team of trained, experienced teachers who are acutely aware of the need for sensitivity. Great care is taken to engender in students a respect for different attitudes and values with regard to religious and cultural issues. The programme is taught within a framework of 'loving and caring relationships'. There will also be some input within the Social, Moral, Spiritual and Cultural lessons delivered discretely in KS4.
- 4.2 When appropriate, the school may choose to deliver some content through tutor time activities, and content will be delivered by the student's tutor. These sessions will be planned by the Assistant Headteacher (Personal Development) and the delivery will be monitored by the Pastoral Leaders.
- 4.3 Some content is also taught within Computer Science lessons and the science curriculum. For example, students are taught about staying safe within online relationships within Computer Science, and the reproductive system within Science lessons
- 4.4 On occasions, it may be the case that sexual issues are implicit in other areas of the curriculum e.g. English set texts. Where this is the case, the school, as ever, seeks to deal with such matters in a responsible, sensitive manner.
- 4.5 Examples of the learning in each year group can be found in Appendix B.

5 TEACHING APPROACHES AND SAFEGUARDING

- 5.1 A variety of teaching and learning styles is used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Students are taught in mixed-ability and mixed gender groups and the teaching of issues are explored in an inclusive manner regardless of sexuality or gender. Every effort is made to use inclusive language when teaching issues relating to relationships and sex.
- 5.2 Our RSE programme will be taught through a range of teaching methods and interactive activities, including class discussions, video clips, worksheets, discussions of case studies and demonstrations of safe behaviour, among other techniques.
- 5.3 High quality resources will support our RSE provision and will be regularly reviewed by the Deputy Headteacher (Pastoral), working closely with other skilled members of the teaching team. These resources will be reviewed to ensure they appropriately support the values of Backwell School's RSE curriculum.
- 5.4 Lessons will be differentiated to ensure that all students are able to access the curriculum in line with the Equalities Act 2010. In some cases, Backwell School might deem it appropriate for some students to have the content delivered to them by a SEND specialist in learning support. This will be done on a case by case basis, and might involve a mix of one to one support and classroom delivery if this in the best interest of the student.
- 5.5 Where appropriate, Backwell School might put in place additional support for pupils with particular protected characteristics as outlined by the Equalities Act 2010 (which mean that

they are potentially at greater risk). This might mean adding or changing content of lessons to reflect the needs of these pupils.

5.6 We will ensure a safe learning environment by:

- establishing clear ground rules within the classroom.
- using a range of distancing techniques to allow students to discuss topics in a more detached manner.
- answering questions in an honest and factual manner where appropriate.
- being given the opportunity to raise questions anonymously.
- informing students about other opportunities to get support outside of the classroom, including, but not limited to, their tutor, student support, and reputable online website designed to offer support.

5.7 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In which case, the schools Safeguarding/Child Protection protocols and procedures will be followed.

5.8 In order to make sure that content is appropriate for each year group, the Assistant Headteacher (Inclusion) will consult with pastoral leads within the school. This will mean that when appropriate pastoral leads can make sure that the staff delivering the content are aware of any issues that might affect their students. It also means that the curriculum will meet the individual needs of each year group.

6 THE ROLE OF OTHER STAKEHOLDER, INCLUDING PARENTAL PARTNERSHIP

6.1 Under the Education Act of 1993, parents have the right to withdraw their children from part of the RSE programme. Parents wishing to exercise this right are asked to make an appointment to meet with the Assistant Headteacher (Inclusion) to discuss the issues (though they are under no obligation to do so). Once a child has been withdrawn, they cannot take part in later sex education lessons, without parental approval up until 3 terms before the child turns 16.

6.2 This process is the same for pupils with SEND. However, there may be exceptional circumstances where Backwell School may wish to take a pupil's specific needs arising from their SEND into account when making this decision.

6.3 After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. This is a legal requirement, as set out by government guidance (Relationships and Sex Education (RSE) and Health Education).

6.4 We would like to make it clear that, if students are withdrawn and ask questions at other times, these questions will be answered honestly by staff. We shall endeavour to respect and protect the sensitivity of the child. Parents will be supported in teaching sex education at home, if they so desire.

6.5 Backwell School will prioritise effective delivery of the content, and there will be times when sex education is integrated with health and relationship education. Provisions will be made for students who have been withdrawn from these lessons and establishing the nature of this process will be done through consultation with parents before the end of Term 4.

6.6 Backwell School recognises the importance of working closely with the parents and wider community in order to make sure that RSE is taught effectively. Backwell School will aim to undertake a consultation with parents on the nature of RSE before the end of Term 6, when this policy will be updated.

6.7 The updated policy will be informed by students, pastoral leads, parents, and other stakeholders. Questionnaires, focus groups, and consultations where parents can discuss examples of material help to guide the construction of this policy.

7 ORGANISATION

7.1 The overall planning and delivery of the RSE programme will be co-ordinated by the Deputy Headteacher (Pastoral) in consultation with the Assistant Headteacher (Personal Development), the Subject Leader for Philosophy and Religion and the Deputy Headteacher (Curriculum).

7.2 The RSE curriculum will be monitored and evaluated as part of the Self Evaluation Form (SEF) each year and this will include regular parent and student consultations. The delivery of the lessons will be monitored by the subject leads, where the content is delivered by specialists and by the pastoral leads and the senior leadership team, where the input is via tutorial sessions.

8 CONFIDENTIALITY

8.1 The school will work within the guidelines set out by the DfE's Keeping Children Safe in Education 2023 - working with the school's Designated Safeguarding Lead.

8.1.1 It is only in the most exceptional circumstances that the school could be in the position of having to handle information without parental knowledge.

8.1.2 We will reassure students that their best interests will be maintained, encouraging them to talk to their parents or carers and giving them support to do so.

8.1.3 We will ensure that students know that teachers cannot offer unconditional confidentiality.

8.1.4 We will assure students that, if confidentiality has to be broken, then they will be informed first and then supported as appropriate.

8.1.5 If there is any possibility of abuse, the school's Safeguarding Policy will be followed.

8.1.6 We will ensure that students are informed of sources of confidential help, e.g. Counsellor, Health Clinic, Professionals, GP.

9 ATTITUDES AND VALUES TO SPECIFIC ISSUES

9.1 The needs of all students need to be met in RSE programmes. We will ensure the following topics are discussed inclusively in lessons:

- Religious and cultural beliefs
- Reasons and strategies for delaying sexual activity
- Contraception
- Termination of pregnancy
- Safer sex, HIV and sexually transmitted infections (STIs)
- Sexual identity, sexual orientation and gender identity
- What healthy and unhealthy relationships feel and look like.

10 USE OF OUTSIDE VISITORS

- 10.1 Delivery of RSE is not the sole responsibility of the school.
- 10.2 The school will work effectively in partnership with parents, health professionals and others in the wider community to enhance the provision. Visiting experts to the school have a discrete role and responsibility for providing RSE both informally and formally. Visitors may be used to complement but never substitute or replace planned provision.
- 10.3 The school will ensure that any visitor used will be properly checked so that any material covered or views expressed are appropriate for the school setting.

11 MONITORING AND EVALUATION

- 11.1 The School will monitor and evaluation the policy every year. Teachers and student will be asked to self-evaluation through the use of questionnaires and interviews

12 RSE POLICY REVIEW DATE

- 12.1 This policy will be reviewed annually by the Assistant Headteacher (Pastoral Development) and the Governors. This will ensure that the RSE curriculum continues to meet the needs of the pupils at Backwell School.

Appendix A – Knowledge and information

These are the topics included in the statutory RSE document, the Physical Health and Mental Wellbeing topics are not included in the Appendix but will be covered as a part of the curriculum.

Families

Pupils should know:

- 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 – for example, 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 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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 (for example, 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.

Online and media

Pupils should know:

- 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, for example 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

Pupils should know:

- 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.

Intimate and sexual relationships, including sexual health

Pupils should know:

- 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, for example 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 and menopause.

- 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 and 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 B – Learning Grid and Development Examples

Each topic will begin with a recap of prior learning of topic areas to ensure coverage of knowledge from both Primary and Secondary School. Within the curricular map for RSHE. There are also some 'Careers' topics through the year as this is another important strand of our tutor periods.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Respectful Relationships <ul style="list-style-type: none"> The characteristics of positive and healthy friendships. Includes different, non-sexual relationships. How to be a good friend. Practical steps to improve relationships. Transition to secondary school. 	Families <ul style="list-style-type: none"> There are different types of committed, stable relationships which contribute to human happiness. Marriage – legal status Why get married? Other forms of long term relationships. 	Online and Media <ul style="list-style-type: none"> Students rights, responsibilities and opportunities online. Online behaviour expectations. Online risks and an understanding of how easily material can be shared including the dangers of viewing inappropriate sites including those showing extreme violence or pornography. 	Intimate Sexual Relationships <ul style="list-style-type: none"> The facts about reproductive health. Facts around pregnancy. 	Physical Health and Fitness <ul style="list-style-type: none"> The positive associations between physical activity and mental health and wellbeing. Runwell Careers 	The Changing Adolescent Body <ul style="list-style-type: none"> Key facts about puberty, changing adolescent body and menstruation.
Year 8	Drugs, Alcohol and Tobacco <ul style="list-style-type: none"> The facts about legal and illegal drugs and their associated risks. The law relating to the supply and possession of illegal substances. The facts about the harms of alcohol and tobacco. 	Health and Prevention. Basic First Aid <ul style="list-style-type: none"> About personal hygiene, germs and viruses and the use of antibiotics. Dental health and oral hygiene. Importance of good quality sleep. Basic treatment for common injuries. 	Internet Safety and Harms <ul style="list-style-type: none"> Similarities and differences between online and physical world.eg body image distortion. Over-reliance on online relationships. How to identify harmful behaviours online and where to access support if you are the victim of this. 	Respectful Relationships <ul style="list-style-type: none"> How stereotypes, particularly of sex, gender, race etc. can cause damage or normalise behaviour or encourage prejudice. All should be respected and show respect to others. Managing unhealthy relationships including bullying or coercive in 'real life' or online. 	Mental Wellbeing <ul style="list-style-type: none"> How to talk about emotions accurately and sensibly Happiness is linked to being connected with others. How to recognise early signs of mental wellbeing concerns. Common types of mental ill health. 	The Changing Adolescent Body <ul style="list-style-type: none"> The main changes that take place in males and females and the implications for emotional and physical health. Careers

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Internet Safety and Harms <ul style="list-style-type: none"> How to identify harmful behaviours online. How to support students suffering from harassment, abuse or bullying and recognising it in others. 	Online and Media <ul style="list-style-type: none"> Recap of rights and responsibilities. How to report material or manage issues online. Impact of viewing harmful content online. 	Respectful Relationships Families <ul style="list-style-type: none"> The role of parents in respect of raising children. The characteristics of successful parenting. Understanding unsafe relationships and seeking advice. Careers 	Intimate Sexual Relationships <ul style="list-style-type: none"> Characteristics and positive aspects of healthy 1:1 intimate relationships. All aspects of health can be affected by the choices they make in sexual relationships. choice to delay sex or enjoy intimacy without sex. Facts around contraception choices. 	Physical Health and Fitness <ul style="list-style-type: none"> What constitutes a healthy lifestyle and a healthy weight. Links between inactive lifestyle and ill health How to maintain healthy eating and the links to the above. 	Basic First Aid <ul style="list-style-type: none"> Recap of basic treatment for common injuries. Lifesaving skills, including administering CPR. The purpose of defibrillators and when one might be needed.
Year 10	Mental Wellbeing <ul style="list-style-type: none"> How to recognise the early signs of mental health issues. Mental health and GCSE studies. How to evaluate the way something you do impacts positively or negatively on your mental health. 	Drugs, Alcohol and Tobacco <ul style="list-style-type: none"> Physical and psychological consequences of addiction. Dangers of prescribed drugs. Health risks of tobacco. 	Intimate Sexual Relationships <ul style="list-style-type: none"> Choices in relation to pregnancy - medically and legally accurate information about being a parent, adoption, abortion and help and advice. The transmission and prevalence of STIs, including HIV/AIDS. Safer sex options and testing. Where to obtain advice. 	Being Safe <ul style="list-style-type: none"> How the use of alcohol and drugs can lead to unsafe sexual behaviour. Concepts of, and laws relating to, sexual consent, exploitation, abuse, HBV, coercion, rape etc. How do we recognise and understand consent and how and when this can be withdrawn. Careers 	Internet Safety and Harm <ul style="list-style-type: none"> Dangers of sharing explicit images with others. Ensuring safety of data Targeted advertising and information and age inappropriate material. Dangers of online gambling and debt accumulation Online fraud. 	Online and Media <ul style="list-style-type: none"> Pornography and other explicit material, presents a distorted picture of sexual behaviours which can damage the way that people see themselves and can negatively affect their future sexual behaviour.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Personal Liberty Understanding <ul style="list-style-type: none"> Careers Module – Post-16 options and choices. How information is stored and shared online and ensuring that students are careful with the data they generate. Careers 	Health and Prevention <ul style="list-style-type: none"> Importance of good quality sleep for good health and the negative effects of sleep including leading up to exams. Benefits of physical exercise and time outdoors to mental health, particularly at stressful times. The benefits of regular self-examination and screening. Science of immunisation and vaccination. 	Physical Health and Fitness <ul style="list-style-type: none"> The positive associations between physical activity and mental wellbeing, including as an approach to combat stress. The science of blood, organ and stem cell donation. 			

As well as the curriculum which is planned to operate during the Personal Development slots that will be delivered by the tutor teams twice a week over the school year, there is additional time given in Key Stage 4 for the SMSC curriculum. Whilst some aspects of this do not fall under the umbrella of statutory RSE, some of the topics do and those that don't are still viewed as important areas that should be covered by KS4 students. These lessons are timetabled once a fortnight and the content taught within these is shown below.

SMSC Map	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Mental Health and Wellbeing	Mental Health and Wellbeing	Intimate Sexual Relationships	Intimate Sexual Relationship	Online Safety and Harms	Online Safety and Harms
Year 11	Drugs, Alcohol, Tobacco	Financial Security, Bills and Debts	Mental Health and Wellbeing	Mental Health and Wellbeing		

Time has also been set aside for the delivery of particularly sensitive topics and this has been added to the curricular time for the Philosophy and Religion department and so will be taught by a more specialised team. These sessions will be taught across KS3 and the topic areas for Year 7, 8 and 9 have been amended so that these topics are taught in a more age appropriate manner. Some topics have moved to a younger age group as this is where we perceive the need to be. Topics do not just appear in one place and we are very keen that areas are visited in different age settings and to different levels to ensure age appropriate material but also a clear understanding. While 'consent' in the Year 7 Personal Development curricular map will be about personal space, inappropriate touching and over-familiarity, by the time this is revisited in Year 9 Philosophy and Religion and Year 10/11 SMSC it will be about sexual consent, rape and the dangers of alcohol and drugs where consent is involved.

- Year 7 - Self-esteem and body image (section moved from Year 8 to fit increase in timetable and tackle these topics sooner)
- Year 8 - Social media, influences, health and hygiene, puberty, healthy relationships.
- Year 9 - Healthy relationships, consent, contraception, STDs, pornography.

As well as the topics covered in Personal Development sessions, there are many statutory RSE topics which are covered in other areas of the curriculum.

In Science the topics around 'The Changing Adolescent Body' and the 'Intimate Sexual Relationships' sections about reproductive health and pregnancy are covered in the Adolescence, Reproductive Systems, Fertilisation and Implantation, modules of the curriculum although this is clearly based on the scientific and not the social/relationships areas of these topics.

Our PE teachers regularly educate our students on the importance of exercise to support both physical and mental health as well as supporting a wide range of extra-curricular activities which are known to support health and wellbeing. Many of these topics will also be covered more explicitly in GCSE lessons although not all students will opt for these.

All our students at Key Stage 3 follow a Food and Nutrition module as part of their Design Technology lessons where the importance of healthy eating and food hygiene is regularly revisited and again, KS4 students revisit this as part of their GCSE studies.

Internet Safety and Harms is covered explicitly as part of the Computing curriculum to ensure that students are aware of the very basic errors that people can make with the safety of their devices and they are taught about the risks and dangers of sharing inappropriate material with others and how very quickly you can lose control of this.

Finally, we have moved to a system whereby students have access to three assemblies per fortnight: one from their pastoral leader, one 'live' delivered by a member of the SLT and one recorded by another member of SLT to be shown in a tutor period which will almost always cover some area of the RHSE curriculum.