



## St Paul's Juniors

# Relationships Education and Relationships and Sex Education Policy

Author/reviewer responsible:	Head of PSHE / Pastoral Deputy Head	Date of last review:	07/24
Reviewed by:	SPJ SLT	Date of authorisation:	08/24
Authorised by resolution of:	EdComm	Date of next review:	07/25
Applicable:	SPJ		

**This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to: [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)**

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## **1. Rationale and ethos**

### **1.1 Definition**

Relationships Education refers to the topics and themes taught during the primary phase that provide the fundamental building blocks for pupils to understand the characteristics of positive relationships, with particular reference to family relationships, friendships and relationships with other children and adults. Within the context of St Paul's Juniors, Lower First, Upper First, Lower Second and Upper Second classes receive Relationships Education as part of the PSHE curriculum. In addition to the content set out in the DfE guidance<sup>1</sup>, the national curriculum for science<sup>2</sup> includes subject content in related areas, such as the main external body parts, facts about puberty and reproduction in some plants and animals.

Relationships and Sex Education (RSE) refers to the topics and themes taught during the secondary phase. RSE aims to provide pupils with the information they need to help them develop positive and nurturing relationships of all kinds, not just intimate relationships and to make decisions about their lives, now and in the future, with their safety in mind. Within the context of St Paul's Juniors, Lower Third and Upper Third classes receive RSE as part of the PSHE curriculum.

This policy concerns the curriculum taught to Lower Third and Upper Third cohorts. However, there be occasional reference to the PSHE curriculum in its entirety, which spans Lower First to Upper Third (Year 3 to Year 8) and therefore refers to both Relationships Education and RSE, as well as a broad range of topics beyond these areas.

### **1.2 Ethos**

The aim of RSE at St Paul's Juniors is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable them to know what a healthy relationship looks like and what behaviour is acceptable and unacceptable in relationships. RSE is taught in an age-appropriate way and is underpinned by our School values.

The teaching of RSE is a partnership between home and school. The School aims to provide a safe and respectful environment to learn about RSE, which supports the vital role of parents in providing this education at home. The School aims to work in partnership with parents, carers and guardians to support them in preparing their children for happy and fulfilled relationships now and in adult life.

### **1.3 Aims**

At St Paul's Juniors, the aims of RSE are as follows:

- To provide balanced and factual information;
- To enable pupils to make informed decisions and to react appropriately to different situations;
- To encourage pupils to consider the consequences of their actions;
- To encourage pupils to reflect upon their own emotional development;
- To stress the importance of considering the emotions and views of others;
- To emphasise the importance of effective communication in relationships;

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<sup>1</sup> [Relationships Education, RSE and Health Education \(2020\)](#)

<sup>2</sup> [National curriculum for science](#)

- To ensure pupils have a clear understanding of the legal framework, and the importance of consent in all relationships.

## **1.4 Equality**

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the requirements of SEND pupils when planning for the provision of RSE.

The School can take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the School could take positive action to support LGBTQ+ pupils if there was evidence they were disproportionately being subjected to bullying, abuse or harassment.

The School shall seek to be aware of contemporary issues such as ‘everyday sexism’, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.

The School will ensure that RSE is accessible for all pupils. The School is aware that pupils with SEND are more vulnerable to exploitation, bullying and other issues. Such factors are taken into consideration in the delivery of RSE. The School’s SEND Policy includes information on the roles and responsibilities of all teachers – all colleagues, including those teaching PSHE and RSE, are aware of this guidance.

## **2. Roles and responsibilities**

Ultimate responsibility for the School’s RSE policy lies with the Governors. The School’s policy on RSE is subject to review and approval by the Governors’ Education Committee. Significant updates to the schools RSE provision are now also a standing item of the Governor’s Safeguarding Sub-Committee.

In school, the Head of PSHE is responsible for the creation and implementation of the RSE Policy.

Insofar as possible, St Paul’s Juniors believes that RSE should be delivered by teachers who volunteer for the role and who have specialist skills and/or have been provided with appropriate training. The Head of PSHE is responsible for ensuring that all teachers who deliver RSE are appropriately trained. All RSE lessons are centrally planned and are accompanied with guidance on schemes of work. The Head of PSHE will provide appropriate training to all staff asked to deliver elements of RSE before such lessons commence.

### 3. Legislation

#### 3.1 Context

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 states that all schools providing primary education (Lower First to Upper Second at St Paul's Juniors) must teach Relationships Education. All schools providing secondary education must teach Relationships and Sex Education (RSE). The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At St Paul's Juniors, the School has chosen to deliver RSE as part of a timetabled PSHE program.

This policy and the PSHE curriculum have been produced with reference to DfE and PSHE Association guidance, particularly 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (updated September 2021). The DfE published further draft Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for consultation in May 2025. Although not statutory from September 2024, this policy considers the direction of travel suggested in this draft guidance.

#### 3.2 Supporting documents

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010](#); advice for schools
- [SEND code of practice](#): 0 to 25 years (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

#### 3.3 Other school policies

The RSE Policy should be read in conjunction with the other following school policies:

- Safeguarding and Child Protection Policy
- PSHE Policy
- SMSC Policy
- How Pupils at SPJ Learn About Keeping Safe
- Anti-Bullying Policy
- Equal Opportunities Policy

## 4. Curriculum design and delivery

Most of the school's RSE content is delivered within the broader PSHE curriculum. The most up to date version of the curriculum can be found on the PSHE page of the school website; an overview from the start of the academic year is included in the Appendix for convenience. All materials are reviewed by the Head of PSHE before being shared with the department. All materials are standardised across colleagues teaching RSE.

At St Paul's Juniors the teaching of the different elements of Sex Education, Relationships Education and Relationships and Sex Education (RSE) is shared predominantly by the science department and the PSHE department, however many of the broader themes are found in subjects across the curriculum.

Within PSHE lessons, pupils are signposted to external sources of relevant and age-appropriate information, advice and support. Pupils are able to ask questions anonymously during lessons. This helps to remove any embarrassment or awkwardness surrounding questions on this topic, and often leads to important and necessary discussions within the class. Teachers are equipped with the skills to answer questions in a factual and age-appropriate way, as well as knowing when to follow up with students if questions raise concern for the safety of the child.

It is important to emphasise that Relationships Education and RSE is part of a much broader PSHE programme of study, in which many aspects of human relationships are explored. Progression is ensured between St Paul's Juniors and the senior school through regular liaison and sharing of resources between Heads of Department.

An overview of the topics being taught can be seen in the image below:

	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (5 weeks)
L1	<b>Zones of Regulation</b> 1. Create class code of conduct 2. Getting to know the Zones 3. Which Zone am I in? 4. Zone triggers 5. Calming techniques 6. Thinking strategies	<b>Healthy Relationships</b> 1. Character traits 2+3. What makes a good friend? 4. Secrets 5+6. PANTS rules (NSPCC) 7. Flexible lesson	<b>Community</b> 1. Community and responsibilities 2. Being an active citizen 3+4. Democracy and the rule of law	<b>Equality</b> 1. Why is diversity important? 2. Equality and fairness 3. How can my behaviour impact others? 4+5. Celebrating diversity and equality	<b>Wellbeing</b> 1. Everyday feelings 2. Expressing feelings 3. Managing feelings 2 4. Managing feelings 3 5. Dealing with change	<b>Preparing for U1</b> 1. Personal hygiene 2. Summer-time safety 3. Preparing for U1 4. Preparing for U1
U1	<b>Zones of Regulation</b> 1. Create class code of conduct 2. Revisiting the Zones 3. My Zones across the day 4. Zone triggers 5. Calming techniques 6. Self-regulation strategies	<b>Healthy Relationships</b> 1. What makes a friendship 'healthy'? 2. PANTS rules (NSPCC) 3. Family relationships 4+5. Diverse families 6+7. Family changes	<b>Identity</b> 1+2. Identity - Who am I? 3. Who are my positive role models? 4. How does my behaviour influence others?	<b>Equality</b> 1. What is the Equality Act? 2. Protected characteristics: religion 3. Protected characteristics: disability 4+5. Equality campaign	<b>Health and safety</b> 1. Healthy lifestyle 2. Healthy food choices 3. Exercise 4. Basic first aid 5. Summer time safety	<b>Growth and change</b> 1. How have I changed since the start of the year? 2. How does change make me feel? 3. How can I reframe failure? 4. How can I prepare for 2nd year? 5. Flexible lesson
L2	<b>Citizenship</b> 1. Creating class code of conduct 2. What are my values? 3. British Values: Respect and tolerance = Individual liberty 4. British Values: Democracy + rule of law 5. Human rights 6. Flexible lesson	<b>Anti-racism</b> 1. Race and racism 2. History of racism in the UK 3. Anti-racism 4. Understanding stereotypes 5. Unconscious bias 6. Microaggressions 7. Mythbusting	<b>Healthy Relationships</b> 1. The importance of respect 2. Personal boundaries 3. Maintaining positive relationships 4. <u>Managing challenges in relationships</u> 5. Anti-bullying	<b>Physical health</b> 1. What are the features of a healthy lifestyle? 2. Personal hygiene and oral hygiene 3. First aid (remove up to hazards) 4+5. Online safety	<b>Mental health and wellbeing</b> 1. Mental health and keeping well 2. Managing challenges and change 3. Giving advice 4. Mental Health Awareness Week 5. Managing loss and bereavement	<b>Financial literacy and careers</b> 1. My money choices 2. Needs and wants 3. Creating a simple budget 4. Careers and aspirations 5. Flexible lesson
U2	<b>British Values</b> 1. Creating class code of conduct 2. British values + diversity 3. History of immigration to UK 4. History of the Commonwealth 5. Refugees 6. Case Study	<b>Rights and responsibilities</b> 1. Human rights 2. Human rights and the law 3. What is extremism? 5. Recognising influences 6. Run, Hide, Tell 7. Flexible lesson	<b>Puberty</b> 1+2. Male puberty 3. Female puberty 4. Personal hygiene 5. Reproduction	<b>Equality</b> 1. Inclusion and friendships 2. Respectful communication in relationships 3. Anti-bullying 4. Gender roles 5. Stopping sexism	<b>Drugs education</b> 1. Assessing risk 2. Legal and illegal drugs 3. Influences and pressure 4. Drugs and alcohol in the media 5. Flexible lesson	<b>Financial literacy and careers</b> 1. Exploring careers 2. Money and wellbeing 3. Money and risk 4. Money and risk 5. Flexible lesson
L3	<b>Community</b> 1. Creating class code of conduct 2. SP character traits 3. Acting with integrity 4. Respect 5. Kindness 6. Healthy friendships	<b>Citizenship</b> 1. Political democracy in the UK 2. Elections in the UK 3 + 4. Making a manifesto 5. The justice system 6. Making a difference 7. Flexible lesson	<b>Drugs education</b> 1. Peer pressure and boundaries 2. Nicotine (vaping) 3. Alcohol 4. Exploitation and county lines 5. Flexible lesson	<b>Healthy relationships and gendered experiences</b> 1. Healthy and unhealthy relationships 2. Consent 3. Sexuality 4. Respectful communication 5. Flexible lesson	<b>Healthy relationships and gendered experiences</b> 1. Relationships online and the role of the media 2. Masculinity 3. Masculinity 2 4. Body image and self-esteem 5. Flexible lesson	<b>Money and financial literacy</b> 1. Money decisions and influence 2. Making informed decisions 3. Influencing the economy 4+5. Managing risk
U3	<b>Anti-racism</b> 1. Creating class code of conduct 2. Why is anti-racism important? 3. Racism and microaggressions 4. Language and inclusion 5. Systemic racism 6. Case study	<b>Gender and Identity</b> 1+2. Gender stereotypes 3. Language and sexism 4. Gender inequality 5. Intersecting identities 6. Gender reassignment 7. Flexible lesson	<b>RSE</b> 1. Healthy intimate relationships 2. Sexuality 3. Consent 4. Consent 2 5. Sexual harassment	<b>RSE</b> 1. FGM 2. Pornography 3. Pornography 2 4. Starting a family 5. Contraception	<b>Health and wellbeing</b> 1. Mental health: stress and exams 2. Mental health: signs, symptoms and strategies 3. Mental health: managing change 4. Physical health: screen time 5. Physical health: first aid 6. Online safety: influencers and social media 7. Online safety: managing risk	

## 5. Safe and effective practice

The school recognises that for RSE to be safe and effective, certain 'ground rules' need to be understood by all those that take part. At the start of the academic year, a lesson is devoted to

collaborative creation of a class code of conduct. This document is displayed in PSHE lessons and revisited at the start of RSE teaching, where teachers and pupils will discuss these ground rules.

Whilst these are unique to every class, they will broadly include points around:

- An agreement on how potentially sensitive questions can be asked, including the right to pass and the use of an anonymous question box;
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room, whilst also recognising the importance of talking to trusted adults at home about the topics covered;
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature;
- The promotion of 'distancing techniques' that encourage pupils not to personalize their questions or discussions;
- The importance of the character traits, particularly the role of respect and kindness when engaging in discussion around these topics.

Teachers should bring any non-urgent issues to the attention of the Head of PSHE. Any urgent and/or safeguarding issues should be immediately reported to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the School's Safeguarding and Child Protection Policy (see below).

## **6. Safeguarding**

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. When such concerns are raised, teachers will follow the usual child protection and safeguarding procedures by immediately discussing these concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

Ordinarily visitors will be discouraged from observing RSE lessons, however observations may be undertaken by an appropriate colleague (such as the Head of PSHE) to ensure consistency of teaching and the safety of pupils, and will be conducted in a sensitive manner.

Where visiting speakers are invited to deliver aspects of the RSE curriculum (for example Beyond Equality workshops for Upper Third Years), testimonials will be sought from other schools and the Head of PSHE will brief facilitators in advance about the Schools' safeguarding procedures. Visiting speakers will always be accompanied by a member of St Paul's Juniors staff when delivering RSE content.

## 7. Engaging stakeholders

### 7.1 Parents, carers and guardians

At St Paul's Juniors, the Head of PSHE sends a letter to parents in advance of RSE lessons. This communication outlines the topics covered, the method of delivery and useful resources to support parents in continuing the conversation at home. It also provides the date of parental information evenings. Parents of Upper Second, Lower Third and Upper Third pupils are invited to attend an online seminar in the Autumn Term and Spring Term respectively. These workshops aim to brief parents on the content of the programme of study. They also provide an opportunity for parents to ask questions and provide feedback on the content of the course and the RSE policy.

The School will consult with parents to ensure they have an opportunity to understand the purpose and content of the RSE curriculum. A consultation evening is held every two years (or before any significant changes to the policy), for parents to provide feedback and ask questions about the RSE policy and curriculum. This is followed by a short survey to all parents. The school recognises that good communication and opportunities for parents to understand and ask questions about the School's approach help increase confidence in the curriculum.

As per DfE guidance, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, parents will be invited to discuss the request with the head teacher to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, as well as to make clear the benefits of receiving this education. There is no right to withdraw from Relationships Education or Health Education.

Unlike Relationships Education, sex education at a primary level is not compulsory. In addition to content set out in the DfE guidance, the national curriculum for science includes related topics such as the main external body parts, facts about puberty and reproduction in some plants and animals.

Parents have the right to withdraw their child from sex education at primary level that goes beyond the national curriculum in science.

If a pupil is excused from sex education the school will document the process and will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents have the right to view any of the teaching materials the school uses in the delivery of PSHE and/or RSE. Ordinarily, this would be via arrangement with the Head of PSHE and be facilitated by a virtual or face to face meeting.

**If parents have any queries or wish to withdraw their child from RSE, they should contact the Head of PSHE in the first instance.**

Alongside the pupil curriculum, the school provides a range of seminars for parents, carers and guardians to provide further guidance around engaging with their child on the subject of RSE such as:

- 'What every parent needs to know about pornography'
- Masculinity and cultivating positive alternatives to violence and alienation

Tooled Up is an online platform accessible to all parents, carers and guardians offering a range of resources and guidance about issues and concerns affecting parents, including those relevant to RSE topics.

## **7.2 Pupils**

Pupils are invited to provide feedback on the curriculum and complete a feedback survey at the end of the academic year. There is flexibility in the curriculum for lessons to be added on issues affecting pupils. Decisions are made about the content of these lessons as a result of emerging trends or themes, as well as through anonymous suggestion boxes and discussions with wider pastoral team.

## **7.3 Staff**

Staff and especially tutors may benefit from knowing when pupils are covering key aspects of the RSE curriculum. The Head of PSHE will ensure staff can access up to date schemes of work for RSE on the School's intranet pages.

## **7.4 Governors**

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors are required to ensure that:

- All pupils make progress in achieving the expected educational outcomes;
- RSE is well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- RSE is well resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The School will enable Governors to fulfil these responsibilities by providing appropriate information to the Governor's Education Committee and Safeguarding Sub-Committee at regular intervals or as requested. Updates to RSE provision is now a standing item of the Safeguarding Sub-Committee. The Governor's Education Committee will review and agree this policy on behalf of the Governing Body.

## **8. Monitoring and evaluation**

Given the nature of Relationship and Sex Education, formal lesson observations are not always appropriate. For this reason, it is imperative that the Head of PSHE communicates regularly with those delivering the RSE curriculum, to discuss:

- The resources and methods that are used; and their appropriateness and effectiveness;
- The reaction of the boys to the lessons and materials;
- The inclusion of new topics that may need to be covered.

To ensure that the programme meets pupils' needs, pupil voice feedback is used to assess the course content. If necessary and appropriate, this information can be used to adapt the programme in advance of its delivery. Parents are also invited to provide feedback on the course content following attendance at webinars and at the end of the academic year. It is important to note that though all feedback and views are listened to, they do not amount to power of veto over curriculum content.

The PSHE policy and syllabus is available to all teachers and support staff. This ensures the wider staff body are aware of what is being taught so that they are prepared to support the emotional needs of pupils in their lessons.

## 9. Appendix

*Note: The curriculum maps are accurate for the start of the academic year but occasionally lessons will be added or edited to meet the needs of the pupils. The most up to date version of the curriculum will be held on the department intranet page that parents can view on request at any point.*

### 1. Relationships Education from L1-U2

Year Group	Content	Implementation
<b>Lower First Year</b>	<p>Autumn term 2 – Healthy Relationships</p> <ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>How to recognise who to trust and not trust and how to recognise when a friendship is making them feel unhappy or uncomfortable.</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>What sorts of boundaries are appropriate in friendships with peers and others.</li> <li>Where to get advice.</li> </ul>	<p>Pupils are taught PSHE by their form tutor.</p> <p>Lessons are accessible to all pupils through the use of a variety teaching styles, such as scenario-based learning, as well as class-specific differentiation as informed by their class teacher.</p> <p>Key words are displayed on lesson resources at the start of the lesson and throughout.</p> <p>Dual-coding is used where appropriate.</p>
<b>Upper First Year</b>	<p>Autumn term 2 – Healthy Relationships</p> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>That others' families 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.</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families.</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	

<b>Lower Second Year</b>	<p><b>Spring term 1 – Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them, or make different choices, or have different preferences or beliefs.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• What boundaries are appropriate in friendships with peers and others (including a digital context).</li> <li>• How to report concerns and the confidence and vocabulary needed to do so.</li> <li>• About different types of bullying (including cyberbullying) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p>Lessons are accessible to all pupils as a result of using a variety of teaching styles including:</p> <ul style="list-style-type: none"> <li>• Key word banks</li> <li>• Dual-coding and use of images</li> <li>• Use of age-appropriate scenarios</li> <li>• Paired and group discussion</li> </ul> <p>Teachers may implement other methods of differentiation to meet the needs of specific pupils in their class.</p>
<b>Upper Second Year</b>	<p>Summer term 1 – Puberty and Change (Health Education) <i>(this unit comprises of some content within the category of ‘health education’ and some within ‘relationships education’)</i></p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes affecting males and females</li> </ul> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>NB: pupils learn about the reproductive system in science lessons.</p>	

## 2. Relationships and Sex Education for Third Years

Year Group	Content	Implementation
<b>Lower Third Year</b>	<p>Spring term 1 – Healthy Relationships</p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy relationships (including one-to-one intimate relationships) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.</li> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• The concepts of, and laws relating to, consent and sexual harassment, and why sexual harassment and sexual violence are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as</li> </ul>	<p>Lessons are accessible to all pupils as a result of using a variety of teaching styles including:</p> <ul style="list-style-type: none"> <li>• Key word banks</li> <li>• Dual-coding and use of images</li> <li>• Use of age-appropriate scenarios</li> <li>• Paired and group discussion</li> </ul> <p>Teachers may implement other methods of differentiation to</p>

	<p>defined in the Equality Act 2010) and that everyone is unique and equal.</p> <ul style="list-style-type: none"> <li>How stereotypes (including stereotypes based on sexual orientation) can cause damage and normalise or encourage prejudice.</li> </ul> <p>Spring term 2 – Gendered experiences</p> <ul style="list-style-type: none"> <li>The similarities and differences between the online world and the physical world, including unhealthy or obsessive comparison with others online, including through setting unrealistic expectations for body image.</li> <li>How stereotypes (including stereotypes based on sex and gender) can cause damage and normalise or encourage prejudice.</li> </ul>	meet the needs of specific pupils in their class.
<b>Upper Third Year</b>	<p>Spring term – RSE</p> <ul style="list-style-type: none"> <li>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.</li> <li>The concepts of, and law relating to, sexual consent and sexual harassment.</li> <li>The concept of, and laws relating to, FGM</li> <li>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.</li> <li>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>The impact of viewing harmful content.</li> <li>That sharing and viewing indecent images of children (including those created by children) is a criminal offence.</li> <li>What to do and where to get support to report material or manage issues online.</li> <li>The facts about reproductive health, including fertility.</li> <li>The facts about the full range of contraceptive choices.</li> <li>The facts around pregnancy and childbirth, including choices in relation to pregnancy.</li> </ul>	

### 3. Relevant content taught in Upper Second science.

B1 Chapter 3 Reproduction: Adolescence	<p>Biology</p> <ul style="list-style-type: none"> <li>Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems.</li> <li>Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions.</li> </ul>	<p>Developing</p> <ul style="list-style-type: none"> <li>State the definitions for adolescence and puberty.</li> <li>State changes to the bodies of boys and girls during puberty.</li> <li>Interpret observations given, as changes that occur in boys or in girls.</li> </ul> <p>Secure</p> <ul style="list-style-type: none"> <li>State the difference between adolescence and puberty.</li> <li>Describe the main changes that take place during puberty.</li> <li>Interpret observations given, to categorise the changes during adolescence.</li> </ul> <p>Extending</p> <ul style="list-style-type: none"> <li>Explain the differences between adolescence and puberty.</li> <li>Explain the main changes that take place during puberty.</li> </ul>
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		- Interpret observations given, to categorise and explain physical and emotional changes during adolescence.
B1 Chapter 3 Reproduction: Reproductive systems	Biology - Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems. - Present observations and data using appropriate methods, including tables and graphs.	Developing - Name the main structures of the male and female reproductive system. - State a function of the main structures of the male and female reproductive system. - Extract information from text to state structures and functions of the key parts of the reproductive systems in a table. Secure - Describe the main structures in the male and female reproductive systems. - Describe the function of the main structures in the male and female reproductive systems. - Extract information from text to describe structures and functions of the key parts of the reproductive systems in a table. Extending - Explain how different parts of the male and female reproductive systems work together to achieve certain functions. - Explain the adaptations of some of the main structures that help them function. - Extract information from text to explain structures and functions of the key parts of the reproductive systems in a table.
B1 Chapter 3 Reproduction: Fertilisation and implantation	Biology - Reproduction in humans (as an example of a mammal), gametes, and fertilisation.	Developing - State the definition of gametes. - State what is meant by fertilisation. Secure - Describe the structure and function of gametes. - Describe the process of fertilisation. Extending - Compare the male and female gametes. - Explain the sequence of fertilisation and implantation.
B1 Chapter 3 Reproduction: Development of a fetus	Biology - Reproduction in humans (as an example of a mammal), gestation and birth, and the effect of maternal lifestyle on the fetus through the placenta.	Developing - State the definition of gestation. - State how long a pregnancy lasts. Secure - Describe what happens during gestation. - Describe what happens during birth. Extending - Describe accurately the sequence of events during gestation. - Explain in detail how contractions bring about birth.
B1 Chapter 3 Reproduction: The menstrual cycle	Biology - Reproduction in humans (as an example of a mammal), menstrual cycle (without details of hormones). WS - Present observations and data using appropriate methods, including tables and graphs.	Developing - State a simple definition of the menstrual cycle. - State the main stages in the menstrual cycle. - Present key pieces of information in a sequence. Secure - State what the menstrual cycle is. - Describe the main stages in the menstrual cycle. - Present information in the form of a graphical timeline. Extending - Explain the role of the menstrual cycle in reproduction. - Describe the stages of the menstrual cycle as a timed sequence of events. - Present information in the form of a scaled timeline or pie chart.