

Part B: Relationships and Sex Education (RSE) Programme



This document should be read in conjunction with the Emmanuel Schools Foundation's policy on Relationships and Sex Education and the statutory guidance that can be found [here](#).

Delivery

Emmanuel College's Relationships and Sex Education Programme involves the science department, the business and computing department, the religious education department and delivery of bespoke RSE and online safety sessions by the staff delivering the personal development curriculum.

Science

In science lessons, the national curriculum's science programme of study is followed at key stage 3.¹ The subject content from the AQA GCSE course in biology is taught at key stage 4.² The department teaches the facts about pregnancy, reproductive health, fertility, sexually transmitted infections and contraception.

Online safety

The online safety programme aims to equip all students to manage their online life responsibly, safely and securely. It is delivered through a series of **computing** lessons in Years 7, 8 and 9 and consolidated in a series of sessions in Years 7-11. Computing lessons are based on the national curriculum in computing, in which there are three strands: digital literacy, computing and IT.³ Students are educated about content, conduct and contact: *content* covers the awareness of online platforms and programmes and the associated risks; *conduct* helps students know how to handle and follow up any concerns; *contact* concerns the practicalities of regulating use of the internet. The online safety sessions delivered to each year group lean heavily on activities from Thinkuknow, an education programme from Child Exploitation and Online Protection (CEOP), a command of the National Crime Agency.⁴ The online safety sessions, as well as links to various other sources of information for both students and parents, can be found on the College website.⁵ In addition, students receive sessions which address the societal problems that have arisen with, or have been exacerbated by, the arrival of the internet. The starting point is the value and dignity of all human beings and students consider how to live well alongside others in a diverse society. They are equipped to think critically and learn the dangers and methods of radicalisation, tribalism and the offline consequences of online rhetoric and propaganda.

Religious Education

The subject content from the AQA GCSE course in religious studies is taught at key stage 4.⁶ The two *religious, philosophical and ethical studies* themes that students consider are *Theme A: Relationships and families* and *Theme B: Religion and life*.

¹ National curriculum in England: science programmes of study: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3>

² AQA GCSE Biology (8461) Specification: <https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>.

All key stage 4 students study either the combined science GCSE or the triple award in biology, chemistry and physics.

³ https://assets.publishing.service.gov.uk/media/5a7cb981ed915d682236228d/SECONDARY_national_curriculum_-_Computing.pdf

⁴ See: <https://www.thinkuknow.co.uk/>

⁵ See: <https://www.emmanuelcollege.org.uk/parents/online-safety/>

⁶ AQA GCSE Religious Studies (8062) Specification A: <https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>. All key stage 4 students at Emmanuel study the full course in GCSE Religious Studies.

Relationships and Sex Education (RSE)

A trained team of Emmanuel teaching staff deliver our personal development curriculum, including a programme of Relationships and Sex Education (RSE) lessons and lectures in Years 7-11. Discussion plays an important part in the classroom sessions, which are designed to cohere with the lectures and lessons in the other areas of the programme, supplementing the factual content taught in science, for example.⁷ The lessons draw upon resources produced by recognised authorities including such organisations as the NHS, Childline, the NSPCC, the Foreign and Commonwealth Office and the Home Office, which created the *disrespect nobody* campaign and resources.⁸

Assessment and further support

In relation to the content that is delivered by the respective academic departments – science, computing and religious education – knowledge and understanding is assessed as part of those departments’ regular assessments. Content will also regularly feature as part of departmental retrieval activities at the beginning of each lesson. Students do cover a considerable amount of factual content, from the facts of reproduction in science to the ethical and theological beliefs that groups hold in religious education. However, a student’s personal development is about more than the acquisition of knowledge. Emmanuel has an emphasis on character education, with wisdom being one of the Foundation’s core virtues. Students do not pass or fail in this area of personal development, but have the opportunity to reflect upon their personal learning experience. At the close of each RSE session students are reminded of the support available in College⁹ and they are also pointed to the help available externally.¹⁰ Opportunities are also taken to assess students’ knowledge before and/or after a session (or series of sessions), so that teachers can adequately gauge progress, assess local needs and also inform the future development of the sessions. Personal reflection is hugely important – at the close of each session students are asked to note down at least one key takeaway, which might be a new piece of factual knowledge or a perspective or viewpoint they have never previously encountered.

Safeguarding

Students are always reminded of a list of basic ‘ground rules’ for RSE at the beginning of each lesson to ensure that there is a safe and supportive environment in which to learn. These ground rules are:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to give their personal view in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- every contribution will be made in a respectful manner, especially if you are disagreeing with someone else;
- maturity: a thoughtful approach means everyone can benefit from the sessions.

Many of the issues covered through this curriculum are of a sensitive nature. The ground rules provide a safe working environment for both students and staff and the boundaries around confidentiality are made explicit to students. All teachers delivering this curriculum have received safeguarding training which covers confidentiality and disclosure.

⁷ The health education programme is another element of the personal development curriculum and sits alongside the RSE provision.

⁸ See: <https://www.gov.uk/government/collections/disrespect-nobody-campaign>

⁹ Under the heading *if anything is concerning you*, the final slide of each lesson reads: remember that there are plenty of people you can talk to in College for help. Depending on what you want to discuss there is: your RSE teacher; your tutor; your Head of Year/Assistant Head of Year. If you think that you, or someone you know, is at risk of harm speak to: Mrs J Graham, Designated Safeguarding Lead (DSL) or Mrs A Gill, Deputy Designated Safeguarding Lead (DDSL). Moreover, the input from RSE sessions is located within the context of the regular messages students receive during the daily morning broadcast. A range of issues is broached as the newspaper front pages are discussed on *Good Morning Emmanuel* – not least those relating to the protected characteristics – and students are regularly reminded of the support available.

¹⁰ For example, the Year 10 lessons on unhealthy and abusive relationships conclude with the following input: *Different groups of people have (age-appropriate) support services available to them:* <https://rapecrisis.org.uk> (women/girls); <https://www.survivorsuk.org> (men/boys); <https://www.galop.org.uk> (LGBT people); <https://respectphoneline.org.uk> (perpetrators).

Curriculum

The content of each of the key elements of the curriculum is summarised below. Appendix 1 identifies the main points at which the statutory content is delivered, although issues will inevitably feature across more than one session.¹¹

Right to be excused from sex education

We would hope that parents/carers sending their children to Emmanuel College do so confident in the writing and delivery of a curriculum that deals with sensitive topics in an age-appropriate manner. Parents/carers do however have the legal right to request that their child be withdrawn from some, or all, of sex education delivered as part of statutory RSE.¹² Various factors should be considered before that decision is taken, not least the likelihood of the child hearing their peers' version of what was said in the classroom, rather than what was directly said by the teacher. In the event of a parent/carer wishing to request their child be withdrawn, they should do so in writing to the Principal. Parents/carers will then be invited to attend a meeting in College, in which the nature and purpose of the curriculum is clarified and the exact nature of the request discussed.¹³

¹¹ For the statutory guidance on relationships education, relationships and sex education (RSE) and health education see <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>; for the specific content for relationships and sex education (RSE) in secondary schools see pp.27-30.

¹² There is no right to withdraw from Relationships Education or Health Education (see statutory guidance p.18, section 50). There is also no right of withdrawal from any part of the national curriculum (see statutory guidance p.39, section 104).

¹³ The 'right to withdraw' from sex education is detailed on pp.17-18 of the statutory guidance. Section 47 reads: 'Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms'.

Part 1: Starting out

In Years 7 and 8, students consider what human beings are and the intrinsic worth of them all, the various influences on us as we grow up, how to appreciate, establish and build healthy relationships in all areas of life, how we make decisions relating to the best and the right way to live and they are introduced to intimate (sexual) relationships.

Year 7: Science

In science, students study **reproduction**, which forms part of the biology topic: *Structure and function of living organisms*.¹⁴ Students gain a knowledge of the biological mechanism of sexual reproduction in humans and the physical changes that take place during puberty. Curriculum subject matter includes: gametes and fertilisation; the structure and function of the male and female reproductive systems; the menstrual cycle (without details of hormones); gestation and birth, which includes the effect of maternal lifestyle on the foetus through the placenta.¹⁵

Year 7: Online safety

All students receive a series of lessons on online safety within computing lessons and two additional personal development (PD) sessions, one reinforcing the key messages from earlier lessons and another emphasising some key issues relating to the topic.

Computing

Students have a series of lessons that cover the following content: understanding online security, using secure passwords and locking your computer when it is not being used; understanding how to name, store and organise files effectively; ensuring that you protect your personal information online, through consideration of what you post and how to control privacy settings; understanding what cyberbullying is, the impact of it and how to report it and deal with it.

PD session 1: Password security, online reputation and cyberbullying

This session covers online security, online reputation and cyberbullying. Students consider the importance of secure passwords and the need to change them regularly. They are made aware of the dangers of posting pictures online, the permanence of one's digital footprint and that privacy can never be assumed. Finally, students look at what cyberbullying is, current statistics of online bullying, the law relating to it as well as how to prevent, respond and report any online abuse.

PD session 2: All human beings matter

As students embark on their journey through Emmanuel, this session seeks to set out unequivocally the worth and dignity of all human beings. It grounds our relations with others (online and offline) in the belief that all people are intrinsically valuable and made in the image of God and should therefore be treated with respect. It sits alongside the first RSE classroom sessions and emphasises that all people are infinitely precious, whatever they choose to believe or however they choose to live. It discusses our status as morally responsible beings and emphasises that bullying and unkindness are never acceptable in any context and in whatever form they may take and are never to be tolerated. It asks students to reflect on how we are all gifted for a purpose and how our struggles can serve to shape us and help us grow as people. It asks students to consider what it

¹⁴ See pp.5-6 of the [Science programmes of study: key stage 3 National curriculum in England](#). In the science department schemes of work the topic is called *1B – Organisms 1*.

¹⁵ The topic is taught on rotation to groups during the first half of the year.

means to live in a world where people have different perspectives, identities and worldviews and suggests the pursuit of both grace and truth as a noble and honourable aim in life.¹⁶

Year 7: Relationships and Sex Education (RSE)

In Relationships and Sex Education classroom lessons, students consider the following areas:

7.1 Human beings

Key questions: What makes you 'you'? What makes us all the same? The nature and value of all human beings: whatever they choose to believe or however they choose to behave, all are created in God's image and are intrinsically precious. All humans are valuable: their worth does not depend on their abilities, skills or opinions. Key question: If we all have equal worth, why does it not always feel that way? What things make us feel bad about ourselves? The way we treat others is important, as is how we treat ourselves (for example, our minds and the way we think).

7.2 Friendships

How to establish and grow healthy relationships with our friends. Key questions: what do we want to be like as people? What do we want our friends to be like? Which do we most prize: (being) popular; intelligent; funny; trustworthy; good looking; forgiving; sacrificial; kind; encouraging? How has the internet changed the way we make and keep friendships? There are some positives (e.g. connection despite physical distance) and negatives (e.g. depersonalisation; negative self-image). Does technology help when you disagree with someone? How to deal with disagreements with friends.

7.3 Identity and image

The factors that shape our identity: what makes me who I am? Where do I find worth, value and security? How do I handle feeling insecure? How should I see myself? Image: representations of beauty on television, in films, in advertisements can distort our thinking and we can be seduced into believing an image is the same as reality. There is a difference between image and reality, something especially pertinent on social media, as people present the highlights of their lives. Key question: where do you find your self-worth? Are we basing it on reliable foundations? The importance of self-respect and respect for others and of taking responsibility for oneself as well as for others.

7.4 Respect, fairness and the protected characteristics

That in school and in wider society: we can expect to be treated with respect by others and, in turn, we should show due respect to others, including people in positions of authority. Barriers to respect and what respect might look like in practice. Why there is the need for people to have authority in the world; how we can show respect for people in positions of authority; how those in authority can show respect for those they oversee. The stereotypes about teenagers and young people – including about people with a certain ethnicity or religion – and the damage stereotypes cause; stereotyping and how it might encourage prejudice. An introduction to The Equality Act 2010, which legally protects people from discrimination in the workplace and in wider society. The reason for the act is the way that various groups have been mistreated historically. The zero-tolerance approach to bullying of any kind at Emmanuel College.

¹⁶ The vision of ESF reads: 'Each person in our schools is valued, challenged and inspired, being 'made in God's image' and therefore infinitely precious, morally responsible and gifted for a purpose. Founded on faith, hope and love and inspired by Christ, we pursue excellence in character development, learning across the curriculum and service to our communities'. See: <https://www.emmanuelcollege.org.uk/about/values-and-ethos/>.

Year 8: Online safety

All students receive a series of lessons on online safety within computing lessons and two additional PD sessions, the first reinforcing the earlier lessons and another emphasising some key issues relating to the topic.

Computing

Students have a series of lessons that cover the following content: handling personal information and being aware of how it can be used to mislead yourself or others (identity theft, etc.); understanding the consequences, dangers and potential breaches of the law in 'sexting'; exercising caution in trusting people online, with particular attention paid to the dangers of grooming and exploitation; the importance of maintaining a clean online reputation in both the long and short term.

PD session 1: Reliability of information, online contact and reporting concerns

The first session covers the reliability of information, online contact and reporting concerns. Students learn about fake news, 'deep fake' videos and how to be discerning and evaluate what they see online. Students learn about the dangers of connecting with people online, how online grooming works and the warning signs and how to make a CEOP report when something is concerning.

PD session 2: Living well together in an online world

This session asks students to consider what might be termed online 'etiquette' or 'civility', recognising the movement of society towards an ever-increasing dependence on technology and the communication carried out continuously using it. Students are asked to consider how to translate values held in life lived in the tangible presence of others – the importance of respecting and valuing others – into the online world and how to best deal with situations involving conflict when they arise.

Year 8: Relationships and Sex Education (RSE)

In Relationships and Sex Education classroom lessons, students consider the following areas:

8.1 Families

The importance of families, parents and carers; the important role our families play in shaping who we become. What do families look like today? Different types of committed, stable relationships exist in the UK; many people are single, with numerous one-person households.¹⁷ Why it is important to understand that different types of family exist. What does a healthy family look like? How committed, stable relationships might contribute to human happiness and their importance for bringing up children. What marriage is and the legal rights and protections that marriage carries; the characteristics and legal status of other types of long-term relationships. Why marriage is important for many couples and why it must be freely entered into; forced marriage. Unregistered marriages. The importance of gratitude towards all those who care for us: why it is important and how we might show it to those people. Grandparents and the elderly: the various challenges facing the elderly today, not least the issue of social isolation. How might we respect and value our grandparents and the elderly within our community?

8.2 Respectful relationships (i)

How to determine whether other children, adults or sources of information are trustworthy; how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); how to seek help or advice and report any concerns. The physical and emotional damage caused by female genital mutilation (FGM); where to find support; the law in relation to performing or assisting in the performance of FGM, or failing to protect a person for whom you are responsible.¹⁸ How to recognise when relationships (including family relationships) are unhealthy or abusive (neglect, emotional, sexual and physical

¹⁷ See: <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2023>

¹⁸ See: <https://www.nhs.uk/conditions/female-genital-mutilation-fgm/> and <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/>.

abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. The roles and responsibilities of parents with respect to raising of children: what are the characteristics of successful parenting?

8.3 Respectful relationships (ii)

The importance of developing respectful relationships, both inside and outside College; the understanding that appropriate discipline is not an act of hate, but of love. The causes of disrespect, including ignorance and a lack of understanding about difference. Practically, how can we foster greater respect in all the different relationships we have in life? In College and in wider society we should expect to be treated with respect by others and that in turn we should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. Bullying: the different types of bullying (including cyberbullying); their impact; the responsibilities of 'bystanders' to speak up and report bullying; how and where to get help in the event of being a victim of bullying. How bullying can be motivated by prejudice against different groups and might be motivated by actual differences or perceived differences. The Equality Act 2010 and disability discrimination. Staying safe and recognising when 'friendship' can lead to harm. Peer pressure; abuse; grooming; coercion; domestic abuse; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); the law in the UK relating to violence and exploitation by gangs, substance misuse. Encountering difficulties in relationships: the nature of reconciliation; when relationships end; when family relationships break down.

8.4 An introduction to adult relationships

Reflecting on living in a sexualised culture and starting to consider the messages certain products send. The way we speak and the language we use: the importance of the way we speak about other people, whether they are present or not; unacceptable homophobic/transphobic/misogynistic comments and/or casual use of sexualised terms/insults. The zero-tolerance approach towards bullying of all kinds at Emmanuel College, including comments/behaviour framed as 'just banter'. Boundaries: the importance of boundaries in our interactions with others. Our choices matter: understanding that our health and wellbeing are affected by the choices we make in relationships and sex; positively or negatively we are impacted physically, emotionally, mentally. Deciding on right and wrong: how do we decide what is right and wrong generally and where do we look for information on the facts and the moral choices we face? Where can we obtain reliable guidance? The age of consent and the law about sexual intercourse. What do we do if something is concerning us (personally or in relation to a friend)?¹⁹

¹⁹ This question is asked at the close of every RSE session, with students being reminded of the various places they can go to access whatever help they might need.

Part 2: Thinking further

In Years 9-11, students consider the issues relating to sexual relationships in greater depth; including, in science, the facts concerning sexually transmitted infections and contraception and, in RSE, the issues relating to the nature of sex, when it is right to engage in sexual activity and how to live well in light of the pressures of the modern world.

Year 9: Science/Biology

In biology, students study **4.3.1 Communicable diseases**, which forms part of the topic *4.3 Infection and response*.²⁰ They are introduced to concepts relating to communicable (infectious) disease and a variety of diseases are studied including a number of sexually transmitted infections. Curriculum subject content includes explaining how the spread of diseases, including HIV and gonorrhoea, can be reduced or prevented and explaining the use of antibiotics and other medicines in treating disease.²¹

The content of the three key topic areas is:

4.3.1.1 Communicable (infectious) diseases: students should be able to explain how diseases caused by viruses, bacteria, protists and fungi are spread in animals and plants. Students should be able to explain how the spread of diseases can be reduced or prevented. Pathogens are microorganisms that cause infectious disease. Pathogens may be viruses, bacteria, protists or fungi. They may infect plants or animals and can be spread by direct contact, by water or by air. Bacteria and viruses may reproduce rapidly inside the body. Bacteria may produce poisons (toxins) that damage tissues and make us feel ill. Viruses live and reproduce inside cells, causing cell damage.

4.3.1.2 Viral diseases: HIV initially causes a flu-like illness. Unless successfully controlled with antiretroviral drugs the virus attacks the body's immune cells. Late-stage HIV infection, or AIDS, occurs when the body's immune system becomes so badly damaged it can no longer deal with other infections or cancers. HIV is spread by sexual contact or exchange of body fluids such as blood which occurs when drug users share needles.

4.3.1.3 Bacterial diseases: gonorrhoea is a sexually transmitted disease (STD) with symptoms of a thick yellow or green discharge from the vagina or penis and pain when urinating; it is caused by a bacterium and was easily treated with the antibiotic penicillin until many resistant strains appeared; gonorrhoea is spread by sexual contact; the spread can be controlled by treatment with antibiotics or the use of a barrier method of contraception such as a condom.²²

Year 9: Online safety

All students receive a series of lessons on online safety within computing lessons and two additional PD sessions: the first continues the examination of the risks to staying safe online; another deals with an issue closely related to the impact living online is having on young people as they grow up today.

Computing

Students have lessons on digital footprint, which cover the importance of maintaining a clean online reputation in both the long and short term.

²⁰ See pp.31-34 of the [AQA Biology Specification](#).

²¹ The topic is taught during the final term of Year 9.

²² In 4.3.1.2 *Viral diseases*, measles and tobacco mosaic virus (TMV) are also studied; in 4.3.1.3 *Bacterial diseases*, salmonella is also studied. The sections of the specification relating to the reduction or prevention of diseases are also of relevance; they are: 4.3.1.7 *Vaccination*; 4.3.1.8 *Antibiotics and painkillers*; 4.3.1.9 *Discovery and development of drugs*.

PD session 1: Speed friending and things you see online

This session covers ‘Speed Friending’ and ‘Things You See Online’.²³ The intention is to educate students about how to critically consider the friends they make online. Students are reminded of the CEOP button, as well as given guidance for staying safe when social networking. The lecture also returns to the concept of ‘fake news’ and how to think critically about it, as well as considering the emotional and mental dangers of certain sites that affect self-esteem or body image, promote self-harm or incite hatred towards certain groups. The session considers a number of case studies where internet content has led to, or exacerbated, eating disorders, anxiety and depressions and how best to navigate these dangers.

PD session 2: Extremism and radicalisation

The session looks at how and why people become radicalised, both within the politics of identity and religion. The lecture looks at dangerous narratives, propaganda and ‘othering’. Students consider case studies of violent extremism from Islamist groups, white supremacist groups and animal rights activist groups. The session intends to equip students to think critically about what they see online and to become aware of the tools that extremists use to recruit and how to report such concerns.

Year 9: Relationships and Sex Education (RSE)

In Relationships and Sex Education classroom lessons, students consider the following areas:

9.1 What is sex?

In contrast to the notion that Christianity teaches that sex is a bad thing, rather the Bible’s teaching is that sex is a good gift from a good God (i.e. the Biblical view of sex is not as it is sometimes portrayed, including by Christians/the church at times). The right context for sex: when is it good/right to have sex? The different views that people hold: the traditional Christian view of singleness and celibacy and abstinence until marriage, which is lifelong and with sex for intimacy and procreation; other religious views on marriage; civil marriage (since 1836); civil partnerships (since 2004); civil marriage between two people (since 2013); cohabitation; exclusive (non-cohabiting) relationships; sex outside of a committed relationship (with a stranger/paying for sex); the issue of monogamy and polygamy. Reflection on the following approach to sexual morality: ‘*Do what you want as long as you don’t hurt anybody*’. The law in the UK about sexual activity and marriage; the law about bigamy/polygamy; forced marriage.²⁴

9.2 The purpose of sex

Key questions: what is the purpose of sex? Can it ever be ‘just sex’? Sex is more than a physical act: it is a mental/emotional/spiritual act and, as such, always matters; it is about creating and maintaining a lifelong bond.²⁵ Key issue: what level of commitment should there be before I have sex with someone else? The benefits of delaying sex for a committed relationship: the notion of delayed gratification and the benefits of delaying sex until a relationship of real commitment: it serving to protect us and to provide for us; the notion of marriage as a covenant in which two people give themselves to each other. Reflection on the following words from one person in a relationship to another: ‘*If you love me, you would...*’²⁶ The notion of marriage as a covenant (a binding agreement and a promise) in which two people give themselves to each other; this view of a relationship is quite different to the individualism that places me (and my pleasure) as the priority. Key question: what behaviour do you expect from someone who is committed to you? Trust; other-centredness; self-sacrifice.

²³ These titles were originally taken from <https://www.thinkuknow.co.uk/>.

²⁴ See: <https://www.gov.uk/guidance/forced-marriage#history>.

²⁵ The Roman Catholic Church teaches that there must always be the possibility of new life after sexual intercourse; the majority Protestant view is that sexual intercourse is as concerned with intimacy as procreation.

²⁶ This raises the issue of consent, the subject of the following lesson, 9.3.

9.3 Consent

The meaning of consent: 'consent means giving permission for something to happen or agreeing to do something and being comfortable with that decision'.²⁷ The law on consent: 'A person consents if s/he agrees by choice and has the freedom and capacity to make that choice'.²⁸ When someone might not agree by choice, or not have the freedom and capacity to consent to sex. How you might know you have the other person's consent: by talking to the other person to check; their body language may indicate that you do not have it. Reflection: why might we want to ensure that consent has been given? The legal implications for you are only part of the issue; the need to ensure we treat others with respect and in line with their dignity as a person is paramount.

9.4 Sexual harassment

Some of the attitudes that exist in today's world that might impact on how people behave in this area of sex and consent (sexualised imagery; the impact of pornography; 'rape culture'; etc.). What is sexual harassment and what types of sexual harassment are there? Sexual harassment in schools is mentioned sensitively to highlight the relevance of this issue to schoolchildren.²⁹ Two points of clarification are made: sexual harassment most commonly happens to women, but it can happen to anyone of any age, gender or sexual orientation; such behaviours are not just 'normal' parts of life, not acceptable or inevitable and no one should feel like they just have to put up with them. Key questions: how do we deal with unwanted physical contact (from people we know as well as strangers)? How do we deal with a situation in which someone is being pressured into engaging in sexual activity they do not want? What do we do if something is concerning us (personally or in relation to a friend)?

9.5 Building healthy relationships in modern Britain

Students return to the Equality Act 2010 and the protections against discrimination, harassment and victimisation. There is discussion of the question: why do people mistreat others based on one aspect of their identity (e.g. sexual orientation or gender reassignment)? Drawing on testimony from past members of the College community, students reflect on LGBT lived experience.³⁰ We ask: what specific concerns and challenges might an LGBT person have as they grow up? Hate crime; the law recognises five types of hate crime, on the basis of: race, religion, disability, sexual orientation, transgender identity. Underlying the thinking in this topic area is an emphasis on respecting and loving others whomever they are and however different they might be to us, as well as a concern to grow in empathy.

9.6 Dealing with loss and handling grief

These sessions introduce the topic of loss and are designed to empower students to understand their emotions better and be better able to manage them. We ask what the common responses to loss are and look at what grief is and how it affects people.

Year 10: Science/Biology

In biology, students study **4.5.3 Hormonal coordination in humans**, which forms part of the topic **4.5 Homeostasis and response**.³¹ They learn that: the human body responds to internal and external changes

²⁷ The definition is taken from the Disrespect NoBody campaign which was wholly owned and operated by the Home Office. It continues: 'It doesn't matter what gender you are, or whether you're straight, gay or bisexual, if you're planning to do anything sexual then both of you must give consent.'

²⁸ The Sexual Offences Act 2003 See: <https://www.legislation.gov.uk/ukpga/2003/42/section/74>.

²⁹ The 2016 report from the House of Commons Women and Equalities Committee *Sexual harassment and sexual violence in schools* included such evidence as: almost a third (29%) of 16-18 year old girls say they have experienced unwanted sexual touching at school; 59% of girls and young women aged 13-21 said in 2014 that they had faced some form of sexual harassment at school or college in the past year. See: <https://publications.parliament.uk/pa/cm201617/cmselect/cmwomeq/826/826.pdf>.

³⁰ In a broadcast of Good Morning Emmanuel, students initially interacted with content that has since been incorporated into a Year 9 PD lesson. The *What it feels like...* series involves students explaining their own experiences or those of others; alongside sexual orientation, students have also heard about experiences of racism and disability discrimination. Further interviews took place to produce a dedicated lesson for Year 9 students, while the testimony is returned to each year on GME with the assistance of the College Senior Prefects.

³¹ See pp.48-49 of the [AQA Biology Specification](#).

through the nervous system and endocrine system; the latter employs chemical messages called hormones; the production of specific hormones affects fertility. Applications of this knowledge include the role of hormones in fertility treatment and contraception. Students are required to develop skill in evaluating associated personal and social implications, making decisions based on the evaluation of evidence and arguments. Curriculum subject matter includes: knowledge of fertility being controlled by a variety of hormonal and non-hormonal methods of contraception; descriptions of the roles of hormones in human reproduction, including the menstrual cycle; evaluation of the different hormonal and non-hormonal methods of contraception; explanation of the use of hormones in modern reproductive technologies to treat infertility.³²

The content of the key topic areas is as follows:

4.5.3.4 Hormones in human reproduction: students should be able to describe the roles of hormones in human reproduction, including the menstrual cycle. During puberty reproductive hormones cause secondary sex characteristics to develop. Oestrogen is the main female reproductive hormone produced in the ovary. At puberty eggs begin to mature and one is released approximately every 28 days. This is called ovulation. Testosterone is the main male reproductive hormone produced by the testes and it stimulates sperm production. Several hormones are involved in the menstrual cycle of a woman: follicle stimulating hormone (FSH) causes maturation of an egg in the ovary; luteinising hormone (LH) stimulates the release of the egg; oestrogen and progesterone are involved in maintaining the uterus lining. *Higher tier students only:* students should be able to explain the interactions of FSH, oestrogen, LH and progesterone, in the control of the menstrual cycle. Students should be able to extract and interpret data from graphs showing hormone levels during the menstrual cycle.

4.5.3.5 Contraception: students should be able to evaluate the different hormonal and non-hormonal methods of contraception. Fertility can be controlled by a variety of hormonal and non-hormonal methods of contraception. These include: oral contraceptives that contain hormones to inhibit FSH production so that no eggs mature; injection, implant or skin patch of slow release progesterone to inhibit the maturation and release of eggs for a number of months or years; barrier methods such as condoms and diaphragms which prevent the sperm reaching an egg; intrauterine devices which prevent the implantation of an embryo or release a hormone; spermicidal agents which kill or disable sperm; abstaining from intercourse when an egg may be in the oviduct; surgical methods, both male and female.

4.5.3.6 The use of hormones to treat infertility: students should be able to explain the use of hormones in modern reproductive technologies to treat infertility. This includes giving FSH and LH in a 'fertility drug' to a woman. She may then become pregnant in the normal way. In Vitro Fertilisation (IVF) treatment: IVF involves giving a mother FSH and LH to stimulate the maturation of several eggs; the eggs are collected from the mother and fertilised by sperm from the father in the laboratory; the fertilised eggs develop into embryos; at the stage when they are tiny balls of cells, one or two embryos are inserted into the mother's uterus (womb). Although fertility treatment gives a woman the chance to have a baby of her own, it is very emotionally and physically stressful; the success rates are not high; it can lead to multiple births which are a risk to both the babies and the mother.

Years 10-11: Online safety

All students receive two sessions, the first continues to examine some of the risks to online safety and another emphasises some key issues that relate to the topic and the way we relate in the 21st century.

Session 1: Naked selfies, exploitation and reporting concerns

³² The topic is taught in the third and fourth half-terms.

The online safety session covers naked selfies, exploitation and reporting concerns. The session deals with the concerning trend of posting revealing selfie images online and the dangers of doing so. The session details options if a 'selfie' image has already been sent: the options for removing unwanted contact and referring students to helpful guidance. The session reiterates points made in Year 8 about connecting with strangers online, how to spot the stages of online grooming and using the CEOP button to report concerns.

Session 2: Dealing with difference

This lecture picks up and progresses the learning on radicalisation and extremism from Year 9. It focuses on how to live peacefully with difference, looking particularly at the danger of living in an online echo chamber and the tribalism that defines much of the heat online. Students look at the value of learning to listen to and empathise with other perspectives and how tools like 'active listening' can help in this endeavour. Students will learn that online rhetoric has offline consequences and that how we engage with people matters profoundly, even if they are physically distant from us.

Year 10 Religious Education

In GCSE Religious Studies, students study Theme A: Relationships and families and Theme B: Religion and life as part of *Component 2: Thematic studies*.³³

In the *Religious, philosophical and ethical studies* options, students study religious teachings and religious, philosophical and ethical arguments, relating to the issues and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of the issues. They must be able to explain contrasting beliefs on the issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions, especially regarding the issues of: contraception; sexual relationships before marriage; homosexual relationships.

The content of the key topic areas in Theme A is as follows:

Sex, marriage and divorce. Human sexuality including: heterosexual and homosexual relationships; sexual relationships before and outside of marriage; contraception and family planning; the nature and purpose of marriage; same-sex marriage and cohabitation; divorce, including reasons for divorce and remarrying; ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

Families and gender equality. The nature of families, including: the role of parents and children; extended families and the nuclear family. The purpose of families, including: procreation; stability and the protection of children; educating children in a faith. Contemporary family issues including: same-sex parents; polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.

The relevant content in Theme B is as follows:

The origins and value of human life. The concepts of the sanctity of life and the quality of life; the issue of abortion, including situations when the mother's life is at risk; ethical arguments related to abortion, including those based on the sanctity of life and quality of life.

Year 11: Science/Biology

In biology, students study **4.6.1 Reproduction** and **4.6.2 Variation and evolution**, which form part of the topic *4.6 Inheritance, variation and evolution*.³⁴ They learn that the number of chromosomes are halved during

³³ Component 2 is made up of the two themes outlined above from *Religious, philosophical and ethical studies* and two themes from *Textual Studies* - Theme G: St Mark's Gospel: the life of Jesus and Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths. See pp.20-27 of AQA Specification A.

³⁴ See pp.50-56 of the [AQA Biology Specification](#).

meiosis and then combined with new genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to a number of genetic disorders or death. Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve.

The content of the key topic areas is as follows:

4.6.1.1 Sexual and asexual reproduction: students should understand that meiosis leads to non-identical cells being formed while mitosis leads to identical cells being formed. Sexual reproduction involves the joining (fusion) of male and female gametes: sperm and egg cells in animals; pollen and egg cells in flowering plants. In sexual reproduction there is mixing of genetic information which leads to variety in the offspring. The formation of gametes involves meiosis. Asexual reproduction involves only one parent and no fusion of gametes. There is no mixing of genetic information. This leads to genetically identical offspring (clones). Only mitosis is involved.

4.6.1.2 Meiosis: students should be able to explain how meiosis halves the number of chromosomes in gametes and fertilisation restores the full number of chromosomes. Cells in reproductive organs divide by meiosis to form gametes. When a cell divides to form gametes: copies of the genetic information are made; the cell divides twice to form four gametes, each with a single set of chromosomes; all gametes are genetically different from each other. Gametes join at fertilisation to restore the normal number of chromosomes. The new cell divides by mitosis. The number of cells increases. As the embryo develops cells differentiate. Knowledge of the stages of meiosis is not required.

4.6.1.7 Inherited disorders: some disorders are inherited. These disorders are caused by the inheritance of certain alleles: Polydactyly (having extra fingers or toes) is caused by a dominant allele; cystic fibrosis (a disorder of cell membranes) is caused by a recessive allele. Students should make informed judgements about the economic, social and ethical issues concerning embryo screening, given appropriate information.

4.6.1.8 Sex determination: ordinary human body cells contain 23 pairs of chromosomes. 22 pairs control characteristics only, but one of the pairs carries the genes that determine sex: in females the sex chromosomes are the same (XX); in males the chromosomes are different (XY). Students should be able to carry out a genetic cross to show sex inheritance. Students should understand and use direct proportion and simple ratios in genetic crosses.

The relevant content from *4.6.2.4 Genetic engineering* is: students should be able to describe genetic engineering as a process which involves modifying the genome of an organism by introducing a gene from another organism to give a desired characteristic. Students should be able to explain the potential benefits and risks of genetic engineering in agriculture and in medicine and that some people have objections. In genetic engineering, genes from the chromosomes of humans and other organisms can be 'cut out' and transferred to cells of other organisms.

Years 10-11: Relationships and Sex Education (RSE)

In Relationships and Sex Education classroom sessions, students consider the following areas:

Enjoying healthy relationships

Important elements in a healthy relationship with a partner: right expectations; trust; commitment; communication; clarity; friendship; depth; love; self-giving and sacrifice; time; compromise. Do we believe the

claim: 'Everyone is having sex (... am I missing out?)'³⁵ Peer and media pressure can distort reality. Reflection: how important do you think sexual intimacy is in a relationship with a boyfriend or girlfriend? Delaying sexual intimacy can benefit the quality of a relationship: greater trust and security; it reduces the prospect of hurt and emotional distress; sexual intimacy can be in a relationship of emotional intimacy; it lessens the prospect of an unwanted pregnancy with someone you are not really committed to, or contracting an STI from someone you may not know well. Relationships with friends and in other relationships in adulthood: with friends; at work; in the local community. Reflection: how can we build healthy, positive relationships in all the different contexts in which we find ourselves?³⁶

Relationships and abuse

Relationship abuse: possibly verbal and emotional, or physical or sexual abuse.³⁷ What to do if you feel unsafe and how to end a bad relationship. Some types of behaviour within relationships are criminal, including: assault, sexual assault, stalking and harassment, blackmail and coercive and controlling behaviour. Child sexual exploitation (CSE) is a type of sexual abuse involving control of a child through force, threats or manipulation. Types of CSE: online; gangs. Grooming. What signs are there that someone is being exploited in this way? How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Different groups of people have (age-appropriate) support services available to them: rapecrisis.org.uk (women/girls); survivorsuk.org (men/boys); galop.org.uk (LGBT people); respectphoneline.org.uk (perpetrators). The statistics relating to sexual violence: 1 in 4 women and 1 in 18 men in England and Wales have been raped or sexually assaulted as an adult.³⁸ Only a small percentage (4%) of the 84,000 men, boys and non-binary people who are raped, sexually abused or sexually assaulted who ever tell anyone (which takes an average of 26 years).³⁹ The importance of not allowing shame or stigma stopping survivors from seeking help.

Contraception

There are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. Sexual activity can lead to unexpected consequences, such as sexually transmitted infections and unplanned pregnancies; the use of alcohol and drugs can lead to risky sexual behaviour. What contraception is and what different methods there are (artificial contraception, emergency contraception, natural family planning or natural contraception) and the level of reliability of each type. How to access contraception. The controversy relating to some forms of contraception, including emergency contraception, the nature and status of the human embryo and the Christian view that human life begins at the point of conception.

Pregnancy

The choices in relation to pregnancy that people make: having a child and bringing them up; adoption; abortion. The medical and legal information relating to the different options; the differing viewpoints surrounding the termination of a pregnancy. How to get advice: how and where to access confidential sexual and reproductive health advice and treatment. Ways people have a child. There are different ways that people, including LGBT people, can have a child, including: donor insemination; IUI (intrauterine insemination); surrogacy; adoption or fostering; co-parenting.

³⁵ In 2018 the British Pregnancy Advisory Service (BPAS) said teenagers having less sex may explain the sharp fall in teen pregnancies in the UK since 2007. Two-thirds of the teenagers surveyed said they had never had sex (and 24% said they had never drunk alcohol). See: [Sensible, family-loving teens behind pregnancy rate drop - BBC News](https://www.bbc.com/news/health-45888888) (18 July 2018).

³⁶ 'It's not just the number of friends you have and it's not whether or not you're in a committed relationship, but it's the quality of your close relationships that matters. Living in conflict or within a toxic relationship is more damaging than being alone.'

See: <https://www.mentalhealth.org.uk/sites/default/files/2022-06/MHF-Relationships-21st-Century-Summary-Report.pdf>.

³⁷ The Home Office resource [Abuse isn't always physical \(youtube.com\)](https://www.youtube.com/watch?v=Abuseisntalwaysphysical) is used alongside *Sarah's Story*, a real story from a person who contacted Women's Aid.

³⁸ <https://rapecrisis.org.uk/get-informed/statistics-sexual-violence/>

³⁹ <https://www.survivorsuk.org/about-us/#1619772923905-2d8f7ed7-05aa>

Sexually transmitted infections

How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. The latest data about the prevalence of the various STIs, including which groups have the highest proportion of people diagnosed with an STI.⁴⁰ The impact STIs can have on those who contract them and key facts about treatment. A consideration of chlamydia as one of the most common STIs in the UK.

Sex and the way we think – the problems with pornography

How to think about and respond to the sexualisation of society and the increased sexualisation of children, the commodification of sex and the objectification of human beings in pornography. The issue of consent in pornography. Bullying, harassment and violence against women in society as a whole and specifically in connection to pornography. The impact of viewing harmful content.⁴¹ The way in which sexually explicit material/pornography presents a distorted picture of sexual behaviour, which can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. Ways to seek help for an unhealthy interaction with sexually explicit material. The law in relation to pornography, including that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison. How we can use the internet and social media in a way that respects others and yourself.

Dying, death and bereavement

These sessions follow on from the introduction to loss and grief in Year 9 and consider the issue of what normal dying looks like. They are helped to understand that emotions will naturally change over time and that emotional maturity involves an understanding that grief is a process. Students consider the issues of dying, death and bereavement from different religious, cultural and social perspectives.

Relationships, the law and true tolerance

Bringing to a conclusion the thinking that began in Year 7, students return to the emphasis on the intrinsic value and dignity of all human beings. The legal rights and responsibilities regarding equality, with reference to the protected characteristics as defined in the Equality Act 2010 in the UK. The four main types of discrimination – direct discrimination, indirect discrimination, harassment and victimisation – with examples taken mainly from the world of employment with a view to students' contemplation of their futures. Hate crime, with consideration of such as sexuality and gender identity. The nature of true tolerance – that we are to treat well those with whom we disagree – and its value in a modern world of such diversity.⁴²

⁴⁰ <https://www.gov.uk/government/news/sti-rates-remain-a-concern-despite-fall-in-2020> (published 7 September 2021)

<https://www.gov.uk/government/statistics/sexually-transmitted-infections-stis-annual-data-tables/sexually-transmitted-infections-and-screening-for-chlamydia-in-england-2022-report> (updated 25 October 2023)

⁴¹ A Childline survey (2015) of 2000 young people aged 11-17 found: 1 in 5 children aged 12-13 think that watching porn is normal behaviour; nearly 1 in 10 children aged 12-13 are worried they might be addicted to porn; around 1 in 5 of those surveyed said they'd seen pornographic images that had shocked or upset them; 12 percent admitted to making or being part of a sexually explicit video; see: <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/LLN-2015-0041> p.4).

⁴² See the ESF British Values Policy: <https://esf-web.org.uk/wp-content/uploads/2023/09/ESF-British-Values-Policy.pdf>.

Appendix 1: Curriculum map (coverage of the statutory RSE content in the programme)

Topic	Content	Sessions			
		RSE lessons	Online safety lessons	Computing lessons	Science lessons
Families	Pupils should know:				
	that there are different types of committed, stable relationships	Y8.1			
	how these relationships might contribute to human happiness and their importance for bringing up children	Y8.1			
	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	Y8.1, Y9.1			
	Why marriage is an important relationship choice for many couples and why it must be freely entered into	Y8.1, Y9.1, Y9.2			
	the characteristics and legal status of other types of long-term relationships	Y8.1, Y9.1			
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	Y8.2			
Respectful relationships, including friendships.	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	Y8.2			
	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.	Y7.2, Y9.4, Y10.1			
	practical steps they can take in a range of different contexts to improve or support respectful relationships	Y7.4 Y8.2, Y8.3, Y9.5, Y10.1, Y10.3			
	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)	Y7.4, Y9.5, Y10-11			
	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	Y7.4, Y8.3, Y10-11.6			
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Y8.3 Y8.4	Y7 lectures 1 & 2		
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Y9.3 Y10-11.1			
Online and media	what constitutes sexual harassment and sexual violence and why these are always unacceptable	Y9.3, Y10.1			
	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	Y10-11.6			
	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online		Y7 lecture 1, Y8 lecture 2	Y7 lessons	
	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		Y8 lecture 1	Y8 lessons	
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them		Y10 lecture 1	Y8 lessons	
	what to do and where to get support to report material or manage issues online		Y8 lecture 1, Y9 lecture 1		
	the impact of viewing harmful content	Y8.2, Y10-11.5	Y8 lecture 1, Y9 lecture 1		
Being safe	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	Y10-11.5	Y10 lecture 1		
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Y10-11.5		Y8 lessons	
	how information and data is generated, collected, shared and used online		Y7 lecture 1	Y8 lessons	
	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	Y8.1, Y8.2, Y8.3, Y8.4, Y9.3, Y10-11.1	Y10 lecture 1		
	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	Y9.3			
	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	Y9.4			
	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	Y10-11.3, Y10-11.4			
Intimate and sexual relationships, including sexual health	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause	Y10-11.3			Y10 lessons
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Y9.3, Y9.4			
	that they have a choice to delay sex or to enjoy intimacy without sex	Y8.4, Y9.2, Y9.4			
	the facts about the full range of contraceptive choices, efficacy and options available	Y10-11.2			Y10 lessons
	the facts around pregnancy including miscarriage	Y10-11.3			Y7 lessons, Y10 lessons
	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)	Y10-11.3			
	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	Y10-11.4			Y9 lessons
The Law	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Y10-11.4			Y9 lessons
	how the use of alcohol and drugs can lead to risky sexual behaviour	Y10-11.2			
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Y10-11.3			
	Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:				
	marriage	Y8.1, Y9.1			
	consent, including the age of consent	Y9.2			
	violence against women and girls	Y9.4, Y10-11.1			
	online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)		Y8 lecture 1, Y10 lecture 1	Y8 lessons	
	pornography	Y10-11.5			
	abortion	Y10-11.3			
	sexuality	Y9.1, Y9.5, Y10-11.6	Y10 lecture 2		
	gender identity	Y8.2, Y10-11.6	Y10 lecture 2		
	substance misuse	Y8.2			
	violence and exploitation by gangs	Y8.2			
	extremism and radicalisation		Y9 lecture 2		
	criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)	Y8.2, Y10.4			
	hate crime	Y9.5, Y10-11.6	Y9 lecture 2		
	female genital mutilation (FGM)	Y8.2			

Last reviewed: March 2026

Approved: March 2026

Next review: March 2028