



# **Relationships and Sex Education Policy**

<b>Start Date:</b>	<b>Summer 2026</b>
<b>Date of Next Review:</b>	<b>Summer 2028</b>
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<b>Responsible Committee:</b>	<b>Education Committee</b>

**Ambition · Pride · Success**

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place in an age-appropriate, evidence-based and inclusive format
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Learn about different types of relationships including friendships, family relationships, intimate relationships and dealing with strangers
- Understand how relationships may affect mental health and wellbeing and health and wellbeing
- Healthy relationships and safety online; factual knowledge around sex, sexual health, sexuality, firmly within the context of relationships
- The law relating to sex, relationships and consent
- How use of drug and alcohol can lead to risky behaviour
- Learning about misogyny and violence against women and girls, coercion, exploitation and abuse
- Learning about mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic First Aid and changing adolescent body
- Help students understand the influence of social media, algorithms, online communities and digital content on relationships, self-image, conflict, beliefs and behaviour.
- Equip students to recognise and respond safely to online and AI-enabled harms, including misinformation, fake accounts, deep fakes, sextortion, image-based abuse and AI-generated sexual content.
- Help students critically understand how pornography and harmful online content can shape expectations about bodies, consent, relationships, sexual ethics, power and behaviour.
- Support students to recognise exploitation and abuse in different contexts, including coercion, sexual harassment, domestic abuse, criminal exploitation, financial exploitation, spiking and unsafe public or online situations.

## 2. Statutory requirements

RSE is compulsory in all secondary schools. This requirement comes from: Children and Social Work Act 2017, Relationships, RSE and Health Education (England) Regulations 2019.

It has been mandatory since 1 September 2020.

Schools must have regard to statutory DfE guidance (currently 2019 guidance, with updated guidance effective from September 2026).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Schools must ensure RSE complies with wider legislation:

Equality Act 2010

Safeguarding duties (Keeping Children Safe in Education, 2026)

Adaptation for SEND pupils is required

Statutory guidance requires that RSE is:

- Age-appropriate and developmentally sequenced
- Fact-based and non-judgemental
- Delivered in a safe environment for discussion
- Integrated into a planned curriculum with progression

At Haileybury Turnford we teach RSE as set out in this policy.

### **3. Policy development**

This policy has been developed in consultation with staff, students, and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to consult and make recommendations suggestions and give feedback about the policy
- Student voice – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt and update it as and when necessary. We have developed the curriculum in consultation with parents, students, and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

### **6. Delivery of RSE**

RSE is taught within the personal, social, health (PSHE) education curriculum. At Haileybury Turnford PSHE is known as Personal Social Development (PSD). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE as part of the Personal Social Development curriculum at Haileybury Turnford focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **7. Roles and responsibilities**

#### **7.1 The Governing Board**

The governing board will approve the RSE policy and hold the Principal to account for its implementation. The governing board has delegated the approval of this policy to the Education Committee.

## 7.2 The Principal

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

## 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Staff will be provided with specialist teaching resources material and support from the Subject Leader for PSD. The Subject Leader for PSD and for the curriculum intent and implementation for RSE is responsible for ensuring the curriculum is accessible for all students including students who have Special Educational Need.

The following members of qualified teaching staff are responsible for teaching RSE in Haileybury Turnford:

Subject Leader of PSHE & Citizenship Education: Mr D Zancan

Subject Leader of Social Sciences & RE: Miss L Brain

Science teaching staff.

## 7.4 Students

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

## 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. This refers to content beyond the National Curriculum science and includes sexual behaviour, contraception teaching and sexual health (where taught outside of science). After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Students may not be withdrawn from relationships education. Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Lead for Humanities and PSHE Education & Citizenship. Monitoring arrangements including scrutinising planning of lessons, checking lesson delivery against the curriculum intent, learning walks, drop-ins, formal lesson observations, book checks, assessment, and attitude to learning feedback and student survey and feedback results.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Maxine Goodes, Senior Vice Principal overseeing PSHE Education &

Citizenship at Haileybury Turnford. At every review, the policy will be approved by Education Committee and Mr. Newman (Principal).

## Appendix 1: Relationships and sex education curriculum map

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### PSD CURRICULUM INTENT including RSE 2026-27:

- Our curriculum is ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Learners with SEND can be particularly vulnerable members of society. Perpetrators often target the most vulnerable people, who as a result may experience exploitation, abuse or bullying as they:
  - are often more dependent on others for their personal needs;
  - may not be aware that what is happening to them is wrong;
  - may not be aware that help is available; or
  - may have difficulty in communicating or expressing concerns about what is happening to them.

Therefore, it's important that learners with SEND have the opportunity to understand what is right and wrong from an early age, through RSE that is appropriate for their age and ability. Through inclusive high quality teaching the RSE curriculum will be differentiated and personalised to meet learners' needs and ensure accessibility to all.

**Subject: Personal Social Development**

**Curriculum Intent Document:**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Autumn 1</b>	<p><b>Family and Relationships</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• Different types of families and how family diversity can provide love, care, stability and support.</li> <li>• The responsibilities adults have towards children, including safety, care, education, health and emotional support.</li> </ul>	<p><b>Social Justice, Equality and Citizenship</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• The importance of kindness, empathy, respect and dignity in promoting positive relationships, wellbeing and inclusive communities.</li> <li>• How British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance, protect citizens' freedoms, safety, participation and equal treatment.</li> </ul>	<p><b>Online Safety: Misogyny, Extremism and Mature Digital Risks</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• The ways online risks can become more serious as young people gain independence, including harmful contact, coercion, image-sharing, threatening behaviour and unsafe online communities.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• How to recognise when a family situation may feel unsafe or worrying, and how to seek help from a trusted adult.</li> <li>• The meaning of marriage and civil partnership, including commitment, legal status, same-sex marriage and the difference between arranged and forced marriage.</li> <li>• The features of healthy relationships, including respect, kindness, communication, consent, boundaries and support.</li> <li>• How disagreements can be managed safely through emotional regulation, listening, "I" statements and respectful communication.</li> <li>• The qualities of positive friendships, including trust, honesty, mutual</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise and challenge prejudice and discrimination, including racism, sexism and misogyny, homophobia, Islamophobia and ableism, and their impact on individuals, groups and communities.</li> <li>• The impacts of poverty and homelessness, including how low income, budgeting pressure, debt and limited choices can affect people's lives, wellbeing and opportunities.</li> <li>• The causes and impacts of conflict, displacement and the refugee experience in the UK and wider world.</li> <li>• How stereotypes, misinformation and dehumanising language can shape attitudes towards people experiencing inequality, suffering or injustice.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and responding to online grooming, sextortion, coercion and harmful image-sharing without blaming the person affected.</li> <li>• The risks and laws linked to sexting, nudes, AI-generated sexual imagery and deepfakes, including how to report concerns and seek help.</li> <li>• The ways misogynistic influencers and harmful online subcultures can distort expectations of relationships, gender, power, consent and respect.</li> <li>• How misinformation, disinformation, conspiracy thinking, extremist content and radicalising narratives can target young people and shape attitudes.</li> <li>• The link between online content, extremism, radicalisation and UK law, including how to seek help for self or others and how to report harmful or illegal content safely.</li> </ul>

	<p>support, kindness, self-esteem and forgiveness.</p> <ul style="list-style-type: none"> <li>• How relationships and friendships can change or end, including how to manage conflict, reconciliation, toxic behaviour and relationship breakdown.</li> <li>• The importance of relationships with wider communities, groups and ourselves, including identity, self-talk and belonging.</li> <li>• How online relationships can be positive or risky, including trust, oversharing, privacy, safety and knowing when to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of rules, laws and the justice system, including how the police, courts and tribunals help protect our rights, safety and fairness.</li> <li>• How citizens, government, public institutions, charities, voluntary groups and community groups can create positive change through responsible action, campaigning, support and participation.</li> </ul>	
<p><b>Spring 1</b></p>	<p style="text-align: center;"><b>Healthy Living</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• Key body organs and how they help the body function.</li> <li>• What makes a balanced diet, including carbohydrates, protein, fats, dairy, fruit, vegetables, water and vitamins.</li> <li>• What calories are, why the body needs energy, and how energy balance links to health and weight.</li> <li>• How to make healthier food choices, including portion size, balance and reducing excess sugar, fat and salt.</li> </ul>	<p style="text-align: center;"><b>Digital Life: Online Influence, Risk and Wellbeing</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• The connection between online and offline behaviour, including how comments, group chats, screenshots, trolling and pile-ons can affect real people.</li> <li>• Recognising and responding to harmful online behaviour, including cyberbullying, harassment, hate, misogynistic content, online pressure and unsafe contact.</li> </ul>	<p style="text-align: center;"><b>Mental Health</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• What mental health means and how it can change over time.</li> <li>• Factors that affect mental health, including stress, relationships, school pressure, body changes, loneliness, loss and social media.</li> </ul>
<p><b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>• The benefits of physical activity for physical health, mental wellbeing, sleep, mood, confidence and energy.</li> <li>• The risks linked to obesity and inactive lifestyles, including effects on the body, mood and long-term health.</li> </ul>	<ul style="list-style-type: none"> <li>• The ways social media, influencers, algorithms and targeted content can shape beliefs, behaviour, body image, self-worth and attitudes towards others.</li> <li>• The impact of online risks on wellbeing, including social comparison, pressure to respond, sleep, loneliness, anxiety, online overload and gambling-related harms.</li> </ul>	<ul style="list-style-type: none"> <li>• How stress can build up and how healthy coping strategies can protect wellbeing.</li> <li>• How to recognise signs of poor mental health in self and others.</li> <li>• When mood changes may need support, especially if they last, worsen or affect daily life.</li> <li>• How gender expectations, masculinity and stigma can affect emotional expression and help-seeking.</li> </ul>

	<ul style="list-style-type: none"> <li>• How people are influenced into unhealthy behaviours, including by peers, adults, adverts, celebrities, social media and online influencers.</li> <li>• The risks of smoking, vaping, binge drinking, excess caffeine and other unhealthy behaviours.</li> <li>• How to practise everyday self-care, including sleep, hydration, hygiene, dental care, breakfast, clean clothes and reducing screen time.</li> <li>• How physical health and mental health are connected, and how positive routines, creativity, reflection, connection and support can protect wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising how misinformation, disinformation, fake accounts, AI-generated content, AI chatbots and basic deepfakes can mislead people, and applying strategies to check reliability.</li> <li>• Protecting privacy and personal safety online, including personal information, passwords, public and private online spaces, location settings, personal data and sharing images.</li> <li>• The financial and wellbeing risks linked to online gambling, gambling-like content in gaming, targeted advertising, scams, fake websites and emails, and commercial data use.</li> <li>• Seeking help, reporting, blocking, using trusted adults and supporting others when something online feels unsafe, harmful or overwhelming.</li> </ul>	<ul style="list-style-type: none"> <li>• How to support others using empathy, listening, sensitive language and regular check-ins.</li> <li>• When and how to seek help from trusted adults, school staff, health professionals, helplines or emergency support.</li> <li>• How social media can affect connection, comparison, body image, screen time and self-worth.</li> </ul>
<p><b>Summer 1</b></p>	<p><b>Personal Responsibility: Becoming Independent and Making Safe Choices in the Real World</b></p> <p>Knowledge/Skills taught:</p> <p><b>Personal safety and emergency response</b></p> <ul style="list-style-type: none"> <li>• How to recognise and reduce risks in different environments, including at home and in the community.</li> <li>• How to stay safe from hazards including fire, water and roads.</li> </ul>	<p><b>Puberty, Consent and Relationships</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• The physical and emotional changes that occur during puberty, including correct vocabulary for body parts, private body parts, the menstrual cycle and normal variation in development.</li> <li>• How puberty can affect body confidence, self-worth, identity, privacy and growing independence.</li> <li>• Menstrual and gynaecological health, including what is typical, period products, PMS, heavy menstrual bleeding,</li> </ul>	<p><b>Sex and Healthy Relationships</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• Correct terminology for reproductive organs and how they relate to reproduction, sexual development, sexual health and help-seeking.</li> <li>• Reasons people may have sex, including reproduction, pleasure, intimacy, curiosity and relationships, while recognising that consent must always be freely given and can be withdrawn.</li> <li>• How bodies and genitals vary, including differences linked to puberty, body shape, breasts, vulvas, penises, testes and</li> </ul>

<p><b>Summer 2</b></p>	<ul style="list-style-type: none"> <li>• How to respond safely in an emergency, including basic first aid and CPR.</li> </ul> <p><b>Harmful influences and exploitation in real life and online</b></p> <ul style="list-style-type: none"> <li>• How to recognise unsafe online interactions and content, and respond appropriately using privacy settings, reporting, blocking and trusted adult support.</li> <li>• How grooming, county lines and criminal exploitation can use pressure, rewards or threats to influence young people and how to access support.</li> <li>• How gangs, knife crime and anti-social behaviour create risks for individuals and communities.</li> <li>• How extremism and radicalisation can influence people, and how to recognise warning signs and seek support.</li> </ul> <p><b>Financial responsibility and democratic citizenship</b></p> <ul style="list-style-type: none"> <li>• How money is used, why budgeting matters, and how to manage financial risk.</li> <li>• How UK democracy works, including Parliament, elections, voting and responsible citizen participation.</li> </ul>	<p>endometriosis, PCOS, when to seek help and how to support others respectfully.</p> <ul style="list-style-type: none"> <li>• How adolescent brain development, emotions and peer influence can affect confidence, risk-taking, decision-making and relationships.</li> <li>• How to manage personal wellbeing during puberty, including hygiene, sleep, mood, body image, self-care and knowing when to seek support.</li> <li>• How gender expectations can affect boys and girls during adolescence, including pressure around appearance, emotions, confidence, behaviour, maturity and relationships.</li> <li>• How comments, jokes, stereotypes and misogyny can affect self-worth, body image, respect and relationships.</li> <li>• How respect, privacy, consent and boundaries apply in friendships, early romantic relationships and online/offline interactions.</li> <li>• How to recognise and respond to unwanted attention, pressure, sexist comments, sexual harassment or image-sharing pressure, including how to seek help from trusted adults.</li> <li>• Respecting diversity in sexual orientation and gender reassignment, including the importance of inclusion, respectful language and challenging prejudice or bullying.</li> </ul>	<p>circumcision, and how this can affect self-image.</p> <ul style="list-style-type: none"> <li>• How social media, pornography, advertising, peer comments and gender expectations can distort ideas about bodies, sex, attractiveness and relationships.</li> <li>• What STIs are, how they are transmitted, why some have no symptoms, and why testing, treatment and reducing stigma matter.</li> <li>• Reducing STI and pregnancy risk, including condom use, testing, sexual health services, treatment and reliable information.</li> <li>• The purpose, effectiveness and limitations of different contraceptive methods, including abstinence.</li> <li>• The features of healthy intimate relationships, including respect, kindness, trust, equality, independence, communication, consent and sexual boundaries.</li> <li>• How to recognise unhealthy, controlling or abusive relationships, including coercion, isolation, jealousy, monitoring, sexual pressure, domestic abuse and violence.</li> <li>• How and where to seek help for sexual health, contraception, STIs, pregnancy, sexual pressure, unhealthy relationships or abuse.</li> </ul>
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	Year 10	Year 11
Autumn 1	<p style="text-align: center;"><b>Drugs and Alcohol</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• Different categories of drugs, including depressants, stimulants, hallucinogens, painkillers and performance-enhancing drugs.</li> <li>• The short- and long-term risks of drug use, including effects on the body, brain, mental health, relationships, education, employment and the law.</li> <li>• How addiction develops, including tolerance, withdrawal, cravings, habit, brain changes and barriers to seeking help.</li> <li>• Why young people may start or continue using drugs, including curiosity, peer pressure, stress, trauma, mental health and social influence.</li> <li>• The effects and risks of cannabis use, including dependence, withdrawal, mental health effects and arguments around legalisation.</li> <li>• The risks of alcohol use and binge drinking, including alcohol poisoning, accidents, unsafe decisions, crime, vulnerability and harm to others.</li> <li>• Where to get support for drug, alcohol, addiction or exploitation concerns, including trusted adults, safeguarding staff and health services.</li> <li>• How county lines and criminal exploitation use grooming, gifts, pressure, threats, drugs, phones and fear to control young people and how to seek help safely.</li> </ul>	<p style="text-align: center;"><b>Topic: Money and the Economy</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• How to budget effectively, including planning spending, prioritising needs and making realistic choices with limited money.</li> <li>• What debt is, how it can grow, and how it can affect wellbeing, relationships, housing, borrowing and future opportunities.</li> <li>• What credit scores and APR are, and how borrowing, repayments and missed payments affect financial choices.</li> <li>• What taxes are and how income tax, National Insurance, VAT, council tax and duties help fund public services and can affect standard of living.</li> <li>• How the economy works, including households, businesses, government, wages, spending, production and GDP.</li> <li>• How government spending choices affect growth, wellbeing, jobs, public services and different groups in society.</li> <li>• How to recognise financial fraud, including phishing, vishing, online scams, identity theft and money muling.</li> <li>• How to protect personal and financial information, avoid pressure tactics, report concerns and seek help with debt or fraud.</li> </ul>
Autumn 2		

<p><b>Spring 1</b></p>	<p align="center"><b>Democracy, Human Rights and the Law</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• What human rights are and why they protect dignity, freedom, equality, safety and wellbeing and how rights can be protected or denied.</li> <li>• The role of the Equality Act in protecting people from unfair treatment linked to protected characteristics.</li> <li>• Why societies need laws, including order, safety, fairness, responsibility and protection for vulnerable groups.</li> <li>• The age of criminal responsibility and how the youth justice system treats young offenders differently from adults, including rights and responsibilities linked to arrest, youth courts and stop and search.</li> <li>• How laws are made and changed, including green papers, white papers, bills, debate, voting and Parliament.</li> <li>• The role of Parliament, MPs, constituencies, debates, committees and holding government to account.</li> <li>• How voting works in UK general elections, including constituencies, manifestos, political parties and first past the post.</li> <li>• How citizens can participate in democracy, including voting, campaigning, writing to leaders and using their voice responsibly.</li> </ul>	<p align="center"><b>Careers</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• Different career sectors, including education, healthcare, public services, transport, business, social care, travel, law, animal care and customer service.</li> <li>• Examples of roles within these sectors, such as teaching, medicine, policing, transport, sales, support work, travel, law, veterinary work and customer-facing roles.</li> <li>• How different careers vary in purpose, responsibilities, working environments, pay, hours, pressure and progression.</li> <li>• Routes into different careers, including university, apprenticeships, college courses, volunteering, trainee schemes, work experience and direct application.</li> <li>• The skills needed across different careers, including communication, organisation, teamwork, empathy, leadership, problem-solving, resilience and attention to detail.</li> <li>• The rewards and challenges of different careers, including helping others, public service, responsibility, stress, accountability, safety, workload and job satisfaction.</li> </ul>								
<p><b>Spring 2</b></p>	<p align="center"><b>Democracy, Human Rights and the Law</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• What human rights are and why they protect dignity, freedom, equality, safety and wellbeing and how rights can be protected or denied.</li> <li>• The role of the Equality Act in protecting people from unfair treatment linked to protected characteristics.</li> <li>• Why societies need laws, including order, safety, fairness, responsibility and protection for vulnerable groups.</li> <li>• The age of criminal responsibility and how the youth justice system treats young offenders differently from adults, including rights and responsibilities linked to arrest, youth courts and stop and search.</li> <li>• How laws are made and changed, including green papers, white papers, bills, debate, voting and Parliament.</li> <li>• The role of Parliament, MPs, constituencies, debates, committees and holding government to account.</li> <li>• How voting works in UK general elections, including constituencies, manifestos, political parties and first past the post.</li> <li>• How citizens can participate in democracy, including voting, campaigning, writing to leaders and using their voice responsibly.</li> </ul>	<p align="center"><b>Careers</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• Different career sectors, including education, healthcare, public services, transport, business, social care, travel, law, animal care and customer service.</li> <li>• Examples of roles within these sectors, such as teaching, medicine, policing, transport, sales, support work, travel, law, veterinary work and customer-facing roles.</li> <li>• How different careers vary in purpose, responsibilities, working environments, pay, hours, pressure and progression.</li> <li>• Routes into different careers, including university, apprenticeships, college courses, volunteering, trainee schemes, work experience and direct application.</li> <li>• The skills needed across different careers, including communication, organisation, teamwork, empathy, leadership, problem-solving, resilience and attention to detail.</li> <li>• The rewards and challenges of different careers, including helping others, public service, responsibility, stress, accountability, safety, workload and job satisfaction.</li> </ul>								
<p><b>Summer 1</b></p>	<p align="center"><b>Sex Education</b></p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> <li>• The choices and consequences linked to sex, including pregnancy, fertility, miscarriage, birth, adoption and abortion.</li> <li>• How STIs are transmitted, common symptoms, testing, treatment, HIV awareness and ways to reduce risk.</li> <li>• What sexual consent means, including choice, freedom, capacity, communication and the right to change your mind.</li> <li>• Recognising pressure, coercion, manipulation, harassment and situations where consent is not freely given.</li> </ul>	<p align="center"><b>Exam Prep</b></p> <ul style="list-style-type: none"> <li>• This term is allocated for targeted revision and preparation for GCSE exams.</li> </ul> <table border="1" data-bbox="1182 1300 1666 1455"> <thead> <tr> <th>Strand</th> <th>Colour</th> </tr> </thead> <tbody> <tr> <td>PSHE</td> <td></td> </tr> <tr> <td>RSHE</td> <td></td> </tr> <tr> <td>Citizenship</td> <td></td> </tr> </tbody> </table>	Strand	Colour	PSHE		RSHE		Citizenship	
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|  | <ul style="list-style-type: none"><li>• How rape culture, misogyny, victim-blaming and harmful gender attitudes can shape behaviour and expectations.</li><li>• The law and harm linked to sexual harassment, including upskirting, unwanted touching, sexual comments and online harassment</li><li>• How pornography can distort expectations of sex, bodies, consent, pleasure, relationships and gender roles.</li><li>• The risks and laws linked to sexting, sharing sexual images, revenge porn, blackmail and sextortion.</li><li>• How to recognise sexual exploitation, including grooming, gifts, secrecy, threats, power imbalance and control.</li><li>• What FGM is, why it is illegal and harmful, signs someone may be at risk, and how to seek help safely.</li></ul> |  |
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## Appendix 2: By the end of secondary school Haileybury Turnford students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</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, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> </ul>

- 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</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>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
TOPIC	STUDENTS SHOULD KNOW

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

## Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
	Name of student _____ will be taking part in all relationship's lessons and during the sex education lessons, he/she will be working independently on a project in the _____ classroom .