



CITY OF LONDON ACADEMY  
**ISLINGTON**  
WHERE STUDENTS SUCCEED

**Relationship  
Education,  
Relationships and  
Sex Education  
Policy**

## Relationship Education, Relationships and Sex Education Policy

### Principles

Relationships Education, Relationships and Sex Education (RSE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. We recognise the importance of Relationships Education, Relationships and Sex Education (RSE) in preparing young people to live safe, fulfilled and healthy lives.

We believe that effective, age-appropriate education about relationships and sex can:

- Foster positive attitudes and values of love and respect
- Promote spiritual, moral, social and cultural development
- Contribute to reducing unintended teenage pregnancy and rates of STI transmission
- Lead to young people delaying first sex
- Help to protect young people by giving them knowledge and skills to make safe choices and recognise and manage risk
- Equip young people to behave appropriately and safely online and through their social media usage
- Allow young people to get answers to their questions
- Promote a tangible understanding of the importance of consent and respect; contribute positively towards the healthy schools agenda
- Build effectively on content covered in primary education
- Meet our legal requirement to give 'regard' to the DfE RSE guidance (2021).

The objective of RSE is to help support young people through their physical, emotional and moral development.

### Links with National Guidance

Our Relationships Education, Relationships and Sex Education (RSE) policy links to the following national policies and guidance with regard to content delivery, planning and training of all staff:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools

### Links with other COLAI Policies

Our Relationships Education, Relationships and Sex Education (RSE) policy links to the following internal policies:

- Anti-Bullying
- Behaviour
- Careers and Work Related Learning
- Child Protection
- Equality and Diversity
- E-Safety

## Aims

The aim of RSE at COLAI is:

- To consider social and moral dilemmas
- to value and respect different types of relationships with specific distinctions made between intimate and friendship relationships
- to foster respect and responsibility for myself/my body and for others
- to clarify myths and misconceptions
- to address stereotyping
- the signs of an abusive friendship or relationship
- to inform students of how to develop safe relationships free from pressure and judgement
- how to conduct themselves safely online with others
- to encourage self-awareness
- to develop decision making skills, including critical thinking, awareness of choices and how to act on decisions made
- to develop communication skills with peers, parents and other adults
- to provide pupils a safe place to discuss worries, social issues and areas where they will need assistance in order to become a highly functional member of society.
- To understand the physical and emotional changes associated with puberty
- to know what help is available and how to access it
- to create opportunities to ask questions and clarify ideas in a safe environment
- to provide appropriate information that is relevant to the needs, age and maturity of the pupils
- to improve awareness and understanding of the opposite gender and of sexuality
- to be able to recognise, acknowledge and positively deal with emotions.

## Roles and Responsibilities

The Vice Principal and the Assistant Principal have overall responsibility for RSE, including overseeing that the policy is implemented. Others have elements of responsibility for the effective implementation of the policy which are detailed below.

Whole Staff:

- All staff will be made aware of the policy, any relevant updates and their role within it. Training is made available through a series of in-school provision activities and support within the classroom is offered through the SLT lead(s) and the teaching and learning team.
- Where issues might arise there is a clear route for referral whether the issue is an educational one or one that might involve the pastoral care team or child protection. The route involves following the Academy's Safeguarding Policy and speaking to the DSL.

External providers:

- Some outside agencies are used as part of our RSE provision – they bring new perspectives and offer specialised knowledge, experience and resources, are used to complement rather than to replace our planned programme. Any professional who is involved in delivering RSE lessons follows the school's RSE and confidentiality policies. When health workers are in a one-to-one situation they should follow RSE and confidentiality policies. When health workers are in a one-to-one situation they should follow their own professional code of conduct and meet the academy's expectations as laid out in the staff code of conduct.

Parents:

- We believe parents and carers have a crucial role to play in their children's learning about relationships and sex. We intend that the school's RSE programme complements and supports their role as the primary carer.

## **Delivery and Methodology**

Our RSE provision is designed to help improve our students' knowledge and understanding and help them develop their own attitudes, values and personal and social skills so that they can make their own sound decisions in all aspects of relationships and sexual activity.

The RSE programme:

- RSE is taught as part of the PSHE curriculum in a weekly lesson to Years 7-13 as well as assemblies and tutor time. During this time, pupils will learn about: Families, Respectful relationships, including friendships; online and media, being safe; intimate and sexual relationships, including sexual health.
- RSE fits naturally within PSHE education. This helps to ensure that RSE is delivered in a wider context and that pupils are prepared for the opportunities, responsibilities and experiences of adult life. Some of the 'biological' aspects of RSE are covered within the Science curriculum. These may be complemented by non-statutory work in: English – discussion or written work stemming from fiction; Drama – assertive and other communication skills, conflict resolution, role-play; RE – moral issues, religious views on abortion; Geography – family planning and population. Occasionally the school may decide to address issues relating to sex and relationships through special events to deal with a particular rising issue.
- RSE complements several national curriculum subjects and staff who deliver those subjects ensure that the statutory content is delivered in their subject areas according to their national curriculum.
- As issues relating to RSE arise locally or nationally we will consider addressing these in our programme on the basis of their relevance to our pupils.
- It is important that young people feel able to ask questions and that these are valued. Teachers will need to consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning for that class. Pupils have a marked and monitored exercise book so pupils may record confidential thoughts and feelings that they might not want to share with their peers. These can be addressed by the teacher if attention is drawn to these issues, drawing on pupils' learning throughout.

## **Confidentiality, child protection, equal opportunities and inclusion**

At the beginning of a series of RSE lessons the class will discuss and agree ground rules. Confidentiality will be raised during this discussion and pupils will be informed of the limits of confidentiality that can be guaranteed by a teacher. Pupils will also be told about confidential sexual health services that can be accessed by young people in the area and informed that young people under 16 can receive confidential advice and services from health providers, including the school nurse. Teachers will not give health-care advice but can refer young people to appropriate health services without breaching confidentiality.

Teachers and other staff may be party to sensitive information about pupils. All staff have a clear understanding of child protection procedures and of their duty to safeguard and promote the welfare of children and have regular training on this issue. If this person believes that a child is at risk or in danger, or has concerns regarding any matter relating to safeguarding or Child Protection then s/he will talk to the Child Protection Officer/Designated Safeguarding Lead who will confer with the Principal before any decision is made. The child concerned will be informed that the referral has taken place and the reasons why. The teacher will support the child throughout the process. For more details, please refer to the school's safeguarding policy.

All pupils in the school, including those with special needs, are entitled to RSE which meets their needs. In particular, we aim to ensure that the programme is relevant to:

- Boys as well as girls; the range of cultures and faiths of pupils at the school and within UK society;

pupils with special needs; pupils infected or affected by HIV; lesbian, gay, bisexual and transgender pupils; pupils from different family settings, including single parent, adoptive, foster, lesbian, gay, bi- sexual and transgender families.

## Monitoring and Evaluation

Pupil progress throughout the year will be monitored by the review of termly assessments, written work and verbal contribution throughout lessons and progress monitored by the SLT lead and the class teacher. There will be self-assessment tasks throughout the terms lessons that will solidify students' understanding of the topics. The curriculum will be constantly evaluated for effectiveness and adjustments made accordingly.

The teaching of RSE will be monitored through enquiry focus visits, lesson observations, book looks and informal drop-ins. Pupil feedback will be gathered throughout the year to gauge the effectiveness of the curriculum on: their knowledge of the curriculum content; their relationships, their health and wellbeing; their preparation for living in the wider world.

This policy is based on the previous policy (Sex and Relationships Education Policy, 2020) which was produced in consultation with parents. The changes, mainly to content and cross curricular links ensures that the policy remains in line with the guidance from the DfE on Relationships and Sex Education (2020). The right to withdraw remains part of the policy. The changes will be publicised by letter to parents prior to the start of the 2023 summer term. Parents will have the opportunity to consult with the Academy on the proposed policy update.

## Information for parents including the right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of **sex education** delivered as part of statutory RSE. We believe that sex education is best taught as part of an integrated programme of relationships and sex education (RSE) within PSHCE education, in which sex is discussed in the context of respectful, healthy, adult relationships. Parents can choose to withdraw their children from these elements of our RSE programme (the sex education element). *The DfE guidance does not distinguish sex education from relationships education, the Islington health and wellbeing team have identified these two learning outcomes from the guidance as sex education with the rest forming part of relationships education.*

- Pupils learn the range of available sexual health and relationship services, what they offer and how to access them
- Pregnancy choices including abortion

Before granting any such request, the Principal will write to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This discussion may include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The Academy will document this process to ensure a record is kept.

Once those discussions have taken place, except in exceptional circumstances, the Academy will 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 Academy will make arrangements to provide the child with sex education during one of those terms.

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

This policy will be available on the school's website in the policies section.

## Governors

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- This policy will be put to Governors for approval, review and ratification every two years.

<u>Links to:</u> <ul style="list-style-type: none"><li>• Anti-Bullying</li><li>• Behaviour</li><li>• Careers and Work Related Learning</li><li>• Child Protection</li><li>• Equality and Diversity</li><li>• E-Safety</li><li>• Teaching and Learning</li></ul>	<u>Review date:</u> January 2023	
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**Appendix – When and where key content is taught during PSHE:**

RSE	WHEN COVERED IN LESSONS	KEY COVERAGE IN ACADEMIC SUBJECTS
<p><b>Families.</b> Pupils should know:</p>		
<p>That there are different types of committed, stable relationships.</p>	<p><b>Y7 Summer 1</b> <b>Y8 Spring 1</b> <b>Y9 Spring 1</b></p>	
<p>How these relationships might contribute to human happiness and their importance for bringing up children.</p>	<p><b>Y7 Summer 1</b> <b>Y8 Spring 1</b> <b>Y9 Spring 1</b></p>	<p>Humanities</p>
<p>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.</p>	<p><b>Y7 Summer 1</b></p>	<p>Humanities</p>
<p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p>	<p><b>Y7 Summer 1</b></p>	<p>Humanities</p>
<p>The characteristics and legal status of other types of long-term relationships</p>	<p><b>Y9 Spring 1</b></p>	
<p>The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.</p>	<p><b>Y9 Spring 1</b></p>	
<p>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.</p>	<p><b>Y8 Spring 1</b> <b>Y9 Spring 1</b> <b>Y11 Summer 1</b></p>	
<p><b>Respectful relationships, including friendships</b> Pupils should know:</p>		

<p>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.</p>	<p><b>Y7 Summer 1</b> <b>Y12 Summer 1</b></p>	<p>Computer Science/ICT</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p><b>Y7 Summer 1</b> <b>Y9 Spring 1</b> <b>Y11 Spring 1</b> <b>Y12 Summer 1</b></p>	
<p>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).</p>	<p><b>Y7 Spring 1</b> <b>Y8 Spring 1</b></p>	<p>Humanities English</p>
<p>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.</p>	<p><b>Y7 Autumn 1</b> <b>Y7 Spring 1</b> <b>Y9 Spring 1</b></p>	
<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>	<p><b>Y7 Autumn 1</b> <b>Y7 Spring 1</b> <b>Y7 Summer 1</b> <b>Y8 Spring 1</b></p>	<p>Computer Science/ICT</p>
<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>	<p><b>Y10 Spring 1</b> <b>Y11 Spring 1</b> <b>Y9 Summer 1</b></p>	
<p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>	<p><b>Y8 Spring 1</b> <b>Y9 Spring 1</b> <b>Y11 Spring 1</b></p>	
<p>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.</p>	<p><b>Y8 Spring 1</b> <b>Y8 Summer 1</b></p>	



<b>Online and Media.</b> Pupils should know:		
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	<b>Y7 Autumn 1</b> <b>Y10 Spring 1</b> <b>Y8 Summer 2</b> <b>Y12 Summer 2</b>	Computer Science/ICT
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.	<b>Y7 Autumn 1</b> <b>Y10 Spring 1</b> <b>Y8 Summer 1</b> <b>Y9 Summer 1</b> <b>Y12 Summer 2</b>	Computer Science/ICT
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	<b>Y8 Summer 1</b> <b>Y9 Summer 1</b>	Computer Science/ICT
What to do and where to get support to report material or manage issues online.	<b>Y8 Summer 2</b> <b>Y12 Summer 2</b>	Computer Science/ICT
The impact of viewing harmful content.	<b>Y8 Summer 2</b> <b>Y9 Summer 1</b> <b>Y10 Spring 1</b>	Computer Science/ICT
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.	<b>Y9 Summer 1</b> <b>Y10 Spring 1</b>	Computer Science/ICT
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	<b>Y10 Spring 1</b> <b>Y9 Summer 1</b>	Computer Science/ICT
How information and data is generated, collected, shared and used online.	<b>Y8 Summer 2</b> <b>Y9 Summer 2</b>	Computer Science/ICT
<b>Being safe</b> Pupils should know:		

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	Y8 Spring 1 Y11 Spring 1 Y9 Summer 1 Y12 Summer 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).	Y11 Spring 1 Y12 Spring 1 Y8 Summer 1 Y9 Summer 1	
<b>Intimate and sexual relationships, including sexual health</b> Pupils should know:		
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Y9 Spring 1 Y10 Spring 1 Y11 Spring 1 Y9 Summer 1	
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.	Y10 Spring 1 Y7 Summer 1 Y8 Summer 1 Y9 Summer 1 Y11 Summer 1	
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and Menopause.	Y10 Spring 1 Y7 Summer 1	Science
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Y11 Spring 1 Y13 Spring 1 Y9 Summer 1 Y12 Summer 1	
That they have a choice to delay sex or to enjoy intimacy without sex.	Y10 Spring 1 Y11 Spring 1	
The facts about the full range of contraceptive choices, efficacy and options available.	Y10 Spring 1 Y11 Spring 1 Y9 Summer 1	Science

The facts around pregnancy including miscarriage.	Y12 Spring 1 Y9 Summer 1 Y11 Summer 1	Science
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).	Y12 Spring 1 Y9 Summer 1 Y11 Summer 1	Science
How the different sexually transmitted infections (STI's), 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.	Y10 Spring 1 Y9 Summer 1 Y12 Spring 1	Science
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Y10 Spring 1 Y9 Summer 1 Y12 Spring 1	Science
How the use of alcohol and drugs can lead to risky sexual behaviour.	Y8 Autumn 1 Y9 Autumn 1 Y11 Spring 1	
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Y9 Summer 1 Y10 Spring 1 Y7 Spring 2	
<b>Changing adolescent body</b> Pupils should know:		
Key facts about puberty, the changing adolescent body and menstrual wellbeing.	Y7 Spring 2 Y8 Spring 2	Science
The main changes which take place in males and females, and the implications for emotional and physical health	Y8 Spring 2 Y10 Autumn 1	Science

## Appendix 2: COLAI RSE Curriculum:

The COLAI RSE Curriculum is in line with the curriculum prescribed by the PSHE Association and meets all Department for Education requirements.

Year	Term	Content Studied
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7	Spring 1	<ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact about FGM and how to access help and support</li> </ul>
7	Summer 1	<ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• consent, and how to seek and assertively communicate consent</li> </ul>
8	Spring 1	<ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>
8	Summer 1	<ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• gender identity and sexual orientation</li> <li>• forming new partnerships and developing relationships</li> <li>• the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• basic forms of contraception, e.g. condom and pill</li> </ul>
8	Summer 2	<ul style="list-style-type: none"> <li>• online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> </ul>
9	Spring 1	<ul style="list-style-type: none"> <li>• different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>

9	Summer 1	<ul style="list-style-type: none"> <li>• readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• myths and misconceptions relating to consent</li> <li>• the continuous right to withdraw consent and capacity to consent</li> <li>• STIs, effective use of condoms and negotiating safer sex</li> <li>• the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>
10	Spring 1	<ul style="list-style-type: none"> <li>• relationship values and the role of pleasure in relationships</li> <li>• myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• asexuality, abstinence and celibacy</li> </ul>
11	Spring 1	<ul style="list-style-type: none"> <li>• core values and emotions</li> <li>• gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> <li>• various forms of relationship abuse</li> <li>• unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>
11	Spring 2	<ul style="list-style-type: none"> <li>• relationship values and the role of pleasure in relationships</li> <li>• myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on</li> <li>• sexual attitudes, expectations and behaviours</li> <li>• the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• asexuality, abstinence and celibacy</li> </ul>
11	Summer 1	<ul style="list-style-type: none"> <li>• different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• fertility, including how it varies and changes</li> </ul>

		<ul style="list-style-type: none"> <li>• pregnancy, birth and miscarriage</li> <li>• unplanned pregnancy options, including abortion</li> <li>• adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• 'honour based' violence and forced marriage and how to safely access support</li> </ul>
12	Spring 1	<ul style="list-style-type: none"> <li>• to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not</li> <li>• give, or withdraw their consent (in all contexts, including online)</li> <li>• to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>• how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</li> <li>• to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age</li> <li>• to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner</li> <li>• how to effectively use different contraceptives, including how and where to access them</li> <li>• to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)</li> <li>• to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly</li> </ul>
12	Summer 1	<ul style="list-style-type: none"> <li>• how to articulate their relationship values and to apply them in different types of relationships</li> <li>• to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion</li> <li>• to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships</li> <li>• to manage mature friendships, including making friends in new places</li> <li>• to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</li> <li>• to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</li> <li>• to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'</li> <li>• to use constructive dialogue to support relationships and negotiate difficulties</li> <li>• to manage the ending of relationships safely and respectfully, including online</li> <li>• to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships</li> </ul>
13	Spring 1	<ul style="list-style-type: none"> <li>• to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not</li> <li>• give, or withdraw their consent (in all contexts, including online)</li> <li>• to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>• how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</li> <li>• to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying</li> </ul>

		<p>conception, whilst acknowledging the changes in fertility with age</p> <ul style="list-style-type: none"> <li>• to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner</li> <li>• how to effectively use different contraceptives, including how and where to access them</li> <li>• to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)</li> </ul>
13	Summer 1	<ul style="list-style-type: none"> <li>• to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online</li> <li>• to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</li> <li>• to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk</li> <li>• to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support</li> <li>• strategies to recognise, de-escalate and exit aggressive social situations</li> <li>• to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon</li> <li>• ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</li> <li>• to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure</li> <li>• to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences</li> </ul>