



Relationships & Sex Education (RSE) Policy

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Version Control

The table below shows the history of the document and the changes that were made at each version:

Date agreed	Summary of changes
12 th December 2023	Updated guidance in section 2.; clarified supporting documents in section 3. and methods used in section 15.; replaced Appendix 3 with updated version of table.
1 st December 2021	N/A

1. Policy Purpose

All secondary schools are required to teach Relationships and Sex Education (RSE) and to produce an RSE policy. The purpose of **Hampstead School's** policy is to:

- give information to staff, parents and carers, governors, students and outside visitors about what is taught in RSE, how it is taught and who teaches it
- enable parents and carers to support their children in learning about Relationships and Sex Education
- give a clear statement on what the school aims to achieve from Relationships and Sex Education, the values underpinning it and why it is compulsory for all secondary schools to teach it
- set out how Relationships and Sex Education meets schools' legal requirements to:
 - promote wellbeing (Children Act 2004)
 - prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - meet the school's safeguarding obligations
 - comply with the Equality Act 2010 to prevent discrimination, advance equality of opportunity and foster good relations between different groups .

2. Development of the Policy

This policy was developed by a working group with representation from Senior Leaders, staff, parents, carers and governors and involved consultation with students, the wider staff group, parents and carers. We also consulted with Camden Learning, and a local Islamic religious head when developing and writing the policy.

Our working group organised a series of consultations with:

- the School council
- parents and carers from different Key Stages
- governors
- staff

We have taken account of the:

- statutory guidance from the Department for Education on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (updated September 2021)

- Camden's example policy
- Equality Act 2010 and the Public Sector Duty

3. Supporting Documents

This policy links to other documents, including the:

- PSHE policy
- Safeguarding and Child Protection policy
- Behaviour for Learning policy
- Anti-bullying policy
- Equalities policy

Our provision of RSE is part of our approach to supporting the health and wellbeing of young people in our school and our continued commitment to being recognised as a Healthy School.

4. Definition of RSE

Relationships and Sex Education (RSE) is enabling young people to learn about making and maintaining healthy, happy and respectful relationships, knowing how to recognise unhealthy relationships and being able to seek support, and having the information and skills to be safe online and to take responsibility for their sexual health.

RSE is learning about:

- different relationships (including friendship, family, intimate, marriage/civil partnerships) and how to make and maintain healthy, caring and respectful relationships
- healthy and unhealthy relationships, including online
- how to recognise when a family, friend, intimate or other relationship is unhealthy or unsafe and how to seek help and report concerns or abuse
- how to recognise when a relationship is coercive or controlling and know this behaviour is unacceptable and criminal and how to seek help
- stereotypes and how they can lead to prejudice and discrimination, e.g. based on sex, gender, race, religion, Special Educational Need (SEN), disability or sexual orientation
- different types of bullying, the impact it has and how to prevent it, how to get help and how to report it
- the concepts and laws relating to sexual consent, sexual exploitation and sexual violence, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- equality and protected characteristics* and the importance of respecting difference
- gender identity and building a positive sense of gender identity
- how to recognise risk and the negative impact of some online material (including on relationships) and understand what is legal and appropriate to share and the importance of respect for others online and where to get support
- the features of healthy one-to-one intimate relationships

- how to manage sexual pressure, including resisting pressure and the choice to delay sex or be intimate without sex
- reproductive health including fertility and infertility and menopause
- what makes successful parenting and the roles and responsibilities of parents
- contraceptive choices
- pregnancy including miscarriage and pregnancy options (including abortion)
- Sexually transmitted infections (STIs) including HIV/AIDS, how they are transmitted, treated and prevented
- The impact of alcohol and drugs on sexual behaviour
- Where to get confidential sexual and reproductive health advice and treatment

*9 protected characteristics as defined in the Equality Act 2010-religion or belief, disability, sexual orientation, sex, gender reassignment, age, marriage and civil partnership, pregnancy and maternity, race.

5. Why Teach RSE at Secondary School?

The government has made Relationships and Sex Education a statutory part of the curriculum and we agree that this is a crucial aspect of the secondary curriculum.

Through Relationships Education young people develop the positive values and skills to make and maintain healthy, safe and respectful relationships and to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is and is not appropriate and about what is legal and illegal behaviour online and how to be safe online.

For these reasons parents do not have the right to withdraw their child from Relationships Education.

Through sex education young people learn information that will enable them to take responsibility for their sexual health and reduce the risk of sexually transmitted infections and unplanned pregnancy.

6. Values Promoted Through RSE

Our ambition is for every student to feel included and supported and to develop healthy, respectful and caring relationships and to have the knowledge and skills to live healthy and safe lives. We are an inclusive school that promotes diversity and equality.

We want all students to feel that the content of RSE is relevant to them and their developing sexuality and that they understand the society in which they are living and growing up in, as well as be respectful of others and difference.

We believe that RSE promotes the aims and values of our school which include:

- respect for self and others
- kindness and consideration for others
- commitment, trust and love within relationships
- promoting equality and respecting rights and responsibilities in relationships
- respecting difference and diversity, including religion, race, gender identity and sexual orientation
- preventing prejudice and discrimination based on sexual orientation, disability, religion or belief, sex and gender reassignment*
- promoting gender equality, challenging gender stereotypes and inequality
- valuing family life and stable, loving and committed relationships, including marriage and civil partnerships, for bringing up children
- everyone has the right to a healthy and safe relationship

*5 of 9 protected characteristics as enshrined in law through the Equality Act 2010 (others are age, marriage and civil partnership, pregnancy and maternity, race).

7. Aims for RSE

Our RSE programme aims to help young people:

- develop the confidence to talk, listen and think about relationships in a positive and supportive environment
- develop the skills to make and maintain healthy, caring and respectful relationships- friendships, family and intimate relationships.
- recognise unhealthy or unsafe relationships, including in friendships and within the family, with adults they may encounter (including online) and within intimate relationships, and how to seek help
- manage sexual pressure, including resisting pressure and understand the choice to delay sex or be intimate without sex, with a specific link to peer on peer abuse.
- respect different relationships including heterosexual, gay, lesbian and bisexual
- challenge and prevent discrimination based on difference eg sexual orientation, sex, gender, race, SEN and disability
- recognise and prevent all types of bullying and prejudice-based language including sexist, sexual, homophobic, biphobic and transphobic language and bullying and develop the confidence to report it
- understand the spectrum of gender identity including transgender and challenge gender stereotypes and inequality and promote equality and respect in relationships
- recognise risk and how to be safe online and behave appropriately and respectfully
- know where and how to seek information and advice when they need help
- understand what affects reproductive health
- understand what makes successful parenting and the roles and responsibilities of parents
- understand about pregnancy and the choices available
- prevent the spread of sexually transmitted infections and prevent unplanned pregnancy

Students will also be taught about the emotional, social and physical changes at puberty which is a statutory part of Science and Health Education.

8. Content & Organisation of the RSE Programme

Where is RSE taught and what is taught?

- RSE will be taught as part of the planned PSHE curriculum in every Year covering knowledge and skills appropriate to the age and maturity of students. Each Year builds on what has been learnt in the previous Years.
- Puberty will be taught through Science and PSHE lessons.
- See Appendix 1 for the Biological aspects of statutory Science
- See Appendix 2 for the requirements for teaching statutory RSE and puberty in Health Education
- See Appendix 3 for the RSE curriculum in each Year

Who teaches RSE?

On most occasions, RSE will be taught by the form tutor or co-tutor.

Where possible and valuable, external agencies are used to support the learning of students and the teacher-led RSE. This can take a range of forms e.g. drop down days, assemblies, external visits and online webinars. This content can be presented by a range of professionals, including sexual health advisors from local sexual health clinics, Theatre in Education plays, workshops, police officers, doctors and people from the local community. We also arrange for students to visit sexual health clinics to find out about local services and then educate their peers in class.

Some aspects of the RSE curriculum will be taught through the use of assemblies in line with themes of the week. These are presented by a range of teachers, senior leadership, students and external agencies, and are followed up during tutor period on a more personal level throughout the week.

When visitors are involved in RSE we will:

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- provide follow up lessons

TAs and Learning Mentors support individual students to ensure the RSE meets their individual needs.

How RSE is taught:

- all students are taught in mixed groups to ensure that boys and girls learn the same information and have the opportunity to discuss and hear a range of viewpoints. However,

in some circumstances, single sex classes delivered by a teacher of the same sex will be considered for Year 7. If this happens students will still cover the same content.

- teachers set a group agreement or ground rules with students to ensure that an atmosphere is created where students feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality and do not discuss personal experiences or issues or ask information of each other or the teacher. Staff do not discuss details of their personal experiences or relationships with students.
- we answer questions honestly and sensitively, appropriate to the age and maturity of the students. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate. We also use question boxes so that students can ask questions anonymously.
- resources are chosen to ensure that they are appropriate to the age and maturity of students. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- a variety of teaching methods are used that enable students to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that students work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help students gain confidence to talk and listen to each other.
- the RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is inclusive, appropriate and relevant to all students, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all students feel valued and included, regardless of their sex, gender identity, sexual orientation, ability, disability, experiences and family background.
- where needed, RSE is differentiated to meet the needs of students and specialist resources may be used to respond to their individual needs. In some cases students have individual support or work in small groups.
- teachers do not offer individual students advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.
- promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships we include an understanding of different types of relationships, including lesbian, gay and bisexual relationships. When teaching about families we include a broad range of family structures that reflect the diversity amongst students to ensure all students feel their family is valued. These include: families with a single parent; parents who are married, parents who are not married, parents who are divorced, lesbian, gay, bisexual or transgender parents; children living between two homes with step parents and step siblings; in foster homes; in residential homes and living with relations other than biological parents. When teaching about gender we include an understanding about gender identity and diversity. Through our teaching young people understand the society in which they are living and growing up in, as well as developing respect for others and difference.

- homophobic, biphobic and transphobic references, language and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- we will emphasise the importance of strong and supportive relationships for family life, including marriage and civil partnership (both opposite and same-sex couples)

Right to withdraw children from Sex Education

Parents do not have the right to withdraw their child from Relationships Education but they have the right to withdraw their child from some or all of the sex education parts of statutory RSE.

In this school the Sex Education parts of statutory RSE are defined as the teaching about:

- the choice to delay sex or to be intimate without sex
- pregnancy choices including abortion
- the impact of alcohol and drugs on sexual behaviour
- how and where to get confidential sexual and reproductive health advice and treatment

We hope that parents and carers will support this important part of young people's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children in these aspects of statutory sex education themselves and so parents have the right to request that their child is withdrawn from these aspects.

This right is available to parents up to and until three terms before the child turns 16. After that, if the child wishes to have sex education it will be provided.

If a parent wishes to withdraw their child from these sex education lessons they must arrange a meeting with a member of the Leadership Team who will talk through their concerns and discuss the benefits of their child learning about these aspects. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use these with their children at home. Parents can talk to the PSHCRE Coordinators about the resources to support this.

Even when a student has been withdrawn from sex education lessons, if the student should ask questions at other times, these questions would be answered honestly by staff in the context of the question being asked. Staff may talk to parents about the questions students are asking.

There may be exceptional circumstances when the school may not agree the request, based on the needs of the student and this will be discussed with the parent.

Science National Curriculum

All secondary schools are required to teach the Science National Curriculum which covers biological aspects; human reproduction, menstrual cycle, fertilisation, pregnancy and birth, hormonal and non-hormonal methods of contraception, sexually transmitted infections (including HIV/AIDS). See Appendix 1. Parents do not have the right to withdraw from Science.

Health Education and Puberty

All secondary schools are required to teach statutory Health Education that includes teaching about puberty. This is covered in Year 7.

Parents do not have the right to withdraw from Health Education.

How sex education, biological aspects of science and puberty is taught

These are taught through PSHCRE and Science in mixed groups to ensure that boys and girls learn the same information. However, in some circumstances, it may be useful in Year 7 to include a time when single sex groups can discuss issues with a teacher of the same sex.

We provide a question box so that students can anonymously ask questions and these are then answered by the teacher.

9. Involving Students

To ensure the RSE programme meets the needs of all students, the PSHCRE Coordinators involve the school council in reviewing and evaluating the programme each year.

We have an anti-bullying programme of student ambassadors (HABZ) who are involved in raising awareness about relevant RSE issues such as anti-bullying and healthy relationships with peers. Protected characteristic focus groups are being formed where students are able to join, lead and take part in discussions and action changes that could make school a happier and more inclusive space. Information about where to go to get health and wellbeing advice is displayed in the school, and publicised during lessons.

10. Confidentiality, Safeguarding & Child Protection

Although RSE is not about personal disclosures and personal issues, it is possible that a student may disclose personal information. Staff understand that they cannot promise students absolute confidentiality, and students know this too through the ground rules agreed at the start of the lesson. Students know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first, if possible, and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

If teachers are concerned in any way that a student is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures.

This school upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSE in the classroom they are bound by the school's RSE policy

11. Assessing RSE

Students' progress in learning in RSE is assessed as part of the assessment of science and PSHE.

Students knowledge will be assessed by a variety of methods including: in class questioning, discussions, online quizzes, exit tickets, surveys and questionnaires and the quality of work produced in their books. This will be Assessment of students learning will also be evident through their behaviour in school and the wider community.

12. Monitoring & Evaluating RSE

The PSHCRE Subject Leader monitors teachers' planning to ensure RSE is being taught. Students and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHCRE, which also involves the school council.

13. Training Staff to Deliver RSE

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach RSE and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by Camden Learning and other external organisations.

Training includes:

- what to teach and when
- leading discussions about attitudes and values
- information updates
- practising a variety of teaching methods
- facilitating group discussions
- answering questions
- managing sensitive and controversial issues

14. Engaging & Involving Parents/Carers

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships and Sex Education and compliance with the statutory guidance and Equality Act.

We will take every opportunity to inform and involve parents and carers by:

- consulting with parents when developing the RSE policy and when it is reviewed
- publishing the RSE policy on the school's website

- including a summary of the content and organisation of the RSE curriculum in school information
- providing information about content of the RSE teaching programme as part of the termly information on the curriculum
- inviting parents and carers to a workshop to find out about the RSE teaching programme

15. Disseminating the Policy

A copy of this policy is on the school website and is made available to all staff and governors.

Copies are supplied to visitors who are involved in providing RSE in school.

When the policy is being reviewed, parents are informed through appropriate means, such as email and physical communications and the school's website.

Policy Consultation & Review

This policy is available on our school website and available on request from the Administration Office.

This policy was last reviewed by the Safeguarding, Behaviour & Personal Development Committee on Tuesday 12th December 2023. This policy will be reviewed on an annual basis. It is due to be reviewed again in the academic year 2024-25.

Appendix 1 - Biological Aspects of Statutory Science

Key Stage 3

Reproduction:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4

Health, disease and the development of medicines:

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDS)

Coordination and Control:

- hormones in human reproduction, hormonal and non-hormonal methods of contraception

Appendix 2 - Requirements for Teaching Statutory RSE & Puberty in Health Education

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Topics	Students should know
Families	<ul style="list-style-type: none"> • There are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children • what marriage* is, including their legal status 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 • why marriage is an important relationship choice for many couples and why it must be freely entered into • the characteristics and legal status of other types of long-term relationships • the roles and responsibilities of parents with respect to the raising children, including the characteristics of successful parenting • how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed <p>*marriage including both opposite sex and same sex couples</p>
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

	<ul style="list-style-type: none"> • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material eg pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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
What students should know in Health Education by the end of SECONDARY SCHOOL	
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health

Appendix 3 - RSE Curriculum in Each Year

Year Group	Topic / fertile question	Content
7	How can I be a good friend?	Students will learn about healthy and unhealthy behaviours in friendships both online and offline. Students will also learn about peer pressure and how to respond to it assertively. This will be relevant for students as they meet new people and create new friendships
	What is happening to my body and how can I look after it?	Students will learn about puberty and maintaining positive self-esteem whilst their bodies are changing. The unit includes a focus on consent in relation to their bodies and also touches on FGM, as a preventative measure
	Why is it important to celebrate our differences?	Students will learn about identity and the importance of celebrating differences. Students will also explore the existence of stereotypes and the harm that they can cause
8	How can I look after my wellbeing?	Students will learn about mental health, physical health, body image and strategies to maintain positive well-being. Within this unit students will learn how to deal with stress and negative feelings. This will be relevant to students as they begin the new academic year and may be feeling slightly anxious about it
	How can I keep myself safe?	Students will learn about substance misuse, county lines and how to stay safe online. The unit teaches students how to stay safe and avoid being exploited both online and offline and it teaches them how to recognise potential dangers
	What types of relationships are there and how can I keep them healthy?	Students will learn about the importance of healthy relationships and will explore the concept of love. The unit includes content on gender identity and sexual orientation and teaches students about different types of relationships that exist. Students will also learn about how to respond when relationships experience conflict

	What does LGBTQ+ mean?	Students will learn about the LGBTQ+ community and will address issues such as homophobia and transphobia. There will be a focus on respectful communication and students will learn about what it means to be an ally
9	How can I be an ally?	Students will learn about prejudice and discrimination and what it means to be an ally to help combat racism, misogyny, islamophobia and homophobia. Students will learn about the importance of celebrating diversity and the importance of equality and inclusivity. There will be a focus on respectful communication.
	Is my body normal?	Students will learn about their bodies and what is seen to be 'normal' as their bodies grow and change. In this unit students learn about the media's image of beauty and airbrushing and will analyse whether it is realistic. The unit also includes a focus on self-esteem
	What is consent?	Students learn about what it means to give consent and the importance of it. Students also learn about factors involved when deciding whether or not to engage in sexual activity
	Why is learning about sexual health important?	Students learn about different types of contraception and different sexually transmitted infections and how to avoid them.
	What does a healthy relationship look like?	Students learn about healthy and unhealthy relationships and the depiction of relationships online. The unit teaches students about issues with pornography and sending and sharing explicit image
10	What does it mean to be British?	Students learn about their human rights and acceptance of different communities within Britain. The unit also teaches students critical thinking and how to recognise false information and fake news.

	How can I keep myself and others safe?	Students learn about knife crime, radicalisation, honour based violence and modern day slavery. This unit teaches students how to recognise potential dangers and how to respond to them
11	What decisions may I need to make about my body?	Students will learn about topics such as blood and organ donation, pregnancy, contraception and parenthood. This unit teaches students about different options available when it comes to their bodies and encourages students to develop their analytical skills when considering different options
	Why is learning about sexual health important?	Students will re-visit the topic of contraception and further learn about options available. The unit also teaches students about the dangers of sharing intimate photos and the importance of respect within relationships both online and offline.
12	What do I need to know about sexual health?	Students will learn about the importance of respect within relationships and re-visit different options available in relation to contraception
13	How do I maintain healthy professional relationships?	Students will learn about managing professional relationships and the workplace. They will consider their online presence and the boundaries between the personal and professional. They will also learn to manage conflict within professional relationships, how to deescalate situations and how to recognise and report sexual harassment.