



## NONSUCH HIGH SCHOOL FOR GIRLS

### RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

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Reviewed and Agreed by the Nonsuch Local Governing Body:

July 2024

Next Review:

Summer 2025

#### Revision History

Issue No	Date	Description
1	July 2021	New Policy
2	July 2023	No Changes
	July 2024	Updated aims, ongoing consultation and information for parents, inclusion, assessment evaluation and updated curriculum

Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body.

## **1. Introduction**

This policy should be read in conjunction with our PSHE policy.

Nonsuch High School for Girls is a grammar school for girls aged 11-18. Girls come from a variety of backgrounds and the Relationships, Sex and Health Education policy takes account of the social, ethnic, and religious nature of different communities represented in the school. The policy on RSHE acknowledges that the school has a role complementary and supportive to that of parents and carers.

## **2. Definition of Relationships and Education**

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, emotional, social and moral development of students. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care for family life. It involves acquiring information, developing essential skills, and forming positive beliefs, values, and attitudes.

RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. It also involves learning about, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

**Health Education (Physical Health and Wellbeing)** builds on the primary content to enable students to understand their changing bodies, including menstrual wellbeing and their feelings, and to further the language they use to talk about their bodies, health, and emotional norms. In addition, it enables students to understand variations in emotions and physical complaints and where health, wellbeing issues and concerns begin. Health education enables students to make the connections between physical and emotional changes, the impact on physical health and wellbeing, and their capacity to learn and maintain their mental health and wellbeing.

## **3. Principles and Values**

The School believes that RSHE should:

- Be delivered within the context of the school's agreed aims and values, which are sensitive to the needs and beliefs of students, parents or carers, and other members of the school community.
- Support and guide young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health.
- Teach students to understand and manage their physical and emotional development during adolescence, and prepare them for decisions concerning relationships and sex to be made in adult life.
- Be relevant to students needs and appropriate to their age group. Students will be given access to accurate information and will learn how to understand their own feelings and attitudes, and those of others, in order to develop values upon which decisions about relationships can be soundly based.

- Develop the communication skills to help students take greater responsibility for their own sexual health and behaviour.
- Explain the importance of stable relationships for family life and successfully bringing up children. Care will be taken to avoid attaching any stigma to different home circumstances including same sex parenting couples.
- Cover morals and values which includes:
  - respect for oneself and others;
  - avoidance of abusive and exploitative relationships including an understanding of Domestic Violence and Abuse;
  - commitment, trust and love within relationships;
  - honesty with self and others;
  - exploration of rights, duties and responsibilities;
  - understanding diversity regarding religion, culture and sexual orientation;
  - knowledge of how the law applies to sexual relationships.

#### **4. Aims of Relationships, Sex and Health Education**

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Gain accurate and factual knowledge and understanding about sexuality and relationships
- Develop confidence to listen, think and communicate about feelings and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Address concerns, correct misunderstandings and be able to protect themselves by asking for help
- Develop skills to form and maintain positive relationships
- Develop positive attitudes/values and respect differences in opinions
- Know where to get confidential advice and support

## **5. Statutory Requirements and Guidance**

The Girls Learning Trust (GLT) and the school acknowledges that as a secondary academy, we must provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, the GLT and the school acknowledges that 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.

The GLT and the school acknowledges that we also have to have due regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The school has developed this policy and its teaching practices in response to the following guidance:

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421242/Relationships_Education,_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421242/Keeping_children_safe_in_education_2023.pdf)

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421242/Equality_Act_Advice_Final.pdf)

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421242/SEND_Code_of_Practice_January_2015.pdf)

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421242/Mental_health_and_behaviour_in_schools.pdf)

[Preventing and tackling bullying \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421242/Preventing_and_tackling_bullying.pdf)

[Cyber bullying: advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421242/Cyber_bullying_advice_for_headteachers_and_school_staff.pdf)

## **6. The Law and RSHE**

The school acknowledges the importance of knowing what the law says about, sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos, and other material using technology. This will help young people know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their own actions. Students will

be made aware of the relevant legal provisions when the relevant topics are being taught and materials will be delivered in an age and stage appropriate way, for example, these will include:

- Marriage
- Consent, including the age of consent
- Relationship abuse and violence
- Sexual harassment and online sexual abuse
- Online behaviours including image and information sharing (including sexting, youth produced sexual imagery, nudes etc)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation
- Hate crime
- Female genital mutilation (FGM)

## **7. Policy Development**

This policy has been developed in consultation with staff, students and parents/carers.

The consultation and policy development process involved the following steps:

- Review – a working group of staff including the Deputy Head Pastoral reviewed all relevant information including national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the curriculum and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend three parent focus groups about the curriculum and policy
- Student consultation – we investigated what exactly Students want from their RSHE
- Draft Policy consultation – once the policy was updated a draft policy was sent to parents/carers for feedback
- Ratification – once amendments were made, the policy was shared with governors and ratified

## **8. Roles and Responsibilities**

### **8.1. The Governors**

The Governors will:

- Monitor the implementation of the policy
- Monitor pupil progress to ensure that pupils achieve expected outcomes.

### **8.2. Head of School**

The Head of School will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy.
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects.
- The subjects are staffed and timetabled in a way to ensure the school fulfils their legal obligations.
- The teaching of RSHE is monitored to ensure that it is delivered in ways that are accessible to all pupils including those with SEND.
- The School works with parents/carers when planning and delivering RSHE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

### **8.3. Staff**

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- All points of view they may express whilst teaching RSHE are unbiased.
- The teaching of RSHE is delivered in ways that are accessible to all pupils including those with SEND.
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- When teaching RSHE staff will consider the legislation around stereotyping, sexual equality and harassment
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.

- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

#### **8.4. Parents/Carers**

The school acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSHE.
- Encouraged to participate in the development of RSHE.
- Able to discuss any concerns directly with the school.
- Encouraged to support their child's learning and development

#### **8.5. Pupils**

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

### **9. Parents' right to withdraw**

Parents/carers have the right to request to withdraw their child from the statutory part of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing via email and addressed to the headteacher. ([head@nonsuchschool.org](mailto:head@nonsuchschool.org))

The headteacher will discuss the request with parents/carers via telephone or email and take appropriate action.

Alternative PSHE work will be given to pupils who are withdrawn from sex education.

### **10. Curriculum**

Our RSHE curriculum is set out as per Appendix I and is based on the statutory requirements found in Appendix II

The school may need to adapt the curriculum if and when necessary to meet the needs of the students.

The school acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society. RSHE will be set in the context of a wider whole-school approach to supporting Students to be safe, happy, and prepared for life beyond school. The curriculum on

relationships and sex education will complement and be supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSHE will sit within the context of the school's broader ethos and approach to developing students socially, morally, spiritually, and culturally, and its pastoral care system.

We have developed the curriculum in consultation with parents/carers, students and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We share what students are learning through our school newsletter and we will share curriculum materials with parents and carers upon request.

## **11. Teaching of RSHE**

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. RSHE 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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **11.1. Timetable Allocation**

The RSHE programme forms part of the Personal, Social, Health and Economic Education (hereafter PSHE) programme, which is taught for one period a week throughout all year groups. Elements are also delivered in Science and Religious Studies lessons.

### **11.2. Groupings**

Tutor groups generally comprise 30 students in PSHE. In other subjects, students may be taught in tutor or mixed tutor groups.



### **11.3. Staff involved**

The course is delivered mainly by the form tutor. Science and Religious Studies teachers and occasional outside visitors, including the School Community Nurses, contribute to the programme. It is important to note that where outside visitors help to deliver RSHE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

## **12. Inclusivity**

We will teach about these topics in a manner that considers how a diverse range of Students will relate to them and is sensitive to all students' experiences. During lessons we support students to make sure they feel:

- Safe and supported
- Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Consider the level of differentiation needed

## **13. Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- We will make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum reviewing any case study materials and look for feedback from other people the agency has worked with.
- We will be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- We will:
  - ask to see in advance any materials that the agency may use and know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
  - conduct a basic online search and address anything that may be of concern to us, or to parents and carers
  - check the agency's protocol for taking pictures or using any personal data they might obtain from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is always in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

#### **14. Training**

Staff are trained on the delivery of RSHE. It is included in our continuing professional development calendar.

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

#### **15. Monitoring arrangements**

The delivery of RSE is monitored by the Deputy Head Pastoral through:

- planning scrutiny
- learning walks
- lesson observations

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Deputy Head Pastoral at least every 2 years.

At every review, we will consult with parents/ carers, staff and students.

The policy will be approved by the governing board and Headteacher

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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#### Year 7

Year 7	
1	<b>Families and relationships</b> In this lesson, students will learn that there are different types of committed, stable relationships, including those within families, friendships, romantic or intimate relationships. They will consider what marriage is, including its legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting, and that marriage should be entered into freely. They will also discuss the roles and responsibilities of parents, carers and children in families
2	<b>Philosophy for Children (healthy friendships)</b> In this lesson, students will explore and identify healthy and unhealthy relationship behaviours through the Philosophy for Children approach. Through dialogue and enquiry, questioning and discussion, they will consider how to safely and responsibly form, maintain and manage positive relationships, including online. They will consider how to develop conflict management skills and strategies to reconcile after disagreements and how to further develop the skills of active listening, clear communication, negotiation and compromise. They will be encouraged to think critically, creatively and to work collaboratively in order to explore their own ideas and the views of others.
3	<b>Respectful relationships (characteristics)</b> In this lesson, students will learn how to develop self-worth and self-efficacy. They will consider the qualities and behaviours relating to different types of positive relationships. They will consider how to recognise unhealthy relationships and how to evaluate expectations for romantic relationships. They will learn about consent, and how to seek and assertively communicate consent.
4	<b>What is period poverty and what is period shame?</b> In this lesson, students learn about the impacts of period poverty. They will consider different cultural views on periods and discuss the term period shame. They will continue to consider how best to manage their periods and will also consider how apps and period trackers can be used to manage their menstrual cycle.

5	<p><b>Managing Online Relationships (external speaker)</b>                  In this lesson, students will learn from an external speaker how to stay safe online. Through listening to expert advice, they will develop and understand strategies and methods of protecting personal information and knowing potential dangers that could be faced through social media and through using the internet. They will be asked to consider how to stay safe online</p>
6	<p><b>Managing online relationships</b>                  In this lesson, students will reflect on the advice and themes learnt from the external speaker about how to develop online relationships. They will deepen their understanding of strategies and methods of protecting personal information and knowing potential dangers that could be faced through social media and through using the internet. They will be asked to consider how to interact and develop relationships safely online and to reflect on appropriate behaviour online.</p>
<p><i>Year 8</i></p>	
1	<p><b>Healthy relationships</b>                  The focus of this lesson is to empower and support young people as they develop relationships. The lesson explores the features of a healthy relationship and helps pupils to recognise the differences between healthy and unhealthy behaviours. This lesson allows students to explore their relationship values and enables them to practise managing difficulties in relationships. Students are also signposted to where they can go to get support and what to do if they or someone they know is in a negative relationship.</p>
2	<p><b>Relationship Abuse</b>                  The lesson aims to raise awareness about the different forms of abuse and disrespect that can occur within relationships. The primary goal is to educate students about what constitutes healthy and unhealthy behaviours in relationships, empowering them to recognize warning signs and seek help if needed. By the end of the session, students should have a clear understanding of the importance of respect, consent, and boundaries in all types of relationships, including friendships and romantic partnerships. Additionally, the session aims to encourage open dialogue about these topics, fostering a supportive environment where students feel comfortable discussing sensitive issues and seeking support if they or someone they know is experiencing abuse.</p>
3	<p><b>Sexuality</b>                  This lesson aims to provide students with an understanding of LGBTQ+ issues, terminology, history, rights, and the importance of being an ally and supportive friend. It creates a safe and inclusive space for discussion and reflection while empowering students to act against discrimination and promote equality. Students will also learn about the Equality Act and the protected characteristics included. The aim of the session is to facilitate inclusive discussions that recognise diversity in society and school.</p>

4	<p><b>Gender identity</b></p> <p>This lesson explores current challenges surrounding gender identity. Differentiate between gender, sex and sexuality, highlighting the specific issues faced by individuals of diverse genders. Discuss strategies for providing support to those encountering these challenges. It provides students with the knowledge, skills and attributes to challenge unhelpful stereotypes and promote inclusive behaviour in school and the wider community.</p> <p>Before the session staff read out guidance to the class about respecting different beliefs and opinions on this topic. As a school we value approaching every situation with mutual respect.</p>
5	<p><b>Consent and the Law</b></p> <p>Students will discuss what is meant by ‘consent’ and what this means within healthy relationships. They will also explore the consequences of someone not receiving consent for sexual behaviour within a relationship. This lesson looks at assumptions that can be made in relation to consent, particularly in new relationships, and how these can be challenged or avoided. By the end of this session, students will know how and where to access support with issues around consent. Additionally, the lesson delves into the legal aspects of consent, including the statutory age of consent, providing students with a comprehensive understanding of the legal framework surrounding consent and relationships.</p>
<p><b>Year 9</b></p>	
1	<p><b>Introduction to Sexual Education</b></p> <p>This is the first of five lessons for Year 9 students. During this lesson students will discuss what is meant by the terms sex, consent, safe sex and what the law says about sex. It explores how people know they may be ready for a sexual relationship with someone. This is the beginning of a series of lessons that deal with more mature content in a safe and sensible environment.</p>
2	<p><b>Sexual Health</b></p> <p>This lesson explores common sexually transmitted infections (STIs) and their symptoms. The aim is to help students understand the types and consequences of infection and importance of prevention and testing, rather than for them to be able to ‘self-diagnose’ based on symptom recognition. Furthermore, the lesson will equip students with the knowledge of how to seek reliable sources of help and support for maintaining sexual health or addressing issues related to unplanned pregnancy. Through this session, students will be empowered to make informed decisions about their sexual health and well-being.</p>

3	<p><b>Introduction to Contraception</b></p> <p>This lesson looks at basic information on contraceptives; what they are, how they are accessed and how to use them. We will discuss the main types of contraception and how they prevent conception and/or protect against STIs, including examples of barrier and hormonal methods. Students will engage in discussions about common excuses for not using contraception, how this can be challenged and then applying these skills to sample scenarios. Through this session, students will develop the skills and knowledge necessary to make informed decisions about contraception and engage in healthy sexual practices.</p>
4	<p><b>Consent</b></p> <p>In this lesson, students develop their understanding of consent. Understanding its meaning and the importance of respectfully seeking and recognizing it in various contexts. Through discussions and practical activities, students learn to discern verbal and non-verbal cues that indicate consent or lack thereof.</p>
5	<p><b>The Impact of Pornography</b></p> <p>In the second lesson for Year 9 students focusing on consent, the aim is to explore the influence of pornography on young people's perceptions of consent and to address misconceptions surrounding sexual relationships that may arise from exposure to it. By examining the potential impact of pornography on individuals' expectations of themselves, others, and relationships, students will gain insight into how it can distort healthy boundaries. Additionally, they will learn about the legal implications of pornography consumption and the sharing of sexual images, fostering a deeper understanding of responsible online behaviour and the importance of informed consent in all aspects of relationships.</p>
<p><b>Year 10</b></p>	
1	<p><b>Domestic Abuse</b></p> <p>Amidst the COVID-19 pandemic, incidents of domestic abuse surged, highlighting the critical need for awareness and education. This session, led by the LIMES School, aims to equip students with essential knowledge about domestic abuse, encompassing its diverse forms such as physical, sexual, emotional, economic, and psychological abuse. Students will learn to recognize warning signs indicative of abusive relationships and gain insights into how they can support those affected. By fostering understanding and empathy, this session endeavours to empower students to contribute positively to creating safer and more supportive environments for all individuals impacted by domestic abuse.</p>
2	<p><b>Allyship</b></p> <p>At Nonsuch, supporting equality is ingrained in our ethos. This lesson delves into the significance of allyship in supporting groups that have faced discrimination. Students explore the concept of allyship and intersectionality, understanding how they intersect and contribute to inclusive communities. Through discussions and activities, students learn about the various scales of allyship and how they can engage in constructive and supportive dialogue to foster equality and respect.</p>

3	<p><b>Contraception</b>          Brook provides participative, informative and engaging sessions in schools and other settings aimed at facilitating evidence-based discussions around sex, sexuality and relationships. These sessions increase young people’s knowledge and provide them with the vocabulary and skills to communicate with their peers, parents and professionals. The session will focus on different contraception methods, the importance of contraception, how to use a condom and common errors, the implications of an unplanned pregnancy and understanding how to access local health and support services.</p> <p>External speaker charity: Brook Education sessions for young people – Brook</p>
4	<p><b>Sexual Harassment</b>          In this session, students learn to recognize and understand sexual harassment, including stalking behaviours. Through case studies and discussions, students grasp the various forms of harassment and learn how to seek help if they or someone they know experiences such behaviours. By raising awareness and providing support avenues, this session empowers students to address and prevent sexual harassment in their communities.</p>
5	<p><b>Managing Health Relationships</b>          Students engage in learning how to navigate conflict and manage breakups respectfully and safely. Focusing on attitudes, qualities, and behaviours within relationships, students learn to identify appropriate and inappropriate conflict resolution strategies. By fostering understanding and empathy, this session equips students with the skills to cultivate and maintain healthy relationships.</p>
6	<p><b>Abortion and Pregnancy</b>          In this session, students explore the complex topic of abortion and pregnancy, considering different viewpoints and legal perspectives. Students discuss reasons why someone might choose to have an abortion and gain an understanding of relevant laws and regulations. Additionally, students learn where to access reliable information and support resources for individuals facing pregnancy-related decisions. Through open dialogue and exploration, students develop a nuanced understanding of this sensitive topic.</p>
<p><b>Year 11</b></p>	
1	<p><b>Sexual health and fertility</b>          The lesson addresses how fertility changes over a person’s lifetime and the factors that may affect male and female fertility and healthy pregnancy, as well as the different routes someone might take to becoming a parent. Students also explore the options available in the event of an unplanned pregnancy and reflect on the reasons different people make different decisions with regard to their next steps.</p>



<p><b>2</b></p>	<p><b>Sexual Exploitation</b></p> <p>This session sheds light on child sexual exploitation, a form of abuse where individuals or groups exploit power imbalances to coerce, manipulate, or deceive minors into sexual activity. Students learn to recognize the warning signs of exploitation, understand the concept of grooming, and interpret relevant laws. Activities include teamwork and reflective learning to increase knowledge of the legal situation on sexual exploitation and increase knowledge of the laws on sexual consent.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf</a></p>
<p><b>3</b></p>	<p><b>Forced Marriage</b></p> <p>Students learn about the illegality of forced marriage in England and Wales and the warning signs associated with it. They examine how coercion is used to enforce marriage and gain an understanding of the legal protections in place to safeguard vulnerable individuals. In the session we explore how to access help and support for self and others. The lesson explores how forced marriage differs from arranged marriage and addresses other myths and misconceptions.</p>
<p><b>4</b></p>	<p><b>Honour-based Violence</b></p> <p>This lesson addresses issues related to honour-based violence, including forced marriage and Female Genital Mutilation (FGM). Students learn key terms, understand who is typically affected, and explore the impact and implications of such violence. They also learn how to access support services for those affected.</p>
<p><b>5</b></p>	<p><b>Philosophy for Children</b></p> <p>In this session, students engage in philosophical enquiry focused on fostering caring and considerate attitudes towards others' opinions while critically examining their own thoughts and ideas. The discussion centres on relationships, encouraging students to explore diverse perspectives and develop empathy and critical thinking skills.</p>

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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 its 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/carers 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> <li>• 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</li> </ul>

TOPIC	PUPILS 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	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>