Local Procedure/Protocol	
School/Home Name:	Ashbrooke School
Local Procedure/Protocol Title:	Relationships and Sex Education Protocol
Linked to Group Policy Title & Code:	Relationships and Sex Education Policy
Date Reviewed:	June 2025
Next Update Due:	July 2026
Procedure/Protocol Lead:	Claire Muncaster – Deputy Headteacher
Procedure/Protocol Sponsor:	Kelly Berry – School Development Lead
EQUALITY AND DIVERSITY STATEMENT Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

	CONTENTS
1.	RATIONALE AND CONSULTATION
2.	DEFINITIONS
3.	AIMS AND INTENT
4.	LEGAL OBLIGATIONS AND RIGHT TO WITHDRAW
5.	ROLES AND RESPONSIBILITIES
6.	TRAINING AND CPD
7.	IMPLEMENTATION (ORGANISATION AND DELIVERY)
8.	WORKING WITH OTHER PROFESSIONALS
9.	SAFEGUARDING AND CONFIDENTIALITY
10.	MANAGING DIFFICULT QUESTIONS
11.	IMPACT AND ASSESSMENT
12.	MONITORING AND REVIEW
13.	REFERENCES
14.	ASSOCIATED FORMS
15.	APPENDICES
1.	RATIONALE AND CONSULTATION
1.1	1.1 This protocol sets out the framework for Relationships and Sex Education (RSE) at our school providing clarity on how our RSE curriculum is informed, organised and delivered. This links directly to the Witherslack Group Relationships and Sex Education (RSE) Policy which is a statutory requirement.
1.2	At our school, we continue to be committed to liaising with parents and carers about all aspects of their child's education. As such, we understand the importance of the role of parents and carers in the development of their child's understanding about relationships, sex and health. From September 2020, the law required schools to consult with parents and carers on their approach to RSE.
1.3	At our school we will notify parents/carers each September when the policy and protocol have been reviewed, updated and uploaded to the school website and we will provide a window of opportunity for all parents and carers to respond with their views. The final version of the policy and protocol will then be available on the school website for reference.
1.4	We will provide additional opportunities for parents/carers to be informed and ask questions about the delivery and content of the RSE curriculum by providing: • Notification of when RSE topics are to be taught and a summary of the content to be covered • Opportunities to view and discuss examples of RSE teaching and learning resources and curriculum materials, including those related to the teaching of sensitive topics • Information about parents' right to withdraw their child from non-statutory elements of RSE
1.5	Parents/carers of new pupils will be provided with all of the above information at the point of admission, regardless of the time of year they join the school. Parents/carers will be provided with opportunities to find out about the progress of their children in RSE related topics; for example, as part of Annual Reviews of EHCPs, during parents' evenings and within termly progress reports.
1.6	We understand that parents and carers may have concerns about some aspects of RSE and all views will be listened to and carefully considered. However, the school will ultimately make the final decision about what is to be taught and when, and this will be informed by our statutory obligations as well as parental views and the needs of our pupils.

1.7	In 2023, the DfE announced the formation of an independent expert advisory panel who will advise on the review of the relationships, sex and health education statutory curriculum (taught as part of PSHE and Citizenship at our school). The consultation was due to be completed by the end of 2024 under the leadership of the Conservative Government, however following the election of the Labour Party in the 2024 general election, we continue to await any subsequent updates.
1.8	This policy was reviewed and developed in response to the guidance referenced in Section 13.
2.	DEFINITIONS
2.1	Within the parameters of this protocol, the following definitions apply: • ***PSHE:*** Personal, social, health and economic (PSHE) education. • ***RSHE:*** Relationships, sex education and health education • ***Health education:*** Health education is learning about physical health and mental wellbeing • ***Relationships education:*** Relationships education is learning about the physical, social, legal, and emotional aspects of human relationships including friendships, family life and relationships with other children and adults • ***RSE:*** Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health • ***Sex education:*** Sex education is learning about reproduction, pregnancy and birth, preventing pregnancy and STIs
3.	AIMS AND INTENT
3.1	At our school, our over-arching aims for RSE are as follows: • To deliver high-quality and age-appropriate RSE lessons as part of our overall planned school curriculum and ethos • To fulfil our legal obligations related to RSE • To take account of parental views and carry out effective consultation • To ensure pupils are provided with accurate information from reliable sources • To ensure pupils know how to keep themselves safe and how to seek help if needed • To use a range of appropriate resources matched to the strengths and needs of individual pupils • To provide pupils with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions • To encourage pupils to remember what they learn to support their ongoing preparation for the future
3.2	In order to achieve our aims, we will plan and teach the RSE content set out by the DfE and provided in ***Appendix 1*** of this policy.
4.	LEGAL OBLIGATIONS AND RIGHT TO WITHDRAW
4.1	4.1 The Relationships, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought some compulsory changes into effect in all schools from September 2020. Relationships and Health Education are now compulsory for all pupils receiving primary and secondary education It is also compulsory for schools to provide Sex Education to all pupils receiving secondary education.
4.2	It is important to note that primary schools have the option to decide whether or not pupils are taught 'Sex Education'. In order to support pupils' ongoing emotional and physical development effectively, we will offer this for our primary-aged pupils at Ashbrooke School, where the teaching and learning is appropriate for the age and maturity of each pupil. However, the vast majority of what is taught as part of 'Sex Education' for our primary-aged pupils, is already covered as part of the National Curriculum for Science or as part of Health Education in PSHE.

4.3	4.3 RSE is an important part of our curriculum and it is hoped that all pupils will participate in all aspects of these lessons. However, the school acknowledges the rights of parents/carers as described below: • From September 2020, parents of both primary and secondary-aged pupils will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body, puberty and developing and nurturing healthy friendships and relationships). • Parents of both primary and secondary-aged pupils will not be able to withdraw their child from any aspect of the National Curriculum for Science (which includes subject content such as {PRIMARY} the names of external body parts, the human body as it grows from birth to old age, and reproduction/off-spring in some plants and animals AND {SECONDARY} reproduction in humans and plants, hormones in reproduction, hormone and non-hormone methods of contraception communicable diseases including sexually transmitted infections in humans). • Parents will be able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education (other than those provided as part of the Science curriculum) up to and until three terms before the age of 16. • In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. • In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education rather than be withdrawn, we will make arrangements to provide the pupil with Sex Education during one of the three terms before the age of 16. • At Post 16, we will continue to offer Sex Education to our pupils as part of their non-qualification activities linked to the development of character, broader skills, attitudes and confidence and in preparation for transition to life beyond school. Parents/carers will not have the right to withdraw pupils from this.
4.4	For further clarity, please see Appendix 2 of this protocol for an overview of the compulsory aspects of RSE at the different stages of education as set out by the DfE.
5.	ROLES AND RESPONSIBILITIES
5.1	At our school, the Headteacher, assumes overall responsibility for ensuring that the organisation and delivery of RSE lessons are carried out by staff who have an appropriate level of expertise and knowledge and that all pupils make progress in achieving the expected outcomes. The Headteacher is also responsible for managing any requests to withdraw pupils from non-statutory sex education lessons and organising alternative appropriate education.
5.2	The PSHE and Citizenship Lead, is responsible for ensuring that RSE is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work. With the support of the Senior Leadership Team, the PSHE and Citizenship Lead is responsible for ensuring that RSE is taught consistently well across the school and is suitably resourced. This may include liaising with and supporting other staff members/external professionals who deliver some/all of the RSE lessons at our school. The PSHE/Citizenship Lead is expected to work closely with the Designated Safeguarding Lead (DSL) as well as colleagues in related curriculum areas to ensure the curriculum is suitable for individual pupils and complements content covered in National Curriculum subjects.
5.3	Teachers who are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support, advice and additional professional development wherever necessary to ensure that teaching continues to be well-prepared and of a high standard at all times.
5.4	The governance structure provided by Witherslack Group will ensure that the school complies with the provisions of the RSE policy and local protocol and that legal obligations related to RSE are fulfilled.

6.	TRAINING AND CPD
6.1	At our school, we recognise the importance of ensuring teachers of RSE have an appropriate level of expertise and knowledge. This is achieved through internal and external training (e.g. from the Sex Education Forum), attendance at Witherslack Group PSHE and Citizenship Network Meetings and support from the school's PSHE and Citizenship Lead and DSL.
7.	IMPLEMENTATION (ORGANISATION AND DELIVERY)
7.1	At our school RSE is carefully planned and delivered primarily through our PSHE and Citizenship curriculum. PSHE/Citizenship lessons are given a high priority and are timetabled every week for all Key Stages. Some aspects of RSE feature across several topics, yet discrete RSE topics are also planned and delivered, giving full consideration to the timing of this as related to the age and emotional maturity of our pupils. Additional teaching may also take place within assemblies, Science lessons, RE lessons and other areas of the curriculum, but these will be part of our carefully planned approach to RSE and not simply an 'add-on'. Please see Appendix 3 of this policy for an overview of RSE within our curriculum.
7.2	Through effective organisation and delivery of RSE, we ensure that: • RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question boxes (encouraging pupils to use their names) will allow pupils to raise issues or ask questions which they may find embarrassing. • Teachers ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Ground rules are developed and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging. • Core knowledge is sectioned into units of a manageable size. • Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work, and where relevant are linked to other areas of the curriculum. • Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations. • The curriculum proactively addresses issues in a timely way in line with current evidence on pupils' development as well as their age. • Groupings are carefully considered by teachers and senior leaders (including the Designated Safeguarding Lead as appropriate) - some classes may be taught in gender-specific groups, on a one-to-one basis or within a whole class setting - dependent on the nature of the topic being delivered at the time, the cultural, religious or personal background of pupils, their age and SEND. • All resources are selected carefully and are suitable for the needs of the pupils being taught – inappropriate/illegal images, videos and other materials are not be used in any circumstances and all related school policies will be are followed. • Care is taken to ensure that there is no stigmatisation of any pupil based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. children in care or young carers. • There is an awareness that some pupils are more susceptible to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this. • There is a balance between teaching pupils about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of any child who is abused and why victim blaming is always wrong.

	• It is recognised that pupils may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner. • Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson. • There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves. • Steps are taken to foster healthy and respectful peer-to-peer communication and we provide an environment which challenges sexual violence and harassment as well as perceived limits on pupils based on their gender or any other protected characteristic. • There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment (including online), with positive action taken to build a school culture within which these are not tolerated. • Awareness of the issues of sexting and youth produced sexual imagery are not taught in isolation and instead are taught as part of a developmental PSHE programme, with all recent government guidance carefully considered.
8.	WORKING WITH OTHER PROFESSIONALS
8.1	Working with external agencies can sometimes enhance our delivery of some aspects of RSE, bringing in specialist knowledge and different ways of engaging pupils. For example, our school may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. Alternatively, we might introduce pupils to the School Nurse or a representative from the NSPCC Speak Out/Stay Safe Programme via a workshop.
8.2	Our school only uses visitors to enhance teaching provided by our school staff, not to replace it. Staff employed by the school will be present during any RSE session delivered by an external visitor commissioned by the school. It will be agreed with any visitor how confidentiality will work in any lesson and how safeguarding reports are to be dealt with in line with the school Child Protection Policy and Procedures. Similarly, the school will consider whether information-sharing is necessary and will comply with the provisions of the school's Data Protection Policy.
8.3	Where external experts are invited to assist from time-to-time with the delivery of RSE, they will be expected to comply with the provisions of this protocol and any related policies. In line with the usual procedures and policies of our school, we will check the credentials of all external agencies and we will ensure the teaching delivered by any external experts fits with the planned curriculum and provisions of this protocol. The school/learning centre will discuss with the visitor the details of how they intend to deliver their sessions and ensure that content is age-appropriate and accessible for all pupils. The school/learning centre will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
8.4	Where a pupil has involvement from specialist external agencies, discussions between those agencies and appropriate senior staff in school, including the school's Designated Safeguarding Lead (DSL), are important in order to ensure that RSE lessons are delivered in a way that is most appropriate for the individual child.
9.	SAFEGUARDING AND CONFIDENTIALITY
9.1	At our school there is a focus on keeping our pupils safe, and the RSE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online and how to stay safe within the community, as part of our over-arching curriculum. Teachers are made aware of common 'adverse childhood experiences' or ACEs (such as family breakdown, bereavement and exposure to domestic violence). Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

9.2	The PSHE/Citizenship Lead liaises with the school's Designated Safeguarding Lead (DSL) in anything that is safeguarding-related within the context of PSHE and Citizenship, including RSE and keeping safe. The DSL is likely to have knowledge of trusted, high quality local resources that could be engaged, as well as knowledge of any particular local issues which may be appropriate to address in lessons. The DSL liaises with the PSHE and Citizenship Lead about the circumstances of individual pupils if felt to be required, including when and how adverse childhood experiences may be affecting any individual pupil and so may be influencing how they experience these subjects topics. Additional professional advice will be sought if needed as related to those pupils, including support and advice from our on-site clinical services staff.
9.3	Our good practice allows pupils to have an open forum to discuss potentially sensitive issues and it is recognised that such discussions could lead to increased safeguarding reports. The school's Child Protection Policy and Procedures must be adhered to at all times and without exception, concerns or disclosures made within or as a result of PSHE and Citizenship lessons must be shared with the Designated Safeguarding Lead (DSL). Pupils are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
10.	Managing Difficult Questions
10.1	At our school, the PSHE and Citizenship Lead will provide advice to staff on the type of questions which are appropriate and inappropriate to ask and answer within a whole-class setting and the use of Ground Rules with pupils will support this process. Depending on the nature of the questions asked, staff will use their skill and discretion to determine whether a question will be answered at the time. They may decide to explain to a pupil that their question will be returned to at a later time and they may decide to discuss possible responses to questions with a parent/carer, the PSHE and Citizenship Lead, the DSL or a member of the Senior Leadership Team. Answers to questions may then be followed-up with individuals, small groups or a whole class as deemed to be appropriate.
11.	IMPACT AND ASSESSMENT
11.1	Our school has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Our curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. We recognise that impact of the RSE curriculum may not ever be observed in school or indeed until adulthood, but every effort will be made to track destination data which will provide us with some impact information. We will also make efforts to find out if pupils have been able to apply learning in the community or at home as appropriate, e.g. through discussions with parents, carers and other professionals
11.2	Learning is assessed and assessments are used to identify where pupils need extra support, intervention or additional challenge. Whilst there is no formal examined assessment for RSE, teachers will assess all outcomes to capture progress. Strategies include assessment against the school's own assessment system (see Assessment, Marking and Feedback Policy), as well as additional tests/quizzes, written assignments, self/peer evaluations, use of structured questioning, mind-maps, presentations/role-play, pupil interviews and learning portfolios.
12.	MONITORING AND REVIEW
12.1	Supported by the Senior Leadership Team, the PSHE and Citizenship Lead is responsible for monitoring the quality of teaching and learning in RSE. The quality of RSE provision is also subject to regular and effective self-evaluation as part of termly subject reports for PSHE and Citizenship. Information to be taken into account includes feedback from lesson visits and learning walks, planning and work scrutiny, pupil and parent feedback and pupil progress.
12.2	Factors to be considered as part of this process are outlined below:

	• Is the curriculum effectively managed and are staff teaching RSE suitably skilled and knowledgeable? • Does the RSE curriculum reflect national guidance, local priorities and pupils' needs? • Are all pupils being taught the curriculum as intended? • Is the quality of teaching consistent across all classes and does it exemplify best practice? • Are the RSE resources used suitable and accessible?
12.3	Our school will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Relationships and Sex (RSE) Policy.
13.	REFERENCES
	• Keeping children safe in education - GOV.UK (www.gov.uk) • Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) • 16 to 19 study programmes guidance: 2024 to 2025 academic year - GOV.UK • Regulating independent schools - GOV.UK (www.gov.uk) • Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk) • [Withdrawn] Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk) • Preventing bullying - GOV.UK (www.gov.uk) • Three steps to RSHE success | sexeducationforum.org.uk • Advice & Guidance | sexeducationforum.org.uk • Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk) • SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) • Equality Act 2010: advice for schools - GOV.UK (www.gov.uk) • National curriculum in England: framework for key stages 1 to 4 - GOV.UK (www.gov.uk)
14.	ASSOCIATED FORMS
15.	APPENDICES
	APPENDIX 1: Key Content **APPENDIX 2:** Compulsory Aspects
	APPENDIX 3: Curriculum Map
	APPENDIX 1 The school's curriculum is planned so that the key content is taught at the appropriate time for each pupil. The key content is outlined below and is provided within the ***DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education'.*** This does not include related content taught as part of the National Curriculum for Science or related content taught as part of Health Education.

	By the end of primary school, pupils should know: Families and people who care for me • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong *(Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).* • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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 those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. Online relationships • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. Being safe • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

	• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any person. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. <u>Sex Education:</u> At secondary school and at Post 16, pupils should continue to develop knowledge on topics specified for primary pupils and should also know: <u>Families</u> • that 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 raising of 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. <u>Respectful relationships, including friendships</u> • 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. <u>Online and media</u> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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 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.

• 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

• 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

• 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 and menopause.
• 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.

Related content in the National Curriculum for Science at Key Stages 1-4

Related content in the Health Education curriculum as part of PSHE and Citizenship at Key Stages 1-4

	Autumn 1	Autmn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the wider world **Me and my world**	**Health and Wellbeing** **Healthy bodies**	**Relationship Education** **Family and friends**	**Living in the wider world** **People and places**	**Health and Wellbeing** **Me and my body**	**Relationship Education** **Making good choices**
EYFS - Reception	Classroom rules All about me Setting simple goals Online safety Sensible amounts of screen time Being a safe pedestrian	Handwashing and germs Hygiene and self care Healthy Teeth Healthy Food Healthy Bodies Sun Safety	Kindness Let's be friends Sharing and taking turns Saying sorry Telling the truth My family	Caring for ourselves and others Looking after our plan What is money? Celebrating our differences People and communities Jobs and community helpers	Recognising feelings Calming down Resilience and perseverance Independence Growing and changing My body (naming parts)	Making good choices Good manners Bullying Personal Space and Boundaries Asking permission Secrets
	Health and Wellbeing **All about me**	**Relationship Education** **Respectful relationships**	**Living in the Wider World** **Safe and smart choices**	**Health and Wellbeing** **Healthy bodies**	**Relationship Education** **Family, love and boundaries**	**Living in the Wider World** **Caring for our world**
KS1 - Year1	1) This Is Me (Identity) 2) How We Grow 3) What Are Feelings 4) Feelings and Loss 5) How We Play and Learn 6) Staying Safe	1) Respect 2) Polite Words 3) Sharing and Taking Turns 4) Being Helpful 5) Being Kind 6) Getting Hurt	1) All About Rules 2) Online World (Screen Time) 3) Online Safety 4) Strengths and Interests 5) Jobs and Skill 6) Welcoming Everyone	1) Keeping Clean 2) Healthy Teeth 3) Fun in the Sun 4) Healthy Food 5) Eating Well 6) Keeping Fit and Healthy	1) People Who Care for Me 2) What Is a Family? 3) Family and Me 4) All About Bodies (Private Body Parts) 5) My Body Belongs to Me (Unwanted Touch) 6) Asking for Permission Science NC Links: Identify and name parts of the human body	1) Caring for Living Things 2) Recycling 3) Plastic and Pollution 4) Global Warming 5) My Classroom Community 6) Community Helpers
	Living in the wider world **All about money**	**Health and Wellbeing** **Healthy bodies**	**Relationship Education** **Positive friendships**	**Living in the wider world** **Online safety and caring communities**	**Health and Wellbeing** **Staying safe**	**Relationship Education** **Respectful relationships**
KS1 - Year 2	1) What Is Money? 2) Ways to Pay 3) Earning Money 4) Saving and Spending 5) Wants and Needs	1) Healthy Habits 2) All About Teeth 3) Sleep Routines 4) Medicines 5) All About Feelings 6) Big Feelings Science NC Links: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	1) Making Friends 2) Being a Good Friend 3) Playing With Others 4) Working With Others 5) Manners and Respect 6) Resolving Conflict	1) What Is the Internet? 2) Personal Data 3) Online Safety 4) Online Information 5) Belonging to a Community 6) Same/different (Diversity)	1) Human Life Cycle 2) Brilliant Bodies (Private Body Parts and Swimwear Rule) 3) Safety and Risk 4) Safety at Home 5) Road Safety 6) Accidents and Emergencies Science NC Links: Notice that animals, including humans, have offspring which grow into adults	1) Feeling Lonely 2) Bullying (Introduction) 3) Unkind Words 4) Kindness 5) Secrets and Surprises (Unsafe Touch)

KS 2 - Year 3	**Health and Wellbeing** **Identity and wellbeing**	**Living in the wider world** **Careers and skills**	**Relationship Education** **Respectful relationships**	**Health and Wellbeing** **Personal safety**	**Relationship Education** **Respect and boundaries**	**Living in the wider world** **Responsible citizens**
	1) Feeling and Me (Coping Strategies) 2) Resilience and Self-Esteem 3) Exercise and Wellbeing 4) Grief and Loss (Autumn 2025) 5) Personal Identity 6) Strengths and Interests Science NC Links: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	1) Jobs and Sectors 2) Careers and Skills 3) Targets and Goals 4) Career Routes 5) Stereotypes	1) Role Models 2) Manners and Politeness 3) Family and Me 4) People Who Care for Me 5) Caring for Others	1) Personal Safety and Risk 2) Fire Safety 3) First Aid 1 (Burns and Scalds) 4) Healthy Eating 5) What Is a Habit? 6) Healthy Choices	1) Seeking Permission 2) Privacy and Boundaries 3) Friendship Boundaries 4) Respectful Behaviour 5) Bullying or Teasing	1) Rules and Laws 2) Rights and Responsibilities 3) Community Responsibilities 4) E-Safety 5) Age-Appropriate Content 6) Why Is the News Important? (Precursor to Fake News)
KS2 - Year 4	**Living in the wider world** **Spending wisely**	**Health and Wellbeing** **Healthy living**	**Relationship Education** **Digital boundaries**	**Living in the wider world** **Respectful communities**	**Health and Wellbeing** **Growing and changing**	**Health and Wellbeing** **Summer safety**
	1) Responsible Spending 2) What Is Fairtrade? 3) Value for Money 4) Keeping Track of Money 5) What Is Advertising 6) Gambling and Risk	1) Healthy Lifestyles 2) Staying Healthy 3) First Aid 2 (Allergies) 4) Germs and Illness 5) Drugs and Medicines 6) Vaccinations	1) Internet and Screen Time 2) Age Restrictions 3) Communicating Online 4) Harmful Content / Contact 5) Secrets (Keeping Good Secrets / Sharing Bad)	1) Respecting Difference 2) Diverse Communities 3) Prejudice and Discrimination 4) Racism **Relationship Education** **Respectful behaviours** 5) Preventing Bullying 6) Hurtful Behaviour	1) Growing-up Girls 2) Growing-up Boys 3) Changing Emotions 4) Personal Hygiene 5) Dental Hygiene 6) Sleep Hygiene Science NC Links: identify the different types of teeth in humans and their simple functions	1) Water Safety Code 2) Summer Safety 3) First Aid 3 (Asthma) **Relationship Education** **Respectful relationships** 4) Committed Relationships 5) Honesty and Trust 6) Positive Friendships
KS2 - Year 5	**Living in the wider world** **Digital citizenship**	**Health and Wellbeing** **Health and wellbeing**	**Relationship Education** **Respect and relationships**	**Living in the wider world** **Aspiration, growth and protecting our environment**	**Health and Wellbeing** **Growing and changing**	**Relationship Education** **Safe relationships**
	1) Asking for Help 2) What Is Social Media? 3) Fake News 4) Fake Images (Photoshop and Deepfake Videos) 5) Digital Footprints 6) Bonfire Night	1) Healthy Habits 2) Being Healthy – Diet 3) Being Healthy – Exercise 4) Physical Health 5) Germs, Bacteria and Viruses 6) What Is Mental Health	1) Behaviour and Respect 2) Friendships 3) Feeling Left Out 4) Peer Pressure 5) Dares and Challenges 6) Bullying and Hurtful Behaviour	1) Courtesy and Manners 2) Success and Achievement 3) Independence and Responsibility 4) Careers and Stereotypes 5) The Environment – Part 1 6) The Environment – Part 2	1) Understand Emotions 2) Feelings and Emotions 3) Self-Esteem 4) Body Image 5) Boys' Puberty 6) Girls' Puberty Science NC Links: describe the changes as humans develop to old age, describe the life process of reproduction in some plants and animals.	1) Positive Relationships 2) Loving Stable Families 3) Love and Abuse 4) FGM 5) Online Behaviour and Risks 6) Stranger Safety

KS 2 - Year 6	**Health and Wellbeing** **Drugs and alcohol**	**Relationship Education** **Digital resilience**	**Living in the wider world** **Identity, diversity and Understanding money**	**Health and Wellbeing** **Conception and puberty**	**Living in the wider world** **Transition and loss** **Health and Wellbeing** **Summer safety**	**Relationship Education** **Sex and relationships**
	1) Medicine and Product Safety 2) Habits and Addiction 3) Caffeine and Energy Drinks 4) What Is Alcohol? 5) Drugs (Introduction to Illegal Drugs) 6) Vaping Danger Science NC Links: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	1) Disagreeing Respectfully 2) Positive Male Role Models (Harmful Stereotypes) 3) Cyberbullying and Harassment 4) Online Gaming Danger 5) Group Chats (Bullying) 6) Online Privacy and Data	1) Identity and Community 2) Diversity in the UK 3) Protected Characteristics 4) What Is Money? 5) Attitudes About Money 6) Money and the Cost of Living	1) Puberty and Our Genes 2) Boys' Puberty 3) Girls' Puberty 4) Human Reproduction (Sex-Ed Part 1 - Conception) 5) Hormones and Emotions 6) Mental Health Symptoms	1) Grief, Change and Loss 2) Transition to Secondary School 3) Sun Safety 4) Personal Safety and Hazards 5) First Aid 4 (Common Injuries) 6) First Aid 5 (Life Support)	1) Consent 2) Sexual Harassment 3) Attraction and Crushes 4) Starting a Family (Sex-Ed Part 2 – Sexual Intercourse) 5) Family and Commitment 6) Caring for Babies

	Topic/ theme.	Autumn	Spring	Summer
KS3 – Year 7		Health & wellbeing Health and wellbeing introduction; what is mental health? Building resilience; Kindness and Empathy; Safer Internet; Dangers of Vaping; what are illegal drugs and what harm can they do? Personal hygiene and oral health infections; Boys puberty; Girl's puberty. *FGM – To be reviewed if appropriate for cohort. If not, it will be taught in year 9 – per government guidelines. * Science NC Links: describe the structure of the male and female reproductive organs, explain how fertilisation takes place, , identify when puberty occurs, describe the main changes of males and females during puberty, describe what happens during the menstrual cycle and different stages of an embryo	**Living in the wider world** Personal development and target setting; Importance of respect; Wants, Needs and priorities; Self-esteem through life; Media Literacy; Racism and how to tackle it; Stereotyping; Protected Characteristics; Careers, Skills and Qualities; Budgeting our money.	**Relationships** Healthy relationships; Importance of trust; Maintaining friendships; Anti-bullying; Peer Pressure; Online Grooming; Different families, stability and commitment; Falling in love and romantic feelings; Marriage.
KS3 – Year 8	Topic/ theme.	**Autumn**	**Spring**	**Summer**
		Health & wellbeing Balanced diet and healthy food; The importance of exercise; Lifestyle diseases and cancer; eating disorders; Social media stress; Group messaging and chats; Self harm; Knife Crime; Exploring identity. Science NC Links: identify the main food groups present in different types of food, explain why each of the main food groups are needed in our diets, interpret nutritional information found on food packaging and discuss the importance of a balanced diet	**Living in the wider world** Attendance and punctuality; Ambitions, Aspiration and careers; Entrepreneurship; Saving and investing money; Teamwork; Sexism in society; Ableism -Visible and invisible; County lines and gangs; Communication skills.	**Relationships** Tolerance and mutual respect; Masculinity; Alcohol and relationships, Cyberbullying and online trolls; Consent; Contraception; Introduction to STI's; Condoms and condom use.
KS3 – Year 9	Topic/ theme.	**Autumn**	**Spring**	**Summer**
		Health & wellbeing Mental health stigma and language; Managing anxiety; Happiness and positivity; Gratefulness; Sleep importance and hygiene; Health eating on a budget; Health advice and stress; Prescription drugs and antibiotics; First aid and CPR; FGM – Female genital mutilation awareness; Gambling risks. Science NC Links: cellular respiration	**Living in the wider world** Getting ready for KS4; The economy; Responsible finances and avoiding debt; Financial exploitation; Workplace skills and future labour markets; E-reputation; The importance of community; Anti-social behaviour; The importance of volunteering.	Relationships Relationships in the media; Diverse relationships; Gender Stereotypes; Gender equality; Sexual harassment and the law; Misogyny; Pornography and our brains; Grief, loss and digital legacies; Conflict management.

	Topic/ theme.	Autumn	Spring	Summer
Year 10 CORE		Healthy Lifestyle Social media and resilience; social media and loneliness; Deepfakes and malicious AI; Body image positivity too far; Managing social anxiety; Nitrous oxide and legal highs; Stress and exam performance; Homelessness. Science NC Links: health and lifestyle – interactions with the environment, lifestyle and health	Living in the wider world Social media validation; Hate crimes; Equality vs Equity; Future careers and the rise of AI; Employment rights and responsibilities; Tattoos, piercings and our appearance; Work experience; Health and Safety at work; Cybercrime and the dangers of the dark web.	Relationships Coerciveness, exploitative and abusive relationships; Gaslighting and emotional abuse; Forced marriage; Divorce, separation and loss; Stalking, harassment and the law; Assessing readiness for sex; Abortion (RE focus); LGBT+ rights; Adoption and fostering.
Year 10 BTEC	Topic/ theme.	**Autumn**	**Spring**	**Summer**
		BTEC Personal growth and wellbeing: Unit 1: Understanding Physical health and wellbeing (EL) / Improving physical health and wellbeing (LV 1) *The aim of this unit is for learners to understand the factors that contribute to physical health and wellbeing.* *Physical health is an important aspect of leading a healthy lifestyle. It can help to prevent long-term chronic illness such as heart disease, obesity and respiratory problems. A healthy lifestyle can also enhance your self-esteem and confidence, increase your energy levels and help improve your social relationships, which all contribute to your wellbeing. In this unit, you will consider the benefits of physical health and how it contributes to a healthy lifestyle. You will also find ways to monitor physical health and wellbeing.* Science NC Links: health and lifestyle – interactions with the environment, lifestyle and health	BTEC Personal growth and wellbeing: Unit 8: Becoming more environmentally aware (EL) / Improving personal impact on the environment (LV 1). *The aim of this unit is for learners to develop a better understanding of environmental issues and individual contributions to help improve it.* *We are using the Earth's resources faster than they can be renewed as the world's population and the need for resources continues to grow. Some communities, species of animals and species of plants are disappearing as their habitats are being destroyed. As individuals, we are responsible for helping to protect our environment, which in turn helps our health and wellbeing. In this unit, you will discuss the different environmental challenges affecting the planet today and how different groups and organisations are working to protect it. You will also, in groups, decide on an important environmental issue and why it is a problem. You will decide on possible ways to raise awareness of the issue.* Unit 11: Participating in an outdoor activity (EL) / Supporting an outdoor learning activity (LV 1) *The aim of this unit is for learners to prepare for and participate in an outdoor learning activity.* *Outdoor learning involves direct engagement with the outdoor environment and research suggests that learners involved with outdoor learning experience and understand their emotions more effectively, learn how to work more successfully with their peers and with adults, release excess energy and improve physical health. You could undertake a range of activities in an outdoor learning environment, e.g. art, woodland and coastal activities, sports coaching and sailing. Outdoor learning can provide a wealth of experiences that you can enjoy whilst learning at the same time. In this unit, you will explore the personal health and wellbeing benefits from participating in outdoor learning activities.*	

	Topic/ theme.	Autumn	Spring	Summer
Year 11 CORE		Healthy Lifestyle Compulsive, unwanted and fixed behaviours; Criminal and mob behaviour; Fertility and reproductive health; Gender roles and transgender people in the UK; Neurodiversity; Personal safety on the streets; Sugar and processed foods; Suicide prevention; Virginity testing, hymenoplasty and the law.	Relationships Language, Microaggressions and bullying; Pronouns and the wider world; Online dating; Role of pleasure; Parenting costs and considerations; Sexualisation of media; Pornographic fakes and non-consensual image sharing; Honor violence and killings; Responsible public health choices.	Living in the wider world Choosing post-16 options; personal safety and independent travel; Extremism and radicalisation; Online privacy and data protection; Cost of living crisis; Different types of employment; CV's, cover letters and job applications; Job interviews.
YEAR 11 BTEC	Topic/ theme.	Autumn	Spring	Summer
		BTEC Personal Growth and Wellbeing Unit 6: Recognising your rights and responsibilities (EL) / understanding your rights and responsibilities (LV 1). *The aim of this unit is for learners to recognise what is meant by rights and responsibilities.* *A right is often an example of your entitlements such as education, religion and freedom of speech. Responsibilities relate to what you do with your rights as an individual such as following the law and rules. In this unit, you will consider what your rights are and be aware of the responsibilities you have to yourself and others in society. You will also reflect on the rights of others and consider the importance of free speech.*	BTEC Personal Growth and Wellbeing - Optional modules: Unit 7: Exploring resilience (EL) / Finding ways to be resilient (LV 1). *The aim of this unit is for learners to begin to understand what is meant by being resilient.* *Resilience is described as the ability to do your best no matter what life throws at you and to not give up when faced with challenging situations. Resilient behaviour can help improve personal health and wellbeing. In this unit, you will consider what is meant by being resilient and when in life you have to show resilience. This unit will also help you to focus on how you may develop skills to develop your own resilience.* Unit 10: Participating in an external learning experiences (EL) / Using external opportunities for learning (LV1). *The aim of this unit is to understand the importance of learning outside of the classroom/training environment in an external learning environment.* *Learning opportunities exist outside of the more formal settings such as classroom/training environment. Talking to individuals, formal placements, visiting a museum and volunteering experiences can each have an impact on our personal growth and wellbeing. In this unit, you will explore the benefits of learning from others and visiting relevant locations. You will consider why visits and speakers are important and how engaging with them can benefit you personally.*	

APPENDIX 2

Please see below an overview of the compulsory aspects (as set out by the DfE) of RSE, within the different stages of education.

	KS1	KS2	KS3	KS4
Relationship education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
PSHE - Health education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Science - reproduction education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Sex education (beyond the compulsory Health and Science aspects of the curriculum)	Schools can choose whether to teach this – parents can withdraw	Schools can choose whether to teach this – parents can withdraw	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child's 16th birthday

Post 16/KS5 Pupils

The Independent Schools Standards clarify that PSHE is compulsory and also that where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs must be in place. The DfE 16-19 study programme clarifies that the principles apply equally to students with SEND. Whilst there is no specific reference to RSE in the 16-19 study programmes, the guidance explains that all 16-19 pupils are expected to take part in meaningful non-qualification activity, such as activities to develop confidence, character, resilience and life-skills.

In line with the SEND Code of Practice (2015), some young people aged 16 and over may have RSE related outcomes in their EHCPs as part of their transition to adulthood. In addition, the SEND Code of Practice explains that after compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions under the Children and Families Act 2014 applies to young people directly, rather than to their parents.

Schools within the Witherslack Group have chosen to continue to offer RSE for Post 16 students, in response to the above requirements and as a progression of learning for secondary pupils.

APPENDIX 3

Please see below our Curriculum Map which shows when RSE related content is taught within this academic year:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS			**PSHE** – Family and friends			**PSHE** – making good choices
1	**Science** – The Human Body	**PSHE** – Respectful relationships			**PSHE** – Family, love and boundaries	
2	**Science** – Reproduction – Life Cycles		**PSHE** – Positive friendships			**PSHE** – respectful relationships
3			**PSHE** – respectful relationships		**PSHE** – Respect and boundaries	
4			**PSHE** – Digital boundaries	**PSHE** – Respectful behaviours		**PSHE** – Respectful relationships
5	**Science** – Reproduction – Life Cycles		**PSHE** – respect and relationships		**Science** – Reproduction – Life Cycles	**PSHE** – Safe relationships
6		**PSHE** – Digital resilience				**PSHE** – Sex and relationships
7		**Science** – Reproduction - Human development			**PSHE** - Healthy relationships; Importance of trust; Maintaining friendships; Anti-bullying; Peer Pressure; Online Grooming; Different families, stability and commitment; Falling in love and romantic feelings; Marriage.	
8					**PSHE** - Tolerance and mutual respect; Masculinity; Alcohol and relationships, Cyberbullying and online trolls; Consent; Contraception; Introduction to STI's; Condoms and condom use.	
9					**PSHE** - Relationships in the media; Diverse relationships; Gender Stereotypes; Gender equality; Sexual harassment and the law; Misogyny; Pornography and our brains; Grief, loss and digital legacies; Conflict management.	
10			**Science** - Health and lifestyle -Interactions with the environment - Lifestyle and health		**PSHE** - Coerciveness, exploitative and abusive relationships; Gaslighting and emotional abuse; Forced marriage; Divorce, separation and loss; Stalking, harassment and the law; Assessing readiness for sex; Abortion (RE focus); LGBT+ rights; Adoption and fostering.	
11			**PSHE** - Language, Microaggressions and bullying; Pronouns and the wider world; Online dating; Role of pleasure; Parenting costs and considerations; Sexualisation of media; Pornographic fakes and non-consensual image sharing; Honor violence and killings; Responsible public health choices.			