

Austin Friars Relationships, Sex and Health Education Whole School Policy

Diversity, Equality & Inclusivity Statement:

The commitment to diversity, equality, and inclusivity is at the heart of our values at Austin Friars. Equality means creating an environment where pupils have the chance to achieve their full potential, free from barriers, prejudice, and discrimination. Inclusion is about recognising that each pupil is unique and that their needs can be met in different ways. Diversity means recognising, respecting, and celebrating the added value that differences bring. Our unwavering dedication to our school values – Truth, Love and Unity - is how we fulfil our mission at Austin Friars. It is through our commitment to diversity, equality, and inclusivity that our pupils are empowered to be authentic and succeed.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Taken from Foreword by the Secretary of State; Relationships Education, Relationships and Sex Education (RSHE) and Health Education Department for Education 2025

This policy is based on:

- DfE Statutory Guidance (2019): Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Updated DfE Guidance (2025, effective from September 2026) — referred to herein as (New from 2026 guidance)
- The Education Act 1996, Children and Social Work Act 2017, and Equality Act 2010.

Introduction and Rationale

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

Definition

At Austin Friars we define:

Relationships Education as teaching about families, friendships, respect, online conduct, and safety. (Statutory in primary and secondary)

Sex Education / Sexual Health as teaching about reproduction, sexual activity, contraception, consent, and sexual health. (Statutory in secondary; optional in primary beyond science)

Health Education looking at physical, mental, and emotional wellbeing; healthy lifestyles; puberty; and first aid.

Curriculum Areas

Early Years Foundation Stage (Ages 3–5)

- Building friendships and understanding feelings.
- Learning about families and caring relationships.
- Developing independence and hygiene habits.
- Understanding personal space and privacy.
- Basic safety and help-seeking.

(Classification: Relationships / Health)

Primary (Ages 5–11)

Relationships Education (statutory)	Health Education (statutory)	Sex Education (optional beyond science)
<ul style="list-style-type: none"> • Families and people who care for me. • Caring friendships and resolving conflict. • Respectful relationships and valuing differences. • Online relationships and safe communication. • Being safe — recognising unsafe situations and trusted adults. • Understanding consent (privacy, saying no). <p>(New from 2026 guidance) Challenging stereotypes and understanding misogyny. (New from 2026 guidance) Recognising online manipulation, harmful influencers, and AI-generated content.</p>	<ul style="list-style-type: none"> • Mental wellbeing, healthy lifestyles, hygiene. • Basic first aid and safety. • Puberty and the changing body (including menstruation). <p>(New from 2026 guidance) Healthy digital habits and public safety.</p>	<ul style="list-style-type: none"> • How babies are conceived and born. • Body changes and reproduction. <p>(New from 2026 guidance) Image-sharing and sexualised online content.</p>

Secondary (Ages 11–18)

Relationships Education (statutory)	Sex Education (statutory)	Health Education (statutory)
<ul style="list-style-type: none"> • Healthy relationships, respect, equality, and boundaries. • Consent and the law. • Recognising abuse, coercion, harassment, and sexual violence. <p>(New from 2026 guidance) Misogyny, online radicalisation, and gender-based harm. (New from 2026 guidance) Ethical behaviour and challenging stereotypes.</p> <ul style="list-style-type: none"> • Managing peer pressure and conflict. • Online behaviour and manipulation (AI, deepfakes, data misuse). <p>(New from 2026 guidance) Personal safety in public spaces.</p> <ul style="list-style-type: none"> • Marriage, civil partnerships, and long-term relationships. • Equality and inclusion, including LGBTQ+ relationships. 	<ul style="list-style-type: none"> • Reproduction, conception, and pregnancy. • Consent in sexual contexts and the law. <p>(New from 2026 guidance) Strangulation as illegal and abusive.</p> <ul style="list-style-type: none"> • Impact of pornography and unrealistic sex. • Sexting, image sharing, and exploitation. <p>(New from 2026 guidance) Deepfake imagery and sextortion. (New from 2026 guidance) Ethics and emotional readiness for intimacy.</p>	<ul style="list-style-type: none"> • Contraception and sexual health services. • STIs and prevention. <p>Mental health, stress management, and wellbeing. (New from 2026 guidance) Suicide prevention.</p> <ul style="list-style-type: none"> • Physical health, nutrition, and exercise. • Substance misuse. • Digital balance, body image, media influence. • Personal and public safety, first aid, emergency response.

How RSHE Works to Delay Sexual Activity

- Builds confidence and self-esteem: RSE helps young people feel more confident in making their own choices about when and if to become sexually active.
- Provides knowledge: By teaching about human sexuality, healthy relationships, and the physical and emotional aspects of sex, young people gain a better understanding of the implications of early sexual activity.

- Empowers decision-making: RSHE outlines that there are different types of relationships and encourages young people to understand the reasons for delaying sex until they are ready and able to form a safe and healthy relationship.
- Focuses on healthy relationships: The goal of RSHE is to help young people develop and understand healthy, respectful, and fulfilling relationships, including intimate relationships that may or may not involve sex.

Evidence on RSHE and Sexual Activity

- Delayed first sexual activity: Studies and evidence indicate that effective RSE, rather than promoting early sex, actually leads young people to delay their first sexual encounter.
- Reduces negative outcomes: High-quality RSHE is associated with reduced rates of unprotected sex, unwanted pregnancies, and harmful sexual behaviours.

Rationale and Ethos

The partnership between home and school is vital for providing our pupils with a supportive and meaningful education, both academically and pastorally. The context for the Relationships and Sex Education programme and this policy is no exception. It should be read in conjunction with the following school policies:

- Safeguarding Policy, including the Mental Health and Wellbeing Policy
- Personal, Social and Health and Economic Education scheme of work
- Anti-Bullying Policy
- Equal Opportunities Policy

As stated by the Department of Education; *'parents and carers are the prime educators for children on many of these matters. Schools compliment and reinforce this role ...'*.

At Austin Friars, we take our responsibility very seriously, ensuring that we help to create well rounded young adults who are caring and positive role models. Through our RSHE programme and our pastoral care, as well as during academic lessons, we aim to foster the personal, moral, spiritual, social, economic and cultural development of our pupils, as well as helping to enhance their ability to cope with life and its demands. We aim to inspire and encourage our pupils to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work. We aim to develop their resilience and equip them with necessary skills to flourish not just academically, but also personally, in the wider world, beyond Austin Friars and into adulthood and independent life.

Under the provisions of the Equality Act (2010), Austin Friars will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender identity, pregnancy or maternity, marriage or civil partnership, or sexual orientation; and the planning and delivery of RSHE will reflect this commitment to raising students' awareness of and tolerance for protected characteristics. In planning and delivering the RSHE curriculum, we take account of the SEND Code of Practice and endeavour to deliver all aspects appropriately to those pupils who may have EAL.

This policy is designed to outline the purpose and content of RSHE, whilst ensuring that all the compulsory subject content is age and developmentally appropriate. We aim to teach RSHE sensitively and inclusively, with the needs, health and happiness of our pupils at the heart of the curriculum.

RSHE Curriculum Overview

The RSHE curriculum is planned and designed around a spiral curriculum, using evidence-based resources which are age appropriate, in line with recommendations from the Department for Education.

In the Junior School, all pupils will follow the Jigsaw Curriculum which aims to put in place the building blocks for healthy and respectful relationships, focusing on family and friendships in all contexts, including online.

In the Senior School, the curriculum builds upon knowledge gained in the Junior School and is based upon the PSHE Association recommended thematic model, supplemented with resources from Pol-Ed and Your Choice. An overview of the Senior School PSHE curriculum with topics for each half term can be found on Firefly and at the bottom of this document.

This curriculum aims to empower students by giving them knowledge to prepare for independent adult life, developing pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol as well as introducing knowledge about intimate relationships, consent and sexual health. Teaching about mental wellbeing and digital risks will also be central to these subjects.

Integrating 'Student voice' as part of the curriculum review process, ensures that the curriculum remains appropriate to the needs and development of each cohort.

RSHE will be assessed via a process of ongoing Assessment for Learning, with a focus on addressing misconceptions via summative and observational assessment during lessons. There will be no formal assessment of RSHE.

Reporting of RSHE/ PSHE is based on the class teacher's assessment of individual effort and engagement during lessons.

Aspects of RSHE as relating to friendships, are delivered across the wider curriculum, as well as during form time and assembly; topics relating to intimate relationships and sexual health education will be delivered within PSHE lessons by specialist teachers or expert visitors.

At Austin Friars, we take pride in the fact that many of the aspects of the legislation inform our day-to-day interactions with the pupils; we aim to encourage and support many aspects of RSHE outside the classroom as a matter of course. Although we are an Augustinian school, our RSHE teaching respects and reflects the diverse faiths and beliefs of our cohort and is grounded in a framework of British Values as complemented by our core Augustinian guiding principles: Unitas, Veritas and Caritas.

Safeguarding

Effective delivery of RSHE necessarily allows students an open forum to discuss potentially sensitive issues, which may in turn lead to disclosure of a child protection issue. All Staff are trained in child protection and, if they receive a disclosure or have any concerns about a student in their class, will follow the School's normal safeguarding procedures as set out in the Safeguarding Policy.

Where visiting speakers are invited to support delivery of certain aspects of the RSHE curriculum (for example, sexual health professionals), they will be subject to the School's usual procedures for vetting visiting speakers and their RSHE sessions will be attended by a member of school staff.

Responsibilities

Ultimate responsibility for the school's RSHE policy lies with the School's Trustees, and this policy is subject to review and approval by them. In School, the Deputy Head (Pastoral) and Head of Junior School are responsible for the implementation and review of the policy, supported by the Heads of Department for PSHE in Junior School and Senior School.

In the Junior School, RSHE will primarily be delivered by class teachers through PSHE lessons, stories and assemblies. In the Senior School, RSHE, including aspects relating to British Values will be delivered primarily by a dedicated team of PSHE teachers, in addition to other elements that will be taught across the curriculum, as well as during form activities and assemblies. The school may also invite in appropriate experts to support the delivery of specific topics within the RSHE programme, which complements not replaces the teaching.

Safe and Effective Practice

In the Junior School all PSHE/RSHE lessons will use the Jigsaw charter to ensure a safe, inclusive learning environment where students feel respected and valued:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.
- We respect each other's privacy (confidentiality).

In the Senior School, similar principles are applied, and students work in collaboration with their class teachers to create a charter for expectations at the beginning of each academic year.

Teachers deliver RSHE using evidence-based resources and use this as a foundation for discussions which could be a source of divisive opinion, misinformation or bias. Teachers maintain a professional distance when discussing topics of a sensitive nature, discouraging personal questions and keeping a focus on the literature.

When necessary, students are given the opportunity to submit anonymous questions as part of ongoing assessment for learning. If a question goes beyond the sex education covered by the school or relates to sex education from which they have been withdrawn, the teacher will notify the class/individual of that they will seek clarification, and will seek advice from the Head of PSHE and /or DSL regarding an appropriate response. If necessary, they will raise a safeguarding concern.

Openness and Engagement with Parents

Austin Friars is committed to informing our parents about the RSHE policy in meetings and consultations throughout the academic year; the policy is available on the school's website, and a curriculum overview is available on Firefly. Parents will be notified in advance of upcoming RSHE topics delivered as part of curriculum teaching.

As outlined in DfE guidance, parents have the right to request to see resources used by class teachers and can request this from the Head of PSHE in either Junior School, or Senior School.

Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of RSHE delivered as part of the statutory RSHE curriculum that are not part of the science curriculum. Parents must state their request in writing to the Head. Parents will then be invited into School to discuss the request to ensure that their wishes are fully understood. We will clarify the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child, e.g. the emotional and social effects of being excluded as well as the very real danger of developing factually incorrect 'information'.

Parents have the right to withdraw their child from sex education at Austin Friars up to three terms before their child turns 16, in line with government guidance. From that point onwards, if a student wishes to receive sex education, the School will arrange for this to happen before they turn 16. If they have already missed their timetabled sex education, this can take the form of a discussion with the PSHE coordinator and/or another specialist teacher.

Unless there are exceptional circumstances, School will respect the parents' request to withdraw their child. There is no right to withdraw from relationships education.

Safe and Effective Practice

We will ensure a safe learning environment for the pupils. Teachers will be able to create a supportive environment, thorough establishing certain 'ground rules', a general expectation of privacy, appropriate responses that permit pupils to share their concerns/ worries or just to ask questions (staff must not promise confidentiality).

Staff should bring any non-urgent issues for discussion to the appropriate Head of School/ First Responder. Any urgent and/or safeguarding issues (including those around abuse, sexual violence and sexual abuse) must be reported immediately to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the school's Safeguarding Policy.

Deputy Head (Pastoral) in conjunction with Head of Junior School and Junior School and Senior School PSHE Coordinators
September 2025

Junior School - Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Senior School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & wellbeing	Relationships	Living in the wider world	Health & wellbeing	Relationships	Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Diversity Diversity, prejudice, and bullying	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Healthy relationships Changing relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Considering careers and future pathways -exploring work experience and employment Entrepreneurship- grow £5 challenge

Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse Families Different families and parental responsibilities, pregnancy, marriage and forced marriage	Next steps Application processes, and skills for further education, employment and career progression	Independence Responsible health choices, and safety in independent contexts Mental Health and coping with exams		You as a global citizen The role of government and the economy Being a responsible citizen
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Sixth Form Overview

Year	L6			U6		
Term	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Areas covered	Leadership Skills	Investigating Current Affairs	PPE	Personal Finance	Personal Nutrition	MIndfulness
Staff delivering	CH	PMc	AB	RS	BC	AG

RSHE provision in Senior School

Topic		Delivery (year group)
Families	Types of relationships	7, 9
	Families with children	9, 11
	Marriage – and legal rights	9, 11
	Long term relationships-and legal rights	9, 11
	Roles and responsibilities of parents	9, 11
	Is a person trustworthy- and getting support with concerns	7, 8, 9,
Friends and relationships	Characteristics of a healthy friendship	7, 8, 9, 10, 11
	Conflict management, reconciliation and ending relationships	7, 8, 9, 10, 11
	Supporting respectful relationships	7, 8, 9 10, 11
	Respectful relationships with people in society, and authorities	7, 8, 9
	Understanding the dangers of prejudice and stereotypes	7, 8, 9, 10, 11, 12, 13
	Bullying, cyberbullying – how to spot it and how to get help	7, 9
	Controlling, violent or coercive relationships- the law and how to get help	8, 9, 10, 11, 12, 13
	Sexual harassment, sexual violence, consent and how to get help	7, 8, 9, 10, 11, 12, 13
	Understanding equality and the law	7, 8, 9, 10, 11, 12, 13
Online and media	The rights and responsibilities of online interaction and behaviour	7, 8, 9, 10, 11
	The benefits of an online presence	9, 10, 11
	Online risks and the sharing of sensitive material	7, 8, 9, 10, 11
	Reporting material or getting help with issues online	7, 8, 9
	The dangers of seeing harmful content	7, 8, 9
	The law and sharing explicit images- sexting	9, 10, 11, 12, 13
	The dangers of pornography on a relationship	11, 12, 13
	How data is used, stored, collected and generated	9
Being Safe	Understanding harm. How to seek support and seek help about a dangerous, harmful or violent relationship or interaction.	7, 8, 9, 10, 11
	How to give, withdraw and recognise consent (including online)	9, 10, 11, 12, 13
Intimate and sexual relationships- sexual health	Recognising the characteristics of positive intimate relationships	10, 11, 12, 13
	The potential physical, emotional, sexual and reproductive impacts of beginning an intimate relationship	10, 11, 12, 13
	Fertility and reproductive health	7, 8, 9
	Identifying, resisting and avoiding sexual pressure	9, 10, 11
	Intimacy without sex	9, 10, 11
	Contraception	10,11,12,13
	Pregnancy and miscarriage	9, 10
	Rights and options in the event of a pregnancy	9, 10
	STI's – transmission, symptoms, getting tested and getting support	10,11,12,13

	Risk taking behaviour under the influence	9, 10, 11, 12
Mental wellbeing	Talking about emotions	7,8,9,10,11
	Happiness and others	7,8,9
	Spotting problems and how to seek help	7,8,9, 10, 11, 12, 13
	Our impact on the people around us	7, 8, 9, 10, 11, 12, 13
	Ways to support our mental wellbeing	7,8,9,10,11,12,13
Internet safety	Understanding the differences and similarities between the physical and online world	7, 8, 9
	The risks of going online	7, 8, 9, 10, 11
	Identifying and reporting harmful behaviours	7, 8, 9, 10, 11
Physical Health and fitness	The links between physical and mental health	7, 8, 9, 10, 11, 12, 13
	Characteristics and maintaining a healthy lifestyle	7, 8, 9
	Blood, stem cell and organ donation	
Healthy Eating	Maintaining a healthy diet – risks of deficiencies	7,8,10, 13
	Eating disorders	9
Drugs, alcohol and tobacco	Legal and illegal drugs – the facts – the risks	7, 8, 9, 10, 11
	The laws relating to supply and possession of illegal substances	8, 9
	The health risks of alcohol consumption – long and short term	8, 9, 10, 11
	addiction	
	The dangers of prescription drugs	8
	The dangers of smoking and vaping	7, 10
Health and prevention	Personal hygiene and the spread of germs	
	Dental health	7
	The benefits of self-examination and screening	10, 11,12, 13
	Immunisations and vaccinations	8
	Sleep and health	
First Aid	Basic first aid for common injuries	7
	Lifesaving skills and CPR	
	Defibrillators	
Adolescence and puberty	Changing bodies – male and female	8, 9

Note: Consultation with the students was very productive and positive. They were able to review the current EP programme of study and make observations and recommendations based on their own experience. Their experience had certainly been affected by the pandemic, but regardless, they had very valid and useful suggestions. These included more external input, in particular, for sexual health, more specific input re menstruation and the menopause and emotional maturity/ feelings that might lead to a sexual relationship.

RSHE Across the curriculum

	1st Form	2nd Form	3rd Form	GCSE	A Level
English	Variety of novels- 'My Name is Mina', 'Smith', 'Why the Whales Came' - Family relationships, bullying, self-esteem, depression, grief and mental health.	Various novels - 'My Swordhand is Swinging', 'Holes', 'Wonder', 'Machine Gunners', 'Stone Cold' - Alcoholism, relationships, bullying, crime, disability war/grief, homelessness/poverty/abuse/ violence/ discrimination/ mental health.	Various novels - 'Lord of the Flies', 'Animal Farm', 'The Book Thief' - Violence/ mental health/ bullying/ power/ gender stereotypes/ politics/ hierarch/ capitalism/ communism/ fascism/ relationships/ growing up.	IGCSE - Of Mice and Men - gender/ race/ discrimination/ mental health/ relationships/ community.	OCR English Literature - Shakespeare, American Literature, Emily Dickinson, CouRSHEwork - gender/ women/ race/ culture/ identity/ relationships/ sexuality/ wealth/ family relationships/ community/ innocence to experience/ mental health.
	Poetry - Ballads 'The Lady of Shallot' Charlotte Dymond - Treatment of women, violence	Detective Unit (Sherlock Holmes) - crime/ violence/ poverty/ treatment of women/ abuse.	War Poetry - horror of war/ grief/ trauma/ loss.	Anthology - various poems and stories - gender/ sexuality/ relationships/ position of women/ identity/ culture/ discrimination/ family relationships/ sense of self.	
	Debates - various topics: Arming police; gender equality in sports - equality, violence/ crime.	Film Unit (Edward Scissorhands) - disability/ discrimination/ society.	Shakespeare Play - position of women/ discrimination/ gender/ sexuality.	Modern Drama - gender/ homosexuality/ family relationships/ abuse/ power/ British culture and identity/ wealth and poverty/ socialism and capitalism.	
		Debate - mobile phones/ mental health	Debate - various topics (voted for by students).	Shakespeare - relationships/ gender/ power/ violence.	
Music	The orchestra - how an orchestra performs successfully - interaction of a large group and the	Blues - morality of slavery; racism; inhumanity.		Defying Gravity - from Wicked - relationships and differences of opinion/ harmful effects of conflict.	Music from Psycho - relationships between parents and offspring/ possible damage that

	importance of cooperation; ensemble and love and importance of music in our lives (mental health).				harmful relationships can have.
					Beatles - Eleanor Rigby - nature and consequences of loneliness.
Geography	UK - People and Society. UK culture and beliefs.	Population - discussion about family and society and changing societies. Changing family size and the reasons behind it.	World Development - economic levels of development/ poverty/ unemployment/ quality of life.	Urban Environments - socio-economic issues associated with settlement growth and development.	Human Rights - equality and women's' rights.
PE and Games	Respectful relationships - friendships, trust, respect, honesty, kindness.	Respectful relationships - friendships, trust, respect, honesty, kindness.	Respectful relationships - friendships, trust, respect, honesty, kindness.	GCSE PE - Discussion around mental, physical and social health and well-being.	Mental wellbeing - the impact that physical activity has on mental wellbeing.
	Physical health and fitness - what constitutes a healthy lifestyle, using exercise to combat stress.	Physical health and fitness - what constitutes a healthy lifestyle, using exercise to combat stress.	Physical health and fitness - what constitutes a healthy lifestyle, using exercise to combat stress.	Physical health and fitness as a tool for combatting stress.	Cognitive and somatic stress management techniques.
	Healthy eating, personal hygiene, importance of sleep and the development of good health.	Healthy eating, personal hygiene, importance of sleep and the development of good health.	Healthy eating, personal hygiene, importance of sleep and the development of good health.	Alcohol, drugs and tobacco - associated risks and links to mental health conditions and effects on performance.	Healthy eating
	Basic first aid, changing adolescent body, puberty and menstrual cycle and dealing with the changes.	Basic first aid, changing adolescent body, puberty and menstrual cycle and dealing with the changes.	Basic first aid, changing adolescent body, puberty and menstrual cycle and dealing with the changes.	Healthy Eating - importance of a balanced diet and health issues associated with a poor diet.	Drugs, alcohol and tobacco - their effect, along with specific illegal performance enhancing drugs.
Modern Languages	Family - variety and acceptance of all models of family.	French - school meals, sport, stress - mental and physical health and wellbeing discussed.	Spanish - friends - positive relationships.	Identity and culture - me and my family and friends - marriage (choices).	Traditional and modern values - different forms of families and relationships, including domestic violence.
				Free-time activities -health, diet, physical and mental health and wellbeing, dangers of drugs, online	Equality - gender rights

				safety and use of social networks.	
					Technology - positive and negative influence of the internet and social media. Internet safety.
					Films studied can include references to respectful relationships (Volver - sexual abuse, El Laberinto del Fauno - male chauvinism)
					Books studied can include references to respectful relationships, family suicide (Como Agua Para Chocolate, La Casa de Bernarda Alba).
IT	Cyberbullying - relationships, online friends x 'real' friends?	Cyberbullying/ Grooming/ Sexting - relationships, positive and negative - the risks!	Cyberbullying/ Grooming/ Sexting - relationships, positive and negative - the risks!		
	NSPCC/ Childline/ Think you know - awareness of online help.	Links to Anti-bullying alliance, NSPCC, Think you know and others.	Relationships - online abuse, online pressure and blackmail.		
Classics		Dysfunctional deity - power and coercion	Friendships, jealousy, family	Odyssey - family relationships, gender roles	Odyssey - family relationships, gender roles
		Family - relationships of all types			Oedipus/ Bacclae - family
Drama	Mime - group performances in the spirit of kindness.	Shakespeare - teamwork, communication, friendship and collaboration.	Blood Brothers - drugs, unemployment, adolescence, mental health.	Hard to Swallow - family relationships, anorexia, adolescence.	Curious Incident of the Dog in the Night - family relationships/ living with autism.
	Augustinian Drama - group work with emphasis on school values - links to British values/ community.			Devised pieces - usually based on challenging stimuli eg loneliness, global warming, celebrity culture..	Devised pieces - eg 'perfect' relationships, social issues.

History	Anglo Saxons - role of women in society	19th Century - childbirth	Suffragette movement - relationships/ role of women.	Nazi Germany - role of women, Lebensborn, attitudes towards homosexuality.	
RS				GCSE unit on relationships (including Xian perspectives) - families, respectful relationships, gender roles.	A Level unit on sex, gender and relationships - respectful relationships, online and media relationships, intimate sexual relationships, gender roles.
Science	Biology - personal hygiene, transmission of STIs, immunisation and vaccination.	Biology - facts about reproductive health, science relating to blood/ organ/ stem cell donation.	Biology - personal hygiene	Biology - facts about reproductive health, pregnancy, puberty and body changes.	
		Smoking - the facts.		Harms of smoking	
		Puberty - body changes.		Immunisation and vaccination.	
				Characteristics of a healthy lifestyle.	