

Relationships and Sex Education Policy

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Relationships and Sex Education Policy

Policy Statement

As of September 2020, 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. This statutory obligation extends to independent schools and is laid out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, which was significantly updated in July 2025 in readiness to come into force in September 2026. City of London Freeman's School is committed to discharging its obligations in respect of RSE, and this Policy explains how it does so.

The afore-mentioned statutory guidance also makes reference to mandatory Health Education. However, given that independent schools are not bound by this part of the guidance, being instead required to deliver Health Education under Paragraph 2 of the Independent School Standards Regulations, this Policy makes no mention thereof.

The content and application of this Policy is non-discriminatory in line with the *Equality Act 2010*. In addition, the School ensures that young people clearly understand what the law does and does not allow in respect of sex and relationships, as well as the wider (e.g. criminal) implications of decisions that they may make.

This policy is available on the unrestricted area of our website and should be read in conjunction with the following documents:

Anti-bullying Policy
Learning and Teaching Policy
Mission and Aims
PSHE Overview
PSHE Policy
Safeguarding Policy

This Policy is subject to a comprehensive review every three years by the School's Senior Leadership Team (SLT) and the Full Board of Governors, together with a consultation of parents and pupils, or earlier than that if there are significant changes to the statutory guidance or to internal procedures. The publication of the revised guidance in July 2025 gave rise to such a review, which was led by the Policy's authors.

In line with our duty to proactively engage with and consult parents and pupils regarding the content and delivery of Relationships and Sex Education, this version of the Policy was shared in May 2026 with parents and (through School Council) pupils together with an invitation to comment. The aim of this process is to

ensure that the Policy meets the needs of pupils and parents.

Following this consultation, from which there were no widespread patterns of pupil and parent opinion, no changes were recommended to SLT by the authors as a result. This version then went forward to the School's SLT for approval in May 2026 and thence to the Board of Governors for scrutiny and approval in June 2026. It came into effect on 1/9/26.

In between triennial reviews, minor changes may be made to the Policy by the authors so that it reflects current practice at the School.

Under the relevant statutory guidance, "the religious background of all pupils must be taken into account when planning teaching [of RSE]". Accordingly, since September 2020 the School has collected this information from parents of pupils joining Freeman's. The School also gives the opportunity to existing parents to register any affiliation of theirs to a religion or else to state that they do not subscribe to any religion.

Key personnel

Mrs Philippa Whiteley (Head of PSHE/RSE)

Mr Stuart Bachelor (Deputy Head- line manager of PSHE Department)

The Heads of Sections are also closely involved in the planning, monitoring and evaluation of RSE.

Definitions

Relationships Education in Form 1 to Lower 3 (Y3-Y6) is defined as: teaching the skills and knowledge that form the building blocks of all positive relationships, so that pupils grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Sex Education in Upper 2 to Lower 3 (Y5-Y6) is defined as: teaching pupils how a baby is conceived and putting this in the context of the changes to the bodies of males and females that happen at puberty.

Relationships and Sex Education in Upper 3 to Upper 6 (Y7-Y13) is defined as: giving pupils the information necessary for them to develop healthy, respectful and loving relationships (including intimate relationships) that help them to flourish, and how to identify and resist unhealthy relationships; delivering information about human sexuality, contraception and sexual health in a fact-based and non-judgemental manner that emphasises the critical importance of consent and mutual respect.

Aims

The principal aims of RSE in the School are:

1. to equip pupils with the knowledge, understanding, criticality and self-awareness necessary to form healthy and positive age-appropriate relationships;
2. to ensure that pupils have an age-appropriate understanding of human reproduction and sexual relationships, including, for older pupils, detailed knowledge of contraception and sexual health.

Guiding principles for curriculum design

In line with the statutory guidance, our RSE curriculum design is guided by the following principles:

- a) *Engagement with pupils.* We consult pupils through School Council to ensure that our teaching is relevant and engaging.
- b) *Engagement and transparency with parents.* See paragraph below on Openness with parents.
- c) *Positivity.* We don't normalise harmful behaviour or inadvertently promote negative stereotypes.
- d) *Careful sequencing.* We strike the mean between teaching topics too early (age-inappropriate) and too late (pupils unequipped when confronted by challenging situations)
- e) *Relevant and responsive.* Our RSE scheme of work is a 'living' document that is updated in response to events and developments, both local and national
- f) *Skilled delivery of participative education.* Our RSE teachers are part of a small, specialist team, led by a dedicated Head of PSHE. We have the same high pedagogical standards in the PSHE Department as in any other.
- g) *Whole-school approach.* We promote our RSE aims beyond PSHE lessons, including through other subjects, Assembly and Form time, our safeguarding approach, and our Behaviour Policy.

Openness with parents about RSE materials

The School recognises that parents have a key role in teaching their children about sex and relationships, and RSE at Freeman's seeks to complement rather than displace this. We are aware of the emphasis that the statutory guidance places on schools being open and transparent about the content and delivery of RSE, and this tallies in any case with our general approach to communicating with the parent body at Freeman's. We do not want to foster a situation where parents are unnecessarily anxious about what their children might be taught about personal, sensitive and controversial topics.

Accordingly, we:

- make a representative sample of materials available on the parent portal, arranged by year-group;
- make available on the portal all materials relating to topics that experience has shown to be contentious or which may prove to be contentious, including sex education and gender identity;

- invite parents of U2 (Y5) and L3 (Y6) pupils into the School for a presentation on the 'Me, my body and puberty' and 'Changes in puberty and how a baby is made' PSHE units that cover puberty and having a baby and which explains the teaching progression in these year groups;
- communicate home at least a fortnight in advance of any sensitive topic being taught, so that parents can alert us to any relevant pastoral information and can duly prepare for any discussions at home;
- communicate home at least a fortnight in advance of any speakers or organisations visiting the School, and sharing their resources with parents;
- on request, enable parents to view any RSE curriculum materials;
- respond promptly and positively to enquiries from parents regarding RSE content;
- don't enter into contractual arrangements with third-party providers that make it impossible for us to share content with parents.

Working with external providers

The School recognises that external providers, when used judiciously, can enhance our delivery of RSE, but also that we ultimately remain responsible for the content and for how the pupils are taught. We also recognise the scope for external providers deviating from the letter or spirit of this Policy. Accordingly, we:

- do due diligence regarding whether or not an organisation has 'an agenda' that is or may be manifested in the work that they do in schools;
- do not use the materials or speakers of an organisation with a partisan view of a hotly contested topic;
- inspect, tailor and augment external resources judiciously so that they optimally meet the aims stated in this Policy, including checks for accuracy, bias and age-appropriateness;
- note in this Policy when we plan for an external provider to deliver content directly to the pupils;
- check the credentials of any visiting speakers and any organisations that they represent;
- insist that any resources and lesson plans of visiting speakers are shared with us in advance, on the basis of which we challenge anything that concerns us for any reason;
- when considering whether or not to work with an external provider, enquire at an early stage as to the ease with which materials can be shared with parents;
- agree with external speakers that they a) report any safeguarding concerns about a pupil to the Freeman's Designated Safeguarding Lead b) report to the lead member of staff any significant comments or feedback made to them privately by pupils (unless these are concerns about a member of staff, in which case they should contact the Headmaster). Like all visitors, they will receive a card with a summary of our safeguarding procedures.

The Head of PSHE has lead responsibility for undertaking these tasks.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education (but not relationships education, which is compulsory for all children in all schools). In practice, very few, if any, parents at Freeman's exercise this right. Parents who wish to withdraw their child are asked to put their request in writing to the Headmaster. He will then typically invite the parents (and, if appropriate, the child) to meet with him in case he is able to assuage their concerns. However, the School ultimately respects the right of parents, other than in exceptional circumstances¹, to determine whether or not their child participates in sex education, with permission always granted for Junior School pupils (other than for content taught as part of the science curriculum). If a pupil is withdrawn, the School upholds its responsibility to provide him/her with appropriate, purposeful education during the period of withdrawal.

The statutory guidance states that the right to withdraw elapses three terms before the child turns 16. Accordingly, if, at that point, the child freely elects to receive sex education, the School makes arrangements for the child to receive sex education before he/she turns 16.

It is possible- albeit highly unlikely- that a pupil asks a member of staff questions about a sex education topic from which he/she has been withdrawn by his/her parents. In this situation, the member of staff advises the pupil to speak to his/her parents. If the pupil indicates that he/she does not feel able to do this, the member of staff, wary that children whose questions go unanswered may turn to inappropriate sources of information, signposts the pupil to appropriate support services. The member of staff will also inform the Head of PSHE or, if it is the Head of PSHE who has the conversation, the Deputy Head.

How RSE is delivered at Freeman's

Rather than being taught as a separate subject, RSE is embedded into the framework of Personal, Social, Health and Economic Education (PSHE) at the School. That said, we believe that RSE should be set within a wider school context in which values such as respect, fidelity, tolerance and the importance of family are promoted at every opportunity.

Sometimes RSE is delivered in Assemblies and Tutor time in direct and prompt response to issues that are raised through events / incidents at school. These interventions are always made in line with the approach to RSE outlined in this Policy.

In order to create a collaborative learning partnership between the teacher and his/her pupils, RSE at Freeman's is delivered in a fact-based, non-judgemental manner. Teachers of RSE also take care to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment, as well as one where a range of views can, so long as they are expressed maturely and sensitively, be tolerated and respected. Teachers are also supported in advance by the Head of PSHE in preparing for difficult and sensitive questions being posed by pupils. The importance of heightened alertness for disclosures or signs of abuse is also regularly iterated at Department meetings.

¹ which may or may not include the pupil having a special educational need or disability

RSE at Freeman's is complemented by- but not delivered through- the Science, GCSE Biology and Philosophy, Ethics and Religion syllabi, with human reproduction, puberty and contraception taught in science from an exclusively physiological and age-appropriate perspective.

More details can be found in the School's PSHE Policy.

How RSE is monitored and evaluated

The Head of PSHE meets frequently with PSHE teachers to support them, train them and inform them. As is the case for all subjects, RSE is monitored and evaluated through a combination of Classroom Visits, Blinks and Learning Walks, details of which can be found in our *Learning and Teaching Policy*. Furthermore, we undertake surveys with pupils and students. This monitoring is undertaken by the Head of PSHE, Deputy Head and other members of SLT. The Deputy Head line-manages and appraises the Head of PSHE and they meet regularly, both informally and formally, to evaluate the evidence gathered and to identify areas for further improvement.

More details can be found in the School's PSHE Policy.

Provision for SEND pupils

We are aware that RSE is particularly important for SEND pupils, some of whom are more vulnerable to bullying, sexual harassment and exploitation. As with all curriculum subjects, RSE is suitably differentiated so that it is accessible to all pupils, including those with a special educational need or disability (SEND). The Head of PSHE consults the Director of Inclusive Learning if she needs advice regarding how to deliver a certain topic.

Subject content of RSE at Freeman's

The relevant statutory guidance obliges the School to deliver specific Relationships Education content to its pupils of primary age and specific RSE content to its pupils of secondary age. The School also elects to teach pupils in KS2 a minimal amount of age-appropriate sex education in addition to that covered by the science curriculum.

The following tables set out the subject content of Relationships Education and RSE at Freeman's, how it is delivered as part of our PSHE curriculum and who is responsible for teaching it. All statutory content is included in these tables.

Subject content for Relationships Education F1-L3 (Y3-6)

Relationships Education at KS2 is taught to Forms by their Form teachers or other PSHE teachers as part of the PSHE syllabus. Each Topic is covered in two 30-minute lessons each week or one 60-minute lesson.

General topic	Learning outcome: Pupils should know and understand...	When covered in PSHE
Families and people who care for me	that families are important for children growing up because they can give love, security and stability.	F1 Autumn Term HT2 L2 Summer Term HT2
	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.	L2 Summer Term HT2
	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.	F1 Autumn Term HT2 L2 Summer Term HT2
	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.	L2 Summer Term HT2
	that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	L2 Summer Term HT2
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	F1 Autumn Term HT2 L2 Summer Term HT2
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1

	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1
	that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1
	how to manage conflict, and that resorting to violence is never right.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1
	how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Summer Term HT1
Respectful, kind relationships	how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	F1 Autumn Term HT2 L2 Spring Term HT1 L2 Summer Term HT2 U2 Autumn Term HT1 L3 Summer Term HT1 & HT2
	the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	F1 Autumn Term HT2 L2 Summer Term HT2 U2 Spring Term HT1 & HT2 L3 Autumn Term HT1

	how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1 L3 Autumn Term HT1
	the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	L2 Spring Term HT1 U2 Spring Term HT1
	that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1 L3 Summer Term HT2
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	L2 Spring Term HT1 U2 Autumn Term HT1
	the conventions of courtesy and manners.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1
	the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	L2 Autumn Term HT1 U2 Autumn Term HT2 L3 Autumn Term HT1
	the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	L2 Spring Term HT1 U2 Autumn Term HT1
	what a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.	U2 Autumn Term HT1
	how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT1 & HT2 L3 Summer Term HT1
	that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.	U2 Summer Term HT1 L3 Summer Term HT1

Online safety and awareness relationships	for example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	
	how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	L2 Spring Term HT2 U2 Summer Term HT1 L3 Spring Term HT1
	that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	U2 Summer Term HT1
	the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	F1 Spring Term HT2 U2 Summer Term HT1 L3 Spring Term HT1
	online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	U2 Summer Term HT1 L3 Spring Term HT1
	that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	F1 Spring Term HT1 L2 Summer Term HT1 L3 Spring Term HT1
Being safe	what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Spring Term HT2
	about the concept of privacy and the implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	F1 Autumn Term HT2 U2 Autumn Term HT2 L3 Summer Term HT1
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	F1 Autumn Term HT2 U2 Autumn Term HT2 L3 Summer Term HT1

	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know.	F1 Autumn Term HT2 U2 Autumn Term HT2 U2 Summer Term HT1 L3 Summer Term HT1
	how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Autumn Term HT2 L3 Summer Term HT1
	how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Spring Term HT2 L3 Summer Term HT1
	how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Spring Term HT2 L3 Summer Term HT1
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	F1 Autumn Term HT2 L2 Spring Term HT1 U2 Spring Term HT2 L3 Summer Term HT1
	where to get advice e.g. family, school and/or other sources.	All year groups – each lesson 'Signposting Support'

Subject content for Sex Education U2 - L3 (Y5-6) [N.B. This is not statutory]

The content below is covered in the second half of the Autumn Term for U2 (Y5) and the first half of the Summer Term for L3 (Y6). As noted below, the U2 materials focus on reproduction and puberty but stop short of explaining sexual intercourse. The programme lasts 5 weeks and is taught by the usual PSHE teachers. For one of the lessons, boys and girls are taught separately to allow gender-specific questions to be addressed in an environment with minimum potential for embarrassment. This learning is then consolidated in L3 (Y6) with another opportunity for gender-specific questions to be addressed.

General topic	Learning outcome: Pupils should know and understand...
Having a baby	- that the mature male reproductive organs produce sperm and the female ones eggs - that a baby begins to grow in the womb when a sperm fertilises an egg - that fertilisation happens when a man and a woman are “happy to share a specially close and loving embrace which allows the sperm to be released from the penis into the vagina” (L3 only)
Puberty and physical attraction	- in detail the changes, both physical and emotional, that happen at puberty - strategies for coping successfully with these changes (both emotionally and practically) - that changes at puberty are linked to being able to have a baby - that it is natural, as they approach and go through puberty, to begin to be attracted to other people, but also that there is not and should not be any pressure in this respect - that some people are attracted to people of the same sex

An important part of the programme is the opportunity for pupils freely to ask questions directly related to the subject content in a mature and sensible yet open environment. Aware that children with unanswered questions may turn to inappropriate sources of information, such questions will generally be answered fully by the teacher in front of the whole class. However, when a primary-age pupil asks a question pertaining to sex or sexuality which clearly goes beyond the syllabus or at a point when the sex education syllabus is not being delivered: the child is not made to feel uncomfortable for having asked it; the child is invited to speak to the teacher at the end of the lesson; the teacher uses his/her professional judgement to decide the extent to which he/she will answer the question; the teacher may decide to contact the child's parents to discuss the matter further. In line with our Safeguarding Policy, if a child exhibits behaviour and/or language that is clearly over-sexualised for his/her age, the Designated Safeguarding Lead is informed immediately.

Subject content for Relationships and Sex Education in U3-U6 (Y7-Y13)

RSE in U3-U5 (Y7-11) is delivered by PSHE teachers as part of the PSHE curriculum, with each pupil receiving a weekly one-hour lesson delivered in mixed-sex classes. However, Sex Education is delivered by specially trained teachers in a one-hour PSHE lesson for U4 (Y9) and a one hour or two half-hour sessions during chosen tutor times for L5 (Y10). These lessons are delivered to boys and girls separately to minimise potential for embarrassment. In Lower 5 there is a significant element of reiterating what has been taught in Upper 4. This is mindful of the fact that pupils become interested in sex and relationships at different stages in adolescence and will be maximally receptive to sex education at different times in their schooling.

RSE in L6/U6 (Y12/13) forms part of PSHE, delivered by PSHE teachers to mixed-sex classes. Each student receives a fortnightly one-hour lesson. To expect young people to recall information accurately, draw on skills and strategies, and apply learning they may have received a number of years earlier (when perhaps it felt less relevant) at 'critical moments' in their immediate lives, is unreasonable. In KS5 students revisit and reinforce earlier learning, connecting it to contexts that are relevant to this age group. This key stage is our last opportunity to ensure that students have real competence in the skills and strategies, and to extend the knowledge and understanding they have been developing throughout their PSHE education, that they need to equip them for independent living and the next stage in their education or career.

General topic	Learning outcome: Pupils should know and understand...	When covered in PSHE
Families	that there are different types of committed, stable relationships.	U4 Spring Term HT1 L5 Spring Term HT2 U5 Autumn Term HT2 L6 Spring Term HT2
	how these relationships might contribute to wellbeing, and their importance for bringing up children.	U3 Autumn Term HT1 L4 Summer HT2 U4 Spring Term HT1 L5 Spring Term HT2 U5 Autumn Term HT2

	why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.	U4 Spring Term HT1 U5 Autumn Term HT2
	that 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	U4 Spring Term HT1 U5 Autumn Term HT2
	That forced marriage and marrying before the age of 18 are illegal.	U3 Summer Term HT1 U4 Spring Term HT1 U5 Autumn Term HT2
	how families and relationships change over time, including through birth, death, separation and new relationships.	U4 Spring Term HT1 L5 Spring Term HT2 U5 Autumn Term HT2
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	U4 Spring Term HT1 L5 Spring Term HT2 U5 Autumn Term HT2 L6 Spring Term HT2
	how to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	U3 Summer Term HT1 L4 Summer Term HT1 U4 Spring Term HT1 U4 Summer Term HT1 L5 Autumn Term HT2 L5 Spring Term HT1 & HT2 U5 Autumn Term HT2 L6 Autumn Term HT1 & HT2 U6 Spring Term HT1
Respectful relationships	the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks,	U3 Autumn Term HT1 U3 Spring Term HT1 U3 Summer Term HT1

	generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	L4 Spring Term HT1 & HT2 L4 Summer Term HT1 U4 Spring Term HT1 U4 Summer HT1 & HT2 L5 Autumn Term HT2 L5 Spring Term HT1 & HT2 L5 Summer Term HT2 U5 Autumn Term HT2 L6 Autumn Term HT2 L6 Summer Term HT1 U6 Autumn Term HT2
	how to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	U3 Spring Term HT1 L4 Spring Term HT1 L5 Summer Term HT2 L6 Autumn Term HT2 U6 Spring Term HT1
	the importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	U3 Autumn Term HT1 U3 Spring Term HT1 U3 Summer Term HT1 L4 Spring Term HT2 U4 Summer Term HT1 L5 Spring Term HT2 U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Autumn Term HT2 U6 Spring Term HT1
	what tolerance requires, including the importance of tolerance of other people's beliefs.	U3 Spring Term HT1 L4 Spring Term HT1 L5 Summer Term HT2

	the practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	U3 Autumn Term HT1 U3 Spring Term HT1 U3 Summer Term HT1 L4 Spring Term HT1 L4 Summer Term HT1 U4 Spring Term HT1 U4 Summer Term HT1 & HT2 L5 Autumn Term HT1 L5 Spring Term HT1 & HT2 L5 Summer Term HT2 U5 Autumn Term HT2 L6 Autumn Term HT1 & HT2 U6 Autumn Term HT1 & HT2
	the different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	U3 Spring Term HT1 L4 Spring Term HT1 & HT2 L5 Spring Term HT2 U6 Spring Term HT1
	skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	U3 Autumn Term HT1 U4 Spring Term HT1 U4 Summer Term HT2 U5 Autumn Term HT1 U6 Spring Term HT1
	the role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	U3 Summer Term HT1 L4 Summer Term HT1 U4 Summer Term HT1 L5 Spring Term HT2 U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Autumn Term HT2

	how stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	U3 Spring Term HT1 L4 Spring Term HT1 U4 Summer Term HT1 L5 Spring Term HT2 L5 Summer Term HT2 U5 Autumn Term HT1 U5 Spring Term HT2 L6 Autumn Term HT2
	how inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	U3 Spring Term HT1 U3 Summer Term HT1 L4 Summer Term HT1 U4 Autumn Term HT1 U4 Spring Term HT1 U4 Summer Term HT1 L5 Spring Term HT1 L5 Summer Term HT2 U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Spring Term HT1
	how pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.	U4 Summer Term HT1 L5 Spring Term HT2 U5 Autumn Term HT2 U6 Spring Term HT1
	pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.	U5 Autumn Term HT1 U6 Spring Term HT1
Online safety and awareness	rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	U3 Autumn Term HT1 U3 Summer Term HT1

		L4 Autumn Term HT2 L4 Summer Term HT1 & HT2 U4 Summer Term HT1 & HT2 L5 Autumn Term HT2 L5 Spring Term HT2 L5 Summer Term HT2 U5 Autumn Term HT1 L6 Summer Term HT1 U6 Spring Term HT2
	online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	U3 Autumn Term HT1 U3 Summer Term HT1 & HT2 L4 Autumn Term HT2 L4 Summer Term HT2 U4 Summer Term HT1 & HT2 L5 Autumn Term HT2 L5 Spring Term HT2 L5 Summer Term HT2 U5 Autumn Term HT1 L6 Summer Term HT1 U6 Spring Term HT1
	the characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	U3 Summer Term HT1 U4 Summer Term HT2 L5 Spring Term HT2 L5 Summer Term HT2 U5 Autumn Term HT1 L6 Summer Term HT1
	not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once	U3 Autumn Term HT1 U3 Summer Term HT1 L4 Summer Term HT1 & HT2

	this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	U4 Summer Term HT1 L5 Autumn Term HT2 L5 Spring Term HT1 & HT2 U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Spring Term HT1
	that keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.	L4 Summer Term HT1 U4 Summer Term HT1 & HT2 L5 Spring Term HT2 L6 Summer Term HT1 U6 Spring Term HT1
	what to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	U3 Summer Term HT1 L4 Summer Term HT1 U4 Summer Term HT1 & HT2 L5 Spring Term HT2 L5 Summer Term HT2 U5 Autumn Term HT2 L6 Summer Term HT1 U6 Spring Term HT2
	about the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.	U4 Summer Term HT2 L5 Spring Term HT2 U5 Autumn Term HT1

	that the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	L4 Spring Term HT2 L4 Summer Term HT2 U4 Summer Term HT1 L5 Spring Term HT2 U5 Autumn Term HT1 L6 Summer Term HT1
	that social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	U3 Summer Term HT2 U4 Spring Term HT1 L5 Summer Term HT2
	how to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	U3 Spring Term HT1 L4 Spring Term HT1 L4 Summer Term HT1 U4 Summer Term HT1 L5 Autumn Term HT2 L5 Spring Term HT1 & HT2 U5 Autumn Term HT1 L6 Autumn Term HT2 U6 Spring Term HT1
	that pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	L5 Spring Term HT2
	how information and data is generated, collected, shared and used online.	U3 Autumn Term HT1 U3 Summer Term HT1 L4 Summer Term HT2 U4 Summer Term HT2 L5 Autumn Term HT2

		L5 Summer Term HT2 U5 Autumn Term HT1 L6 Summer Term HT1 U6 Spring Term HT2
	that websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	U3 Summer Term HT1 L4 Summer Term HT2 L5 Autumn Term HT2 U5 Autumn Term HT1
	that criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	U3 Summer Term HT1 L4 Summer Term HT1 L5 Spring Term HT1 & HT2 L6 Spring Term HT1
	that AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	U3 Summer Term HT1 L4 Summer Term HT1 U4 Summer Term HT2 U5 Autumn Term HT1 L6 Summer Term HT1
Being safe	how to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	U3 Summer Term HT1 L4 Summer Term HT1 U4 Summer Term HT1 & HT2 L5 Spring Term HT2 U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Autumn Term HT2
	that there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	U3 Summer Term HT1 L4 Summer Term HT1 U4 Summer Term HT1 & HT2

		L5 Spring Term HT1 & HT2 U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Autumn Term HT2
	how to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	U3 Summer Term HT1 L4 Summer Term HT1 & HT2 U4 Spring Term HT1 U4 Summer Term HT1 & HT2 L5 Autumn Term HT2 L5 Spring Term HT1 & HT2 U5 Autumn Term HT2 L6 Summer Term HT1 L6 Autumn Term HT2 U6 Autumn Term HT2
	how to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	U3 Autumn Term HT1 L4 Spring Term HT1 L4 Summer Term HT2 U4 Autumn Term HT2 L5 Spring Term HT1 U5 Spring Term HT2 U5 Summer Term HT1 L6 Autumn Term HT1 & HT2 U6 Autumn Term HT1
	what constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.	U4 Summer Term HT1 L5 Spring Term HT2 U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Autumn Term HT1 U6 Spring Term HT1

	that sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	L4 Summer Term HT1 U4 Summer Term HT1 L5 Spring Term HT2 U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Autumn Term HT2
	the concepts and laws relating to sexual violence, including rape and sexual assault	U4 Summer Term HT1 L5 Spring Term HT2 U6 Spring Term HT1
	the concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	L4 Summer Term HT1 & HT2 U4 Summer Term HT1 L5 Spring Term HT2 U6 Autumn Term HT1
	the concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	U4 Spring Term HT1 U4 Summer Term HT1 U5 Autumn Term HT1 L6 Autumn Term HT2 U6 Spring Term HT1
	that fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	L4 Summer Term HT2 U4 Summer Term HT1 U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Spring Term HT1
	the concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	L4 Summer Term HT2 L5 Autumn Term HT2 L5 Spring Term HT1 & HT2 U5 Autumn Term HT1 L6 Spring Term HT1

	the concepts and laws relating to forced marriage.	U3 Summer Term HT1 U5 Autumn Term HT2
	the physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.	U3 Summer Term HT1 U5 Autumn Term HT2
	that strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.	U4 Summer Term HT1 U5 Autumn Term HT2 U6 Spring Term HT1
	that pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.	L5 Spring Term HT2 U5 Autumn Term HT2
	how to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	U4 Summer Term HT2 L5 Spring Term HT1 U5 Autumn Term HT2 L6 Autumn Term HT2
Intimate and sexual relationships, including sexual health [N.B. same-sex relationships]	that sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	U4 Summer Term HT1 & HT2 U4 Summer Term HT2 (Sex Education lesson) L5 Spring Term HT2 L5 Summer HT1 (Sex Education lesson) U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Autumn Term HT2

referred to throughout]	the law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.	L4 Summer HT1 U4 Summer Term HT1 & HT2 U4 Summer Term HT2 (Sex Education lesson) L5 Spring Term HT2 L5 Summer HT1 (Sex Education lesson) U5 Autumn Term HT2 L6 Autumn Term HT2 U6 Autumn Term HT2
	sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	U4 Summer Term HT1 & HT2 L5 Spring Term HT2 U5 Autumn Term HT2 L6 Autumn Term HT2
	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.	L4 Summer HT1 U4 Summer Term HT1 & HT2 U4 Summer Term HT2 (Sex Education lesson) L5 Spring Term HT1 & HT2 L5 Summer HT1 (Sex Education lesson) U5 Autumn Term HT2 L6 Autumn Term HT2 L6 Spring Term HT2 U6 Autumn Term HT2
	that some sexual behaviours can be harmful.	U3 Summer Term HT1 L4 Summer Term HT1 U4 Summer Term HT1 & HT2 L5 Spring Term HT1 & HT2 U5 Autumn Term HT2 L6 Autumn Term HT2

		U6 Autumn Term HT2 U6 Spring Term HT1
	the facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.	L4 Summer Term HT1 U4 Summer Term HT2 U4 Summer Term HT2 (Sex Education lesson) L5 Summer Term HT1 (Sex Education lesson) U5 Spring Term HT2 L6 Spring Term HT2
	that there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	U4 Summer Term HT2 U5 Spring Term HT2 L6 Spring Term HT2
	how the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.	U4 Summer Term HT2 U4 Summer Term HT2 (Sex Education lesson) L5 Summer Term HT1 (Sex Education lesson) U5 Spring Term HT2 L6 Spring Term HT2
	the prevalence of some STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	U4 Summer Term HT2 L5 Summer Term HT1 U5 Spring Term HT2 L6 Spring Term HT2
	how the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	L4 Autumn Term HT1 U4 Autumn Term HT1 L5 Autumn Term HT2 L5 Spring Term HT1

		U5 Spring Term HT2 L6 Autumn Term HT1 L6 Summer Term HT1 U6 Autumn Term HT1
	how and where to seek support for concerns around sexual relationships including sexual violence or harms.	U3 Summer Term HT1 L4 Summer HT1 U4 Summer Term HT2 L5 Spring Term HT1 & HT2 U5 Autumn Term HT2 L6 Spring Term HT2 U6 Autumn Term HT1 U6 Spring Term HT1
	how to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	U4 Summer Term HT2 U5 Spring Term HT2 L6 Spring Term HT2
Gender identity	- the distinction between gender and sex - what is meant by the terms intersex and transgender - what is meant by gender reassignment as a protected characteristic in law - some of the challenges facing transgender people (e.g. bullying, gender dysphoria) - the options of hormone treatment and surgery	U5 Spring Term HT2

List of external speakers

Year Group	Organisation	Content	When invited in
Lower 3	TALK CONSENT	Healthy Relationships Workshop	Summer Term HT2
Lower 4	TALK CONSENT	Active Bystander Assembly	Summer Term HT1
Upper 4	TALK CONSENT	Sexting and Consent Online Assembly	Summer Term HT1
Lower 5	TALK CONSENT	Consent Assembly – How can we ensure our relationships are positive and enjoyable	Spring Term HT2
Upper 5	TALK CONSENT	Healthy Relationships – Understanding and preventing coercive control and relationship abuse	Autumn Term HT2
Lower 6	TALK CONSENT	Consent Assembly – Should we aim for positivity instead of just getting consent?	Autumn Term HT2
Upper 6	TALK CONSENT	Active Bystander Assembly	Autumn Term HT2
Lower 5	DSM Foundation	'I Love You, Mum – I promise I Won't Die' - Drug Awareness Performance & Workshop	Spring Term HT1