



COMMITTED TO
EXCELLENCE

GREENSHAW HIGH SCHOOL

Greenshaw High School

Relationship & Sex Education Policy

Greenshaw High School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Greenshaw High School

Relationships and Sex Education Policy

March 2026

This Policy applies to Greenshaw High School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Head of PSHE, Leah Anius

This policy was approved by the Governing Body on: 19th March 2026

Relationships and Sex Education Policy (Secondary)

1. Statutory requirements

As a secondary school within a Multi Academy Trust, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. We also have regard to legal duties set out in:

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

At Greenshaw High School, we teach RSE as set out in this policy.

2. Policy aims

By providing comprehensive RSE Greenshaw High School is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships and sex education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships and sex education is so important.

There are certain members of the school leadership team, such as the Head of PSHE, who will hold more responsibility for ensuring that the school's relationships and sex education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders, the Head of PSHE and Designated Safeguarding Lead will review this school policy and its implementation. The implementation of this policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.

- Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties are invited to attend an annual meeting about the policy.
- Pupil consultation – we investigate what exactly pupils want from their relationships and sex education.
- Once amendments were made, the policy was shared with governors and approved.

As a school that only teaches RSE through specialist teachers of PSHE (for example, we do not ask all form tutors to deliver this) we have a highly educated and informed staff group delivering this course. We also:

Ensure that all staff are given regular and ongoing training on issues relating to relationships and sex education and how to deliver lessons on such issues.

Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.

We provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.

Ensure that relationships and sex education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

Ensure that the knowledge and information regarding relationships and sex education to which all pupils are entitled is provided in a comprehensive way.

Support parental involvement in the development of the relationships and sex education curriculum.

Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.

Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships and sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.

Ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships and sex education

All staff will:

Ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. If a member of staff feels that any areas are not covered or inadequately provided for, they should report that to the Head of PSHE.

Attend and engage in professional development training around relationships and sex education provision.

Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred in line with the school's safeguarding policy.

Provide regular feedback to their managers on their experience of teaching relationships and sex education and student response.

Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.

Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the Head of PSHE.

Pupils

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships and sex education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related relationships and sex education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must raise concerns in line with the school's safeguarding policy if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships and sex education provision annually, by the head of PSHE. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships and sex education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed.

For information on accessing school support, see section 5.

4. Implementation, delivery and curriculum

It is important that the school's relationships and sex education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

RSE is taught in Science and PSHE at Greenshaw High School. The statutory guidance states that from 2020 all schools must deliver a RSE programme. RSE is taught within the National Science Curriculum, see **appendix 1**. The PSHE programme includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination.

The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress

through adult life. An overview of the learning in each year group can be found on the school [website here](#) and mapping of the statutory guidance can be found in **appendix 2**.

At Greenshaw High School we support pupils in developing confidence in talking, listening and thinking about RSE. We establish a safe learning environment through ground rules and student questions can be raised anonymously through a question box, **see appendix 3**.

It is important that we implement our RSE curriculum consistently throughout the school and provide effective provision throughout classrooms. To ensure this, our lesson plans have been based upon the PSHE Programme of Study, parental consultation and pupil voice to tailor our programme to match the different needs of our pupils and community. There is consistent use of correct terminology and support/ training is available for staff who require guidance on difficult topics.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Guest speakers

Guest speakers may be invited into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the head of PSHE.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might include using an anonymous suggestion box or emphasizing that the classroom is a safe place

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff adapt lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships and sex.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- Interactive teaching methods.
- Consultation with the SENCO.

- Some lessons supplemented by the speech and language department.
- Practical activities.
- Using video.
- Group and paired activities.

5. Withdrawal from relationships and sex education

The school aims to keep parents/carers informed about all aspects of the relationships and sex education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of relationships and sex education up to and until 3 terms before the child turns 16. These components are outlined on pages 10 & 11 of appendix 2.

Any parent wishing to withdraw their child from relationships and sex education should put this request in writing to the headteacher who will arrange a meeting to discuss their concerns.

Relationships and sex education is a vital part of the school curriculum and supports child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

On receipt of a request the headteacher will invite the parents/carers to a meeting, at which he/she will explain clearly what the policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from relationships and sex education and placed in another class where suitable work and supervision will be provided.

After 3 terms before the child turns 16, the child may choose to no longer be withdrawn from relationships and sex education.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships and sex education curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationship and sex education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind
- the procedures regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the School's Safeguarding Policy.

Personal information about pupils who have approached a teacher for discussion should only be shared where

there is a concern with the DSL. If there is a child protection concern, the information must be handled as outlined in the School Safeguarding Policy. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the GLT Staff Disciplinary Procedure.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Notify the DSL, following the school's safeguarding policy.
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL/Head of PSHE to decide what is in the best interest of the child.

9. Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL

Providing advice on contraception and practising safe sex is a key part of the school's relationships and sex education provision. We also encourage parents/carers to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure of this type of information.

10. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationship and sex education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationship and sex education curriculum annually, and will inform parents/carers of any revisions to the relationships education / relationships and sex education curriculum.

We will monitor the effectiveness of our relationship and sex education provision through:

- Yearly feedback from pupils.
- Yearly feedback from parents/carers.
- Feedback from staff.
- Classroom observations.

11. Support

Pupils should feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationship and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

APPENDIX 1

National Science Curriculum – Key Stage 3:

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details Science 61 of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Heredity is taught as the process by which genetic information is transmitted from one generation to the next.

National Science Curriculum - Key Stage 4:

Describe the role of hormones in human reproduction including the control of the menstrual cycle. Explain the interactions of FSH, LH, oestrogen and progesterone in the control of the menstrual cycle. Explain the use of hormones in contraception and evaluate hormonal and non-hormonal methods of contraception. Explain the use of hormones in modern reproductive technologies to treat infertility.

Explain some of the advantages and disadvantages of asexual and sexual reproduction in a range of organisms. Describe sex determination in humans using a genetic cross.

All KS4 content relating to RSE that is taught as part of the science curriculum is examinable content in accordance with the exam specification (AQA Combined science - Trilogy and AQA Biology).

Appendix 2

Relationship and sex education (RSE)

Statutory Guidance	Our Curriculum
Families	
1. That there are different types of committed, stable relationships.	Year 8 Families Year 9 Smart Relationships Yrs 7-10 mental health curriculum
2. How these relationships might contribute to human happiness and their importance for bringing up children.	Year 8 Families Year 9 Smart Relationships Yes 7-10 mental health curriculum
3. 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.	Year 8 Families
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Year 8 Families
5. That forced marriage and marrying before the age of 18 are illegal	Year 8 Families Year 10 Safe Relationships
6. How families and relationships change over time, including through birth, death, separation and new relationships.	Year 8 Families Year 10 Coping with loss
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	Year 8 Families Year 9 Positive Choices

<p>8. 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.</p>	<p>Year 7 Friendship & Bullying</p> <p>Year 7 Consent & Somethings not right</p> <p>Year 9 Smart Relationships</p> <p>Year 10 Safe Relationships</p> <p>Year 11 Consent & Coercion</p>
--	---

<p style="text-align: center;">Respectful relationships</p>	
<p>1. 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, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.</p>	<p>Year 7 Friendship & Bullying</p> <p>Year 7 Belonging & Community</p> <p>Year 8 Under the influence</p> <p>Year 9 Smart Relationships</p> <p>Year 9 Positive Choices</p> <p>Year 10 Safe Relationships</p> <p>Year 11 Consent & Coercion</p> <p>Year 11 mental health curriculum</p>
<p>2. 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.</p>	<p>Year 7 Friendship & Bullying</p> <p>Year 7 Belonging & Community</p> <p>Year 9 Crime & Punishment</p> <p>All years PSHE Working Agreement</p>
<p>3. 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.</p>	<p>Year 7 Penn Resilience Program</p> <p>Year 9 Smart Relationships</p> <p>Year 10 Safe Relationships</p> <p>Year 11 Consent & Coercion</p> <p>Years 7-11 mental health curriculum</p> <p>All years PSHE Working Agreement</p>
<p>4. What tolerance requires, including the importance of tolerance of other people's beliefs.</p>	<p>Year 7 Belonging & Community</p> <p>Year 9 Crime & Punishment</p> <p>All years PSHE Working Agreement</p>

<p>5. 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.</p>	<p>Year 7 Friendship & Bullying Year 7 Penn Resilience Program Year 7 Belonging & Community Year 9 Smart Relationships Year 9 Crime & Punishment Years 7-11 mental health curriculum</p>
<p>6. 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.</p>	<p>Year 7 Friendship & Bullying Year 8 Under the Influence</p>
<p>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</p>	<p>Year 7 Friendship & Bullying Year 9 Smart Relationships Year 10 Coping with Loss</p>
<p>8. 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</p>	<p>Year 7 Consent & Something's not right Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion Year 12 Sexual Harassment</p>
<p>9. 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.</p>	<p>Year 7 Belonging & Community Year 9 Bold Voices Year 9 Smart Relationships Year 10 Safe Relationships Year 10 Bold Voices</p>
<p>10. 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.</p>	<p>Year 7 Consent & Somethings not right Year 9 Positive Choices Year 9 Bold Voices Year 9 Smart Relationships Year 10 Safe Relationships Year 10 Bold Voices</p>

<p>11. 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.</p>	<p>Year 10 Safe Relationships Year 11 Consent & Coercion</p>
<p>12. 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.</p>	<p>Year 7 Media Literacy Year 8 Under the Influence Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices</p>

<p style="text-align: center;">Online safety and awareness</p>	
<p>1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>	<p>Year 7 Friendship & Bullying Year 7 Media Literacy Year 8 Under the Influence</p>
<p>2. 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.</p>	<p>Year 7 Friendship & Bullying Year 7 Media Literacy Year 8 Under the Influence Year 10 Safe Relationships</p>
<p>3. 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.</p>	<p>Year 7 Friendship & Bullying Year 7 Media Literacy Year 8 Under the Influence</p>
<p>4. 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 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.</p>	<p>Year 7 Friendship & Bullying Year 7 Media Literacy Year 8 Under the Influence Year 10 Safe Relationships Year 11 Consent & Coercion</p>

<p>5. 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.</p>	<p>Year 10 Safe Relationships Year 11 Consent & Coercion</p>
<p>6. 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.</p>	<p>Year 7 Friendship & Bullying Year 7 Media Literacy Year 8 Under the Influence Year 10 Safe Relationships Year 11 Consent & Coercion</p>

<p>7. 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.</p>	<p>Year 7 Media Literacy Year 8 Under the Influence Year 10 Safe Relationships Year 11 Consent & Coercion All years Deepfakes Awareness activity</p>
<p>8. 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.</p>	<p>Year 7 Media Literacy Year 8 Under the Influence Year 9 Bold Voices Year 10 Bold Voices Year 10 Safe Relationships Year 11 Consent & Coercion</p>
<p>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</p>	<p>Year 7 Media Literacy Year 8 Under the Influence Year 9 Crime & Punishment Years 7-10 mental health curriculum</p>

<p>10. 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.</p>	<p>Year 7 Friendship & Bullying Year 7 Media Literacy Year 8 Under the Influence Year 9 Smart Relationships Year 10 Safe Relationships Year 11 Consent & Coercion Year 12 Sexual Harassment</p>
<p>11. 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.</p>	<p>Year 10 Safe Relationships Year 11 Consent & Coercion</p>
<p>12. How information and data is generated, collected, shared and used online.</p>	<p>Year 7 Media Literacy Year 8 Under the Influence</p>
<p>13. 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).</p>	<p>Year 7 Media Literacy Year 8 Under the Influence</p>
<p>14. 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.</p>	<p>Year 7 Media Literacy Year 8 Under the Influence Year 10 Safe Relationships Year 11 Consent & Coercion All years Sextortion Awareness Activity</p>
<p>15. 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.</p>	<p>Year 7 Media Literacy Year 8 Under the Influence</p>

Being Safe	
1. 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.	Year 7 Consent & Something's not right Year 9 Smart Relationships Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion
2. 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.	Year 7 Friendship & Bullying Year 8 Drugs Education Year 9 Smart Relationships Year 9 Positive Choices Year 10 Drugs Education Year 10 Safe Relationships
3. 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.	Year 7 Media Literacy Year 7 Consent & Something's not right Year 8 Under the influence Year 9 Smart Relationships Year 10 Safe Relationships
4. 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.	Year 7 Friendships & Bullying Year 7 Consent & Something's not right Year 8 Responding to Emergency Year 8 Drugs Education Year 9 Smart Relationships Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion

<p>5. 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.</p>	<p>Year 9 Positive Choices Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices Year 11 Consent & Coercion Year 12 Sexual Harassment</p>
<p>6. 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.</p>	<p>Year 9 Positive Choices Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices Year 11 Consent & Coercion Year 12 Sexual Harassment</p>
<p>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</p>	<p>Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion Year 12 Sexual Harassment</p>
<p>8. 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.</p>	<p>Year 9 Positive Choices Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices Year 11 Consent & Coercion Year 12 Sexual Harassment</p>
<p>9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</p>	<p>Year 9 Smart Relationships Year 9 Positive Choices Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices Year 11 Consent & Coercion</p>

<p>10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</p>	<p>Year 9 Positive Choices Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices Year 11 Consent & Coercion Year 12 Sexual Harassment</p>
<p>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p>	<p>Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices Year 11 Consent & Coercion All years Sextortion Awareness Activity</p>
<p>12. The concepts and laws relating to forced marriage.</p>	<p>Year 8 Families Year 10 Safe Relationships</p>
<p>13. 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.</p>	<p>Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices</p>
<p>14. 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.</p>	<p>Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices Year 11 Consent & Coercion</p>
<p>15. 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.</p>	<p>Year 9 Bold Voices Year 10 Safe Relationships Year 10 Bold Voices Year 11 Consent & Coercion</p>

<p>16. 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.</p>	<p>Year 7 Something's not right Year 7 Friendship & Bullying Year 9 Smart Relationships Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion Year 12 Sexual Harassment</p>
---	--

Intimate and sexual relationships, including sexual health	
1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion
2. 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.	Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion
3. 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.	Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion
4. 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.	Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion
5. That some sexual behaviours can be harmful.	Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion
6. 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.	Year 9 Positive Choices
7. 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.	Year 9 Positive Choices
8. 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.	Year 9 Positive Choices
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Year 9 Positive Choices

<p>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p>	<p>Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion</p>
<p>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. behaviour.</p>	<p>Year 7 Something's not right Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion</p>
<p>12. 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</p>	<p>Year 9 Positive Choices Year 10 Safe Relationships Year 11 Consent & Coercion</p>

Physical Health and Mental Wellbeing

Statutory Guidance	Curriculum
Mental wellbeing	
<p>1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p>	<p>Year 7 Penn Resilience Program</p> <p>Year 7 Puberty</p> <p>Year 9 Smart Relationships</p> <p>Year 10 Safe Relationships</p> <p>Year 11 Consent & Coercion</p> <p>Year 7-11 mental health curriculum</p>
<p>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</p>	<p>Year 7 Healthy Lifestyles</p> <p>Year 9 Mental Health</p> <p>Year 10 Mental Health</p> <p>Year 10 Coping with loss</p> <p>Year 11 Mental Health</p> <p>Year 12 Mental Health</p> <p>Years 7-11 mental health curriculum</p>
<p>3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.</p>	<p>Year 7 Friendships & Bullying</p> <p>Year 7 Belonging & Community</p> <p>Year 9 Mental Health</p> <p>Year 10 Mental Health</p> <p>Year 10 Coping with loss</p> <p>Year 11 Mental Health</p> <p>Year 12 Mental Health</p>
<p>4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.</p>	<p>Year 7 Penn Resilience Program</p> <p>Year 9 Mental Health</p> <p>Year 10 Mental Health</p> <p>Year 10 Coping with loss</p> <p>Year 11 Mental Health</p> <p>Year 12 Mental Health</p>

<p>5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.</p>	<p>Year 9 Mental Health Year 10 Mental Health Year 10 Coping with loss Year 11 Mental Health Year 12 Mental Health</p>
<p>6. How to critically evaluate which activities will contribute to their overall wellbeing.</p>	<p>Year 7 Friendships & Bullying Year 7 Belonging & Community Year 7 Penn Resilience Program Year 7 Puberty Year 9 Mental Health Year 10 Mental Health Year 10 Coping with loss Year 11 Mental Health Year 12 Mental Health</p>
<p>7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it’s possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.</p>	<p>Year 7 Belonging & Community Year 7 Penn Resilience Program Year 7 Puberty Year 9 Mental Health Year 10 Mental Health Year 10 Coping with loss Year 11 Mental Health Year 12 Mental Health</p>
<p>8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.</p>	<p>Year 9 Online Financial Harms Year 12 Online Financial Harms</p>
<p>9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety.</p>	<p>Year 8 Drugs Education Year 10 Alcohol Harm Reduction Year 10 Coping with loss</p>

Wellbeing online	
1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Year 7 Media Literacy Year 7 Healthy Lifestyles Year 8 Under the influence Year 10 Safe Relationships
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.	Year 7 Media Literacy Year 8 Under the influence Year 10 Safe Relationships
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Year 7 Friendship & Bullying Year 8 Under the influence Year 10 Safe Relationships
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	Year 9 Online Financial Harm* Year 12 Online Financial Harm
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	Year 7 Media Literacy Year 8 Under the Influence All years Awareness Activity
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Year 8 Under the Influence* All years Drugs online Awareness Activity
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Year 8 Under the Influence*

Physical health and fitness	
1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.	Years 7-11 mental health curriculum Year 7 Healthy Lifestyles
2. Factual information about the prevalence and characteristics of more serious health conditions.	Year 7-10 mental health curriculum Year 8 Responding to Emergency
3. That physical activity can promote wellbeing and combat stress.	Year 7-11 mental health curriculum Year 7 Healthy Lifestyles
4. The science relating to blood, organ and stem cell donation.	Science Curriculum Years 7-9

Healthy Eating	
1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease	Year 7 Healthy Lifestyles Year 10 Alcohol Harm Reduction*
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Year 7 Healthy Lifestyles Year 10 Alcohol Harm Reduction*
3. The impacts of alcohol on diet and unhealthy weight gain.	Year 7 Healthy Lifestyles* Year 8 Drugs Education* Year 10 Alcohol Harm Reduction

Drugs, alcohol, tobacco and vaping	
1. The facts about which drugs are illegal, the risks of taking illegal drugs, *including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	Year 8 Drugs Education* Year 10 Drugs Education*
2. The law relating to the supply and possession of illegal substances.	Year 9 Crime & Punishment Year 10 Drugs Education
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	Year 8 Drugs Education Year 10 Alcohol Harm Reduction
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	Year 8 Drugs Education Year 10 Alcohol Harm Reduction
5. The dangers of the misuse of prescribed and over-the-counter medicines.	Year 8 Responding to Emergency Year 10 Drugs Education
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	Year 8 Drugs Education
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Year 8 Drugs Education All years Vaping Awareness Activity

Health protection and prevention, and understanding the healthcare system	
1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Year 7 Puberty Year 9 Positive Choices
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	Year 7 Healthy Lifestyles
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Year 8 Responding to Emergency
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Year 7 Puberty
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Year 7 Healthy Lifestyles
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	Year 7-11 mental health curriculum Year 7 Healthy Lifestyles All years Safe Sleeping Awareness Activity
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.	Year 9 Positive Choices*
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	Year 8 Responding to Emergency Year 9 Positive Choices Year 12 Independence & Personal Safety*
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	Year 7 Healthy Lifestyles* Year 8 Responding to Emergency* Year 12 Independence & Personal Safety*

Personal safety	
1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	All years Rail Safety Awareness Activity All years Water Safety Awareness Activity Year 12 Independence & Personal Safety
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	Year 7 Friendship & Bullying Year 8 Under the Influence Year 8 Drugs Education Year 9 Smart Relationships Year 9 Positive Choices Year 10 Alcohol Harm Reduction Year 10 Drugs Education
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	Year 7 Friendship & Bullying Year 7 Penn Resilience Program Year 9 Smart Relationships Year 9 Positive Choices Year 9 Crime & Punishment Year 12 Independence & Personal Safety
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	All years Knife Crime Awareness Activity Year 9 Crime & Punishment Year 12 Independence & Personal Safety
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).	All years Knife Crime Awareness Activity Year 9 Crime & Punishment Year 10 Drugs Education
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Year 8 Under the Influence Year 9 Crime & Punishment Year 12 Drugs Education

Basic first aid	
1. Basic treatment for common injuries and ailments.	Year 8 Responding to Emergency
2. Life-saving skills, including how to administer CPR.	Year 8 Responding to Emergency Year 10 Alcohol Harm Reduction Year 10 Drugs Education Year 12 Independence & Personal Safety Year 12 Drugs Education
3. The purpose of defibrillators, when one might be needed and who can use them.	Year 8 Responding to Emergency Year 10 Alcohol Harm Reduction Year 10 Drugs Education Year 12 Independence & Personal Safety Year 12 Drugs Education

Developing bodies	
1. The main changes which take place in males and females, and the implications for emotional and physical health.	Year 7 Puberty Awareness Year 9 Positive Choices
2. The facts about puberty, the changing adolescent body, including brain development.	Year 7 Puberty Awareness Year 9 Positive Choices
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	Year 7 Puberty Awareness Year 9 Positive Choices
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Year 7 Puberty Awareness Year 9 Positive Choices

APPENDIX 3

- All personal opinions and questions shared during the lesson are not to be shared outside of the classroom.
- No one will have to answer any personal questions or share any personal experiences.
- No one will be forced to take part in a discussion.
- If anybody asks a question or shares an opinion, nobody laughs.
- Correct terminology will be used. Where there is uncertainty, students can discreetly confirm with their class teacher.
- PSHE staff are available to answer questions after a session, students can also use the question box in the classroom or the digital question box on frog to ask a question anonymously.

All students are asked to agree to the PSHE working agreement below at the start of each academic year.

OUR PSHE WORKING AGREEMENT

- **Openness & Respect:** We listen to others without interrupting. We respect that everyone has different experiences and opinions.
- **No Personal Questions:** We don't ask the teacher or our classmates personal questions. We use "General Examples" (e.g., "If someone felt..." instead of "When I felt...").
- **The "Right to Pass":** You can choose not to answer a question or join a specific discussion if you feel uncomfortable.
- **Confidentiality:** What is said in this room stays in this room—unless a teacher is worried about someone's safety. If we are worried, we must follow our school's safeguarding rules.
- **Use Correct Terms:** We use the proper names for things so everyone understands clearly and respectfully. If you are unsure, ask your teacher, you could also write the question on your MWB.
- **No Judgement:** We are here to learn and support each other, not to criticise.