



3.11 Policy for Relationship & Sex Education(KS1-3)

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Authorised by:	Exec		

Aims

At Notting Hill Prep we acknowledge the importance of supporting young people through their physical and emotional development, as well as the spiritual, moral, social and cultural aspects of their lives.

We recognise the need for partnership of home and school, of parent and teacher, in this important area of personal development.

Relationships and Sex Education (RSE) is a planned, developmental programme which supports pupils' physical, emotional, social and moral development. It includes the development of knowledge, skills, attitudes and values and is taught in an age-appropriate and developmentally appropriate way. RSE supports pupils to develop positive relationships, understand appropriate boundaries, keep themselves and others safe, respect others and make informed and responsible decisions as they mature.

Sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions by exploring feelings and emotions.

Pupils are taught about the nature and importance of family life and stable relationships when bringing up children. Care is taken that no child is stigmatised because of his or her home circumstances.

We promote this vision of social harmony and happiness in creating a similar environment of stability, care and respect at NHP, in accordance with the school ethos.

Working with Parents

Notting Hill Prep seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies, relationships and sexual health.

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy. To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others, encompassing fidelity and loyalty
- Create a positive culture around issues of sexuality and relationships, empowering children to make informed choices about their developing sexuality
- To educate against discrimination and prejudice
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint
- To foster the ability to manage relationships in a responsible and healthy manner
- To promote the value of loving relationships and of family life
- To provide knowledge of human reproductive processes
- To inform children on matters of personal hygiene and related health issues

This policy supports the following school policies:

- PSHE
- Inclusion and Equal Opportunities
- Education for Ethnic Diversity
- Managing Behaviour
- Health and Safety
- Personal Development
- Safeguarding and Child Protection
- eSafeguarding

Statutory requirements

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, including pupils attending an independent school.

As an Independent Prep School, we have decided to provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we offer pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching Relationships Education and RSE, the School has regard to the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education and Health Education, revised for introduction from 1 September 2026. As an independent school, NHP also meets the requirements of the Education (Independent School Standards) Regulations 2014, including the requirement to provide Relationships Education to pupils receiving primary education and RSE to pupils receiving secondary education. The School provides the health education elements of PSHE in accordance with the Independent School Standards.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – Deputy Head Pastoral pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. Staff were also given INSET on the new RSE guidance. In this practical workshop they were also given ideas for resources to use in lessons
- Parent consultation – Parents were consulted on the RSE Policy and curriculum in 2020 and again in May 2025 in preparation for changes to statutory Relationships Education and RSE guidance. Parents were given the opportunity to review the proposed policy and curriculum arrangements and to provide feedback before the policy was finalised.
- Pupil consultation – e.g. we ran some workshops with Year 8 on Body Image and Year 6 on periods to trial some of the topics which will come up in RSE. The pupils gave feedback on these sessions
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Curriculum

All children experience a planned programme of sex and relationship education within Science and PSHE that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum, taking into account the age, needs and feelings of pupils. Teaching is age-appropriate and developmentally appropriate and takes account of the individual needs of pupils, including pupils with SEND. Where appropriate, teaching and resources will be adapted to ensure that pupils with SEND can access and understand the curriculum. Pupils' questions will be answered honestly, factually and in an age- and developmentally appropriate manner. Where a question falls outside the planned curriculum or would not be appropriate to address with the whole class, staff will use their professional judgement and, where necessary, seek advice from the Deputy Head Pastoral or DSL.

Sex education is incorporated into the Science curriculum and is taught by the Science department from Years 5 to 8.. RSE will normally be taught in mixed groups. There may be occasions where pupils are taught in smaller or different groupings where this is considered educationally appropriate and supportive of pupils' needs. All pupils will receive the relevant curriculum content regardless of the grouping used.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1 and our ScienceCurriculum and Policy.

Delivery of RSE

Across the school, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In the Lower and Middle Schools, Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In the Upper School, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

Who Will Teach It?

The RSE curriculum is sequenced so that pupils' knowledge and understanding develop progressively as they move through the School. Teaching builds on prior learning and revisits important concepts at increasing levels of complexity appropriate to pupils' age and development. Curriculum planning is informed by assessment, pupil voice, safeguarding themes and the needs of particular cohorts. All teaching staff (class teachers) will teach relationship education as part of the PSHE Curriculum. Sex education is incorporated into the Science curriculum and is taught by the Science department from Years 5 to 8.. Teaching may be organised in different groupings where this is educationally appropriate and responsive to pupils' needs. Appropriately vetted external specialists may support the delivery of particular aspects of the curriculum. The School remains responsible for the curriculum and for ensuring that external provision is age-appropriate, factually accurate, balanced and consistent with the School's safeguarding responsibilities and equality duties.

Methodology and Approach

There is a whole-school approach – from Reception to Year 8. The subject is taught in a cross-curricular way, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction, healthy relationships, consent, sexual health and the risks associated with sexual activity, taught at an age-appropriate stage.

Curriculum Entitlement

Sex and relationship education is taught within PSHE and Science. It is therefore not envisaged that there will be 'one-off' or isolated lessons, except when a health professional is invited to address the children.

Specific Classroom Arrangements

When planning lessons, teachers must consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils.

RSE will normally be taught in mixed groups. Teachers will consider appropriate groupings in light of the subject matter, pupils' age, development, individual needs and the educational purpose of the lesson. Different or smaller groupings may be used where appropriate to support pupils' learning and confidence. Regardless of grouping, pupils will receive the relevant curriculum content and opportunities to develop an understanding of the experiences of others.

Dealing with Sensitive Issues

Staff will respond to pupils' questions in an open, factual, age-appropriate and developmentally appropriate way, taking account of pupils' individual needs and experiences. Teaching will be inclusive and respectful and will not stigmatise pupils or families on the basis of their circumstances or protected characteristics. Where sensitive or complex issues arise, teachers will use professional judgement and, where appropriate, seek guidance from the Deputy Head Pastoral, DSL or PSHE Coordinator.

The following ground rules have been established.

- No one (child or adult) has to answer a personal question.
- Teachers should not enter into discussions about personal issues and lifestyles.
- Nobody is forced to take part in discussion.
- Teachers will use and encourage pupils to use correct anatomical terminology for body parts, appropriate to their age and stage of development. Meanings of words are explained in a sensible and factual way.

Suspected child sex abuse

RSE forms an important part of the School's preventative safeguarding curriculum. Pupils are taught, in an age-appropriate manner, how to recognise unsafe or inappropriate behaviour, understand boundaries and consent, seek help and report concerns. Staff recognise that RSE lessons may lead to pupils making disclosures or raising safeguarding concerns. Any such concern or disclosure must be responded to in accordance with the School's Child Protection and Safeguarding Policy and reported promptly to the DSL or DDSL. Staff must not promise confidentiality to a pupil where a safeguarding concern arises.

Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is ultimately responsible for ensuring that RSE is taught consistently across the school, and for (see section 8), managing parental requests for withdrawal from sex education in accordance with statutory guidance and the procedures set out in this policy.

7.3 Deputy Head Pastoral

- To establish and implement the Sex and Relationship Education Policy
- To ensure the policy is followed
- To liaise with the Governors on the teaching in school
- To liaise with parents when necessary
- To ensure the policy is reviewed annually
- To disseminate information to staff
- To respond to individual problems experienced by children, enlisting external agency support if appropriate
- To ensure that the RSE curriculum remains aligned with current statutory guidance and the Independent School Standards.
- To work with the DSL and PSHE Coordinator (DHP) to ensure that emerging safeguarding themes and identified pupil needs inform curriculum planning where appropriate

7.4 Head of Science and PSHE Coordinator

- To prepare Learning Progression Documents to include Relationship and Sex Education in the curriculum and advise staff within their departments on the suitability of their Medium Term and Weekly Lesson Plans in delivering the learning objectives in their subjects
- To ensure the correct resources are available.
- To give support to staff throughout the school in how to deliver these lessons, when appropriate.
- To ensure that the appropriate curriculum is taught for each year group, with teaching organised in groupings appropriate to the content and pupils' needs, and to monitor appropriate progression and coverage across the School

7.5 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Recognising that RSE may prompt questions, concerns or disclosures relating to safeguarding and reporting any safeguarding concern immediately in accordance with the Child Protection and Safeguarding Policy

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.6 Pupils

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

Inclusion and Equal Opportunities

RSE is inclusive and accessible to all pupils. Teaching takes account of pupils' age, stage of development, SEND and other individual needs and is adapted where appropriate. The School promotes respect for others, with particular regard to the protected characteristics under the Equality Act 2010. Teaching is factual, balanced, age-appropriate and sensitive to pupils' different backgrounds, circumstances, beliefs and experiences.

Parents' Right to Withdraw

Parents do not have the right to withdraw their child from Relationships Education or from those aspects of the curriculum which form part of Science.

Primary-aged pupils: Where the School provides sex education beyond that contained within the Science curriculum, parents have the right to request that their child is withdrawn from some or all of this provision. The Headteacher will automatically grant such a request.

Secondary-aged pupils: Parents have the right to request that their child is withdrawn from some or all of the sex education delivered as part of RSE. A request should be made in writing to the Headteacher. Before granting a request, the Headteacher will normally discuss the request with the parents and, where appropriate, the pupil, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Except in exceptional circumstances, the School will respect the parents' request until three terms before the pupil turns 16.

From three terms before a pupil turns 16, if the pupil wishes to receive sex education rather than be withdrawn, the School will make arrangements for them to receive it in accordance with statutory guidance.

Where a pupil is withdrawn from sex education, the School will ensure that they receive appropriate and purposeful education during the period of withdrawal. The School will keep an appropriate record of requests, discussions and decisions relating to withdrawal.

Parental Concerns

If a parent or guardian has any cause for concern about the Sex and Relationship Education Policy and/or its implementation, they should approach the Deputy Head Pastoral who will make every effort to resolve their concerns. Where a concern cannot be resolved informally, parents should follow the School's Complaints Policy.

Procedures for the Involvement of Health Professionals and Visitors

Visiting health professionals may be involved in the implementation of the Sex Education Policy, if considered appropriate and only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout. The School remains responsible for all RSE delivered by external providers. The credentials and suitability of external speakers and organisations will be checked in advance and their proposed content reviewed to ensure that it is age-appropriate, accessible, factually accurate and consistent with the School's planned curriculum, safeguarding responsibilities and equality duties.

Training

Staff involved in delivering RSE receive appropriate training and support to enable them to deliver the curriculum confidently and effectively. Training and professional development will take account of changes to statutory guidance, safeguarding developments, curriculum content, SEND and the needs of pupils. Staff are encouraged to seek advice from the Deputy Head Pastoral or PSHE Coordinator where they are unsure about the appropriate delivery of sensitive or complex content.

Monitoring arrangements

The delivery of RSE is monitored by the Deputy Head Pastoral and PSHE coordinator through planning scrutinies, learning walks and section meetings.

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

This policy will be reviewed by the Deputy Head Pastoral annually. At every review, the policy will be approved by the headteacher and governing body.

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Monitoring will also consider pupil voice, curriculum coverage and progression, the needs and experiences of different groups of pupils, including pupils with SEND, and whether pupils are developing the knowledge and understanding intended by the curriculum. Findings will inform future curriculum planning, staff training and provision.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

NHP Relationship and Sex Education Programme

Relationships and Sex Education is delivered through the PSHE and Science curricula and through the wider pastoral and safeguarding curriculum where appropriate. The curriculum is planned as a progressive programme and is reviewed to ensure that it reflects current statutory guidance and the age, developmental stage and needs of pupils. Within the **Science curriculum**, the children should:

Key Stage 1:

- know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- recognise the main external parts of their bodies
- know that humans and animals can produce offspring, which grow into adults
- recognise the similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2:

- know that the life processes common to humans and other animals include nutrition, growth and reproduction
- know about the main stages of the human life cycle

Key Stage 3:

- understand the process of reproduction including conception and the menstrual cycle and pregnancy.

Parents do not have the right to withdraw their child from content taught as part of the Science curriculum.

The PSHE 'Jigsaw' Scheme of Work

This is a spiral curriculum, which builds on these topic areas ('jigsaw pieces') each year:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Jigsaw provides a core framework for delivery. The School supplements the scheme where necessary to ensure full coverage of statutory Relationships Education and RSE requirements and to respond appropriately to emerging safeguarding themes and the identified needs of pupils

The Jigsaw SOW can be viewed on the school shared drive and is available for parents to view on the Jigsaw website online.

N.B. Having taught the Jigsaw scheme of work, NHP have decided to move the 'Relationships' and 'Changing Me' topics, which cover Relationship and Sex Education, into the Spring Term, to ensure that the shorter second half of Summer Term and end of year disruptions do not impact on teaching time.

1. Transitions

The challenge here is to find a balance between pre-empting physical changes that will affect a number of children, and taking into account the emotional maturity of different year groups. This has a bearing on how much information can be discussed and handled appropriately. As a result, rather than compressing everything into one unit for one year group at one time of year, we have chosen to spread out our programme in order to best support pupils' emotional and physical development.

- In Year 5, the PSHE programme will address changes in the body related to puberty, such as periods, voice-breaking and body hair
- It will also tackle when these changes are likely to happen and what issues could cause young people anxiety and how they can cope
- In Year 6 the Science curriculum will look at conception and the development of the foetus.
- In Year 7/8 the issue of contraception and STDs is addressed in PSHE, alongside the Science unit on reproduction.

Across the curriculum, teaching also develops pupils' understanding of healthy and respectful relationships, appropriate boundaries, consent, personal safety, online relationships and behaviour, harmful content, stereotypes and discrimination, and how to seek help and report concerns. Content is introduced progressively and at an age- and developmentally appropriate stage. Parents are informed in advance about the content and timing of relevant RSE teaching and are provided with information about the curriculum and the applicable statutory rights of withdrawal.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life long • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

By the end of Year 8, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage and civil partnership is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The importance of self-esteem, independence and having a positive relationship with oneself. • Skills for ending relationships and friendships with kindness and managing feelings such as disappointment, hurt and frustration. • That consent alone does not necessarily make behaviour ethical: kindness, care, vulnerability and power dynamics also matter. • How inequalities of power can affect behaviour within relationships. • How misogyny and other forms of prejudice can affect relationships. • How pornography can influence sexual attitudes, expectations and behaviour. • How some online subcultures and influencers, including so-called "incel" content, can influence attitudes towards relationships and sexual ethics.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • Privacy and location settings and the difference between public and private online spaces. • Fake accounts, false information and AI-generated content. • The permanence and potential onward sharing of images and material. • The law around creating, keeping and sharing sexual images of under-18s, including AI-generated sexual imagery. • Deepfakes and how they may be used maliciously. • Online misogyny and content which encourages violence or harmful behaviour. • How social media can escalate conflict. • Technology being used for bullying, harassment, stalking and coercive or controlling behaviour. • How websites collect and commercially use personal information. • Online scams and sextortion. • The potential risks of AI chatbots, including fake intimacy and harmful advice.
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) • Consent and boundaries in early romantic relationships, including kissing/touching. • Resisting pressure and avoiding putting pressure on others. • Personal safety in public spaces. • Sexual harassment, including unwanted sexual language, attention or touching, non-consensual image sharing, public sexual harassment and upskirting. • Harmful sexual behaviour between young people.

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	• Domestic abuse, including emotional, sexual, economic and physical abuse and coercive/control behaviour. • Stalking/fixated or obsessive unwanted behaviour. • Sexual, criminal and financial exploitation. • Virginity testing and hymenoplasty alongside FGM. • The dangers and illegality around strangulation and suffocation. • How pornography can normalise dangerous or harmful sexual practices. • How pupils can seek help about both abusive behaviour they experience and worrying behaviour they themselves may be displaying.
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The age of consent and the fact that pupils have a choice whether or when to have sex. • That intimacy and romantic relationships do not have to involve sex. • Giving, withholding and withdrawing consent. • That some sexual behaviours can be harmful. • Contraception, including male and female condoms. • Medically and legally accurate, impartial information about pregnancy choices. • STIs including HIV, safer sex and testing. • PREP and PEP in relation to HIV prevention. • How alcohol/drugs can affect sexual decision-making. • Where to seek support following sexual harm or violence. • How to identify misinformation and find medically accurate sexual-health information.

Secondary Relationships and Sex Education – Years 7 and 8

In Years 7 and 8, pupils build progressively on the Relationships Education taught during the primary years. Teaching introduces age-appropriate secondary RSE content in preparation for pupils' continuing education beyond NHP. This includes healthy and respectful relationships; consent and boundaries; equality and stereotypes; online relationships and safety; sexual harassment and harmful sexual behaviour; exploitation and abuse; the influence of pornography and online content; puberty and reproduction; contraception; sexual health; and how and where to seek help.

The School's detailed curriculum map identifies the statutory secondary RSE content that is taught during Years 7 and 8 and the content that pupils will continue to encounter later in their secondary education. Teaching is carefully sequenced and appropriate to pupils' age, developmental stage and needs.