



# St Peter's School

## YORK

### **Relationships and Sex Education Policy**

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St Peter's School, York

October 2024

*(Next review Christmas term 2025)*

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## 1 Introduction

- 1.1 St Peter's School, York comprises of St Peter's 2-8 (for pupils aged 2 to 8 years), St Peter's 8-13 (for pupils aged 8 to 13 years) and St Peter's 13-18 (for pupils aged 13 to 18 years), collectively referred to in this policy as the School unless otherwise stated.
- 1.2 The School believes that effective relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life, as well as helping them understand the importance of forming positive relationships, making good choices and where to get help before adulthood. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build confidence in their ability to make good in their behaviour. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.3 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sex, sexuality and relationships.
- 1.4 The School recognises that one aim of this policy is to help to create a culture of safety, equality and protection.

## 2 Scope and application

- 2.1 This relationships and sex education policy applies to the primary and secondary age phase(s) of the School.
- 2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

## 3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
  - 3.1.1 Education (Independent School Standards) Regulations 2014;
  - 3.1.2 *National minimum standards for boarding schools* (Department for Education (DfE), September 2022);
  - 3.1.3 *Statutory framework for the Early Years Foundation Stage* (DfE, September 2023);
  - 3.1.4 Education and Skills Act 2008;
  - 3.1.5 Education Act 2002;
  - 3.1.6 Children Act 1989;

- 3.1.7 Equality Act 2010;
  - 3.1.8 Children and Families Act 2014;
  - 3.1.9 Children and Social Work Act 2017;
  - 3.1.10 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 Relationships education, relationships and sex education and health education (DfE, September 2021);
  - 3.2.2 Keeping children safe in education (DfE, September 2024) (**KCSIE**);
  - 3.2.3 Working together to safeguard children: statutory guidance (DfE, December 2023, updated February 2024);
  - 3.2.4 Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, March 2024)
  - 3.2.5 Behaviour in schools: advice for headteachers and staff (DfE, February 2024)
  - 3.2.6 Respectful school communities: self-review and signposting tool (DfE)
  - 3.2.7 Tom Bennett independent review of behaviour in schools (March 2017)
  - 3.2.8
  - 3.2.9 Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016);
  - 3.2.10 Sexual violence and sexual harassment between children in schools and colleges (DfE, September 2021);
  - 3.2.11 Searching, screening and confiscation: advice for schools (DfE, July 2022, in force from September 2022);
  - 3.2.12 Relationships education, relationships and sex education and health education FAQs (DfE, July 2020), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*; and
  - 3.2.13 Relationships, sex and health education: guide for schools (DfE, September 2021), DfE guide for parents that schools can use to communicate about teaching relationships and health education;
  - 3.2.14 Mental Health and behaviour in Schools (November 2018).
  - 3.2.15 Plan your relationships sex and health curriculum (DfE, February 2022)
  - 3.2.16 Teaching about relationships, sex-and health (DfE, March 2021)
  - 3.2.17 Review of sexual abuse in schools and colleges (Ofsted, June 2021);
  - 3.2.18 Political impartiality in schools (DfE, February 2022) ; and

3.2.19 Teaching online safety in schools (DfE, January 2023).

3.3 The following School policies, procedures, documents and resources material are relevant to this policy:

3.3.1 child protection and safeguarding policy and procedures;

3.3.2 behaviour and discipline policy;

3.3.3 risk assessment policy for pupil welfare;

3.3.4 anti-bullying policy;

3.3.5 special education needs policy;

3.3.6 PSHE policy;

3.3.7 online safety policy;

3.3.8 pupil safe and acceptable use of ICT policy;

3.3.9 curriculum policy;

3.3.10 religious education and collective worship policy.

#### **4 Publication and availability**

4.1 This policy is published on the School's website and in the parent handbook.

4.2 This policy is available free of charge in hard copy on request from the School Office.

4.3 A copy of this policy is available for inspection from the School Office during the School day.

4.4 This policy can be made available in large print or other accessible format if required.

#### **5 Definitions**

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to the Proprietor are references to the Board of Governors.

5.1.2 references to **Parent** or **Parents** means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

#### **6 Responsibility statement and allocation of tasks**

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

- 6.2 The Proprietor is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.
- 6.3 The School will take a whole school approach to relationships and sex education. The School will appoint an appropriate senior teacher in a leadership position with dedicated time to lead specialist provision, e.g. a Personal, Social, Health and Economic (PSHE) education co-ordinator, with responsibility for the curriculum area. The subject leader will hold at least termly meetings with the pupil body; the Senior Leadership Team and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the School's broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.
- 6.4 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks to the St Peter's Leadership Team (SPLT), who have delegated as follows:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	St Peter's Leadership Team	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Pastoral Deputy 13-18 Deputy Head 8-13 Deputy Head 2-8	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Pastoral Deputy 13-18 Deputy Head 8-13 Deputy Head 2-8	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes, policy, curriculum and resources	St Peter's Leadership Team	As required, and at least annually
Formal annual review	Proprietor	Annually

## **7 Definition of relationships and sex education**

- 7.1 Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive, age and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs needs and vulnerabilities of pupils and parents, with the aim of providing pupils with the knowledge they need.
- 7.2 Sex education, as part of relationships and sex education in secondary schools includes teaching about intimate and sexual relationships, including consent, sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.
- 7.3 Sex education is not compulsory in primary schools. The School's science curriculum includes the main body parts, the human body as it grows (including puberty) and animal and plant reproduction. The School delivers sex education for primary age pupils covering how a baby is made as set out in Appendix 1.

## **8 Curriculum content**

- 8.1 By the end of primary education, relationships education will include teaching about different types of families and people who care; caring friendships; respectful relationships; online relationships and being safe. The School scheme of work for PSHE details what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.
- 8.2 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about body parts, the human body as it grows (including puberty) and animal and plant reproduction and how a baby is made.
- 8.3 By the end of secondary education, relationships and sex education will build on the material covered at the primary stage of education. In addition, the curriculum will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including consent and sexual health.

## **9 Equality**

- 9.1 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of sex and relationships education. The School will put in place

additional support for pupils with particular protected characteristics where this is justified.

- 9.2 The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia, transphobia, biphobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated, and any incidences are identified and tackled. The School is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole school approach, the School (including through the PSHE co-ordinator and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships and sex education programme and / or School culture.
- 9.5 **Students with special educational needs and disabilities (SEND):** relationships and sex education will be accessible for all pupils, including those with SEND and other vulnerabilities, and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.6 **Lesbian, Gay, Bisexual and Transgender (LGBTQ+):** The School encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. The School is aware that children who are or perceived to be LGBTQ+ can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory relationships and sex education curriculum and the School will ensure that the teaching of relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBTQ+. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. School staff will also endeavour to provide a safe space for LGBTQ+ children to speak out or share their concerns.
- 9.7 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Proprietor of the School to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.7.1 in the way it provides education for pupils;
- 9.7.2 in the way it provides pupils access to any benefit, facility or service; or



9.7.3 subjecting them to any other detriment.

9.8 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

## 10 Curriculum delivery

### St Peter's 2-8

At St Peter's 2-8 the relationships and sex education curriculum is delivered through CPSHEE and Science.

CPSHEE is taught by the Deputy Head and PSHE teacher, and science by the class teachers. Assemblies address some issue including friendship and healthy relationships. In addition visitors such as the NSPCC give talks on particular areas e.g. online safety.

Teaching is delivered using age appropriate resources such as clips, books and discussions and lessons are taught in classes using the PSHE Association guidance and resources.

All activities are delivered sensitively with the age, stages and circumstances of the pupils in mind.

### St Peter's 8-13

At St Peter's 8-13, the teaching of the relationships and sex education curriculum is delivered through science and CPSHEE.

Science is taught by subject specialists throughout the school and CPSHEE is taught by form teachers, the Deputy Head, the Head of CPSHEE, CPSHEE teachers and the School Nurse (dependent on year and topic).

Various teaching methods are used for this subject, including: Collapsed timetable sessions for the whole year delivered by the members of staff; group or class discussion; video clips; Power Points; worksheets; and question and answer sessions.

Science and CPSHEE lessons are usually taught in mixed gender groups. However, some CPSHEE sessions in J3 and J4 are taught in single gender groups.

Ground rules are established at the start of each year in both science and CPSHEE. These rules are adapted as necessary (according to the needs of each form and year) but in general terms, they include the following:

- Correct scientific terminology will be used at all times, not slang.
- All discussion and questions in the classroom will be kept general, not specific to a particular person.
- Teachers have an expectation of a mature response from pupils.
- There is no such thing as a silly question.
- Teachers are always willing to speak to pupils outside the classroom if they would like to ask a question in private.

Science and PSHE lessons are tailored to suit particular forms, so all pupils can take part in sessions and can access materials.

## **St Peter's 13-18**

At St Peter's, the teaching of the relationships and sex education curriculum is delivered primarily through CPSHE lessons. These are referred to as 'Lessons for Life' in third to fifth form, and the St Peter's Enrichment programme in the sixth form.

This is supplemented by assemblies, external speakers, workshops, tutor time and events, for example 'Mental Health Week'.

CPSHEE is taught by teachers and staff who have agreed their willingness to assist in the delivery of this area of the timetable. Staff are trained as appropriate to deliver the more sensitive aspects of the curriculum, and if possible, where they find that hard, other specialist staff can take over. CPSHEE lessons are taught in mixed gender groups.

Ground rules are established at the start of each year in CPSHEE through a partnership agreement. These rules are adapted as necessary (according to the needs of each group) but in general terms, they include the following:

- Respecting the opinions and value of everyone in the room
- The right to pass if someone doesn't want to participate
- Keep the conversation in the room/ confidentiality
- Not making assumptions and judgements
- Challenging sexist, homophobic, racist and disablist assumptions and avoid making them ourselves
- Teachers are always willing to speak to pupils outside the classroom if they would like to ask a question in private.

The curriculum is reactive to the young people at St Peter's and will adapt to include additional lessons/ modules dependent on arising situations and needs within the School.

### **11 Assessment and pupil progress**

11.1 Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across the School in other subject areas. This will be regularly monitored and reviewed by the PSHE co-ordinator and regularly reported to SLT and Governors.

### **12 Resources**

12.1 All resources will be assessed to ensure they are suitable, compatible with the School's duties, age-appropriate and aligned to the developmental stage of the pupils being taught.

12.2 The School will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.

12.3 The School will share example resources to parents as part of its consultation and review processes.

12.4 The PSHE co-ordinator will lead the collation, assessment, review and use of these resources.

### **13 Pupil questions**

13.1 The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The

School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

## **14 Safeguarding, reports of abuse and confidentiality**

- 14.1 The School will follow Keeping children safe in education (KCSIE) and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by the School, for example in particular cohorts.
- 14.2 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised.
- 14.3 In addition, but not alternatively to following the School's safeguarding policy, teachers will also consider whether any anti-bullying and / or disciplinary issues arise following any pupil concerns and will follow the School's behaviour and discipline policy and / or the School's anti-bullying policy as appropriate.
- 14.4 The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.
- 14.5 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

## **15 Physical health and mental wellbeing**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly

and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

## **16 Parents' and carers' participation**

- 16.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:
- 16.1.1 teaching their children about relationships and sex;
  - 16.1.2 maintaining the culture and ethos of the family;
  - 16.1.3 helping their children cope with the emotional and physical aspects of growing up;
  - 16.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 16.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship and sex education programmes. See Appendix 2.
- 16.3 The School will communicate to parents what will be taught and when in delivering relationships and sex education. See Appendix 1.
- 16.4 In order to support the emotional and physical development of pupils during the transition between primary and secondary phases of education, the School will specifically consult with the parents of pupils before the final year of primary school about the detailed content of what will be taught in the relevant parts of the science curriculum and sex education curriculum.
- 16.5 The School will regularly engage with parents and carers to seek their views on the quality of relationships education and relationships and sex education and on School culture.
- 16.6 It will also keep in regular contact with parents and carers reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.
- 16.7 Parents and carers of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.

- 16.8 Following a request to withdraw in relation to a secondary age child, the Head or appropriate senior member of staff as determined by the Head may request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.
- 16.9 Parents and carers of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum.
- 16.10 The Head will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- 16.11 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.

## **17 Consultation**

- 17.1 This policy has been produced in consultation with parents and carers, teachers and pupils and seeks to take into account the views of the School community.

## **18 Monitoring, evaluation and review**

- 18.1 The Heads of PSHE and Heads of Science will ensure that:
- 18.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;
  - 18.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;
  - 18.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;
  - 18.1.4 any review of the programme includes an opportunity for the views of parents to be considered;
  - 18.1.5 any review of the programme includes an opportunity for the views of teachers and pupils to be considered;
  - 18.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy and the statutory guidance Relationships

education, relationships and sex education and health education (DfE, September 2021).

<b>Authorised by</b>	The Board of Governors
	October 2024
<b>Next Review</b>	Christmas Term 2025

## Appendix 1 Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas.

Year group	Science	PSHE
Reception	UW - Living Things	<p><b>Managing Feelings and Behaviour</b></p> <p>Recognise and respond to emotions, know how actions can impact others, learn about friendly behaviour. Know what is unacceptable and consequences. Be confident when trying new activities/adapt to routines. Know some ways to stay mentally healthy.</p> <p><b>Making Relationships</b></p> <p>Know what constitutes friendly behaviour. Can play and work in a group. Beginning to know how share with others. Has positive relationships with adults and children in the setting. Family and special people.</p>
Year 1	Lifecycles of animals	<p><b>Relationships: Behaviour towards others, demonstrate kindness and friendship. Positive and negative behaviour and impact. Differences, respecting and value difference. Strategies to play and work co-operatively, negotiate, deal with conflict. Identify their special people (family, friends, carers), what makes them special, how special people should care for one another. What mental health is and how to promote positive mental health.</b></p> <p><b>Safe Staying: Difference between secrets and nice surprises, importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. Learn about physical contact, recognise what is acceptable/not acceptable, comfortable/uncomfortable. Who to tell.</b></p> <p><b>Bullying: Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. Know who to tell if they or someone else is being bullied.</b></p>
Year 2	Lifecycles of animals and humans	<p><b>Friendships: Communicate feelings and how to respond. Explore friendship and what constitutes friendly behaviour. Celebrate diversity and difference. Recognise what is fair and unfair, kind and unkind, what is right and wrong.</b></p> <p><b>Understand the impact of behaviour, value of kindness in actions and words, impact of unkindness. Listen to others, carry out activities co-operatively. Become increasingly independent when dealing with conflict but know when to seek help. Share opinions, agree and respectfully disagree with others.</b></p> <p><b>Family: Learn about different positive family structures and relationships.</b></p>

		<p>Know about positive mental health and how to promote this.</p> <p>Staying Safe: Difference between secrets and nice surprises, importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. Know what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). Who to tell.</p> <p>Bullying: Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say, including online. Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. Know what to do if they or someone else is bullied and who to talk to.</p>
Year 3	Lifecycles of mammals/non mammals including humans	<p>Relationships: Recognise and respond appropriately to a wider range of emotions. Know what constitutes a positive, healthy relationship. Strategies to resolve disputes. Different types of relationship, including those between acquaintances, friends, relatives and families. That actions affect themselves and others, positive choices. Diversity and equality in the wider world, rights including rights of a child. Understand personal boundaries.</p> <p>Know about positive mental health and how they can recognise this in themselves and what they can do to promote this</p> <p>Staying Safe: Concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' of view.</p> <p>Bullying: To recognise bullying in all its forms and know how to respond and where to go for help understanding their responsibility if someone else is being bullied to speak out.</p>
J1 (Year 4)		<p>Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others.</p> <p>Mental wellbeing: Link with mental health week.</p> <p>Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for.</p>
J2 (Year 5)		<p>Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination.</p>



		<p>Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others.</p> <p>Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety.</p> <p>Developing friendships: Changing and ending friendships.</p> <p>Growing and changing: Growing up; Puberty; Sleep.</p>
J3 (Year 6)	<p>Class based lessons, some of which are single sex:</p> <p>Adolescence and puberty</p> <p>Human reproductive systems</p> <p>The menstrual cycle</p>	<p>Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made.</p> <p>Physical and mental health and wellbeing.</p> <p>Managing change, loss and bereavement; Sources of support.</p> <p>Friendships and staying safe: Opportunities to connect online; The nature of online only friendships; Reporting harmful content and contact; Staying safe online.</p>
J4 (Year 7)		<p>Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online.</p> <p>Addictions: Laws; Gambling/gaming; Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use.</p> <p>Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent.</p>
J5 (Year 8)	<p>Class based lessons:</p> <p>Adolescence and puberty</p> <p>Human reproductive systems</p> <p>Intercourse, fertilization and implantation</p> <p>Development of a foetus</p> <p>The menstrual cycle</p>	<p>Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use. Discrimination.</p> <p>Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.</p> <p>Gender identity.</p> <p>FGM.</p> <p>Sexting - Law</p> <p>Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others.</p>

Third Form (Year 9)		<p>Mental Health and Wellbeing; understanding mental health, developing resilience, asking for help</p> <p>Equal Relationships and tolerance; consent, boundaries, equality, LGBTQ+</p> <p>Peer influence, Substance use and gangs</p>
Fourth Form (Year 10)		<p>Mental Health, stigma, safeguarding health, including during periods of transition or change</p> <p>Understanding Different Families; adoption, divorce, LGBTQ+, marriage</p> <p>Online Safety including pornography</p> <p>Relationships and sex; expectations, myths, pleasure and challenges</p> <p>Role Models and Peer Influence; drugs, alcohol, gangs, knife crime</p>
Fifth Form (Year 11)		<p>Mental Health and Wellbeing- Self-efficacy, stress-management, resilience. Promoting self-esteem, healthy revision</p> <p>Sexual wellbeing and respectful relationships; STIs, contraception, pregnancy choices, consent and alcohol</p>
Lower Sixth (Year 12)		<p>Alongside a broader complementary studies programme developing skills for the wider world (such as financing and cookery), the CPSHEE content at this stage will include subjects appropriate to preparing pupils for life after St Peter's, guided but not limited by PSHE Association suggestions. This includes:</p>
Upper Sixth (Year 13)		<ul style="list-style-type: none"> <li>• Healthy relationships; boundaries, consent, relationship difficulties and breakups, identifying controlling and coercive behaviour</li> <li>• Intimacy; enjoying sex in a safe and healthy manner, contraception, pregnancy, STIs</li> <li>• Adult influences; alcohol, drugs, peer pressure, festivals/ nightclubs</li> </ul>

## **Appendix 2 Parents' consultation**

### **General principles**

Teaching about relationships is nothing new for schools - in this School relationships education is already covered through PSHE education, an established curriculum subject.

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the School.