



BROCKHURST & MARLSTON HOUSE SCHOOLS

Including all of the Pre-Prep Department and Early Years Foundation Stage

RELATIONSHIP & SEX EDUCATION (RSE) POLICY

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils while safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind and in accordance with Keeping Children Safe in Education (KCSIE) September 2025.

Reviewed: September 2025

Next Review: September 2026

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Context

Brockhurst and Marlston House (the School) believes that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well-informed decisions throughout their lives. 'Learning about relationships and sex supports children and young people to stay safe, enjoy positive relationships of all kinds, and make informed decisions.' (pshe-association.org.uk)

The Relationships Education, Relationships and Sex Education and Health Education regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

This policy has been developed via consultation with colleagues in various academic departments to consider where RSE teaching occurs across the school. In addition, relevant pastoral members of staff, including the Head of PSHEE, the Head Matron and the Designated Safeguarding Lead.

Aims and Objectives

This policy aims to:

- Comply with government statutory requirements
- Set out the support, guidance and information that the School will give to pupils, parents and staff
- Ensure that all pupils receive a comprehensive, well-planned programme of relationship and sex education during their time at the School
- Complement and support the role of parents and carers in the Relationship and Sex Education of their children
- Ensure pupils are provided with the skills and knowledge to encourage moral regard and consideration for the values of family life and to enable them to formulate their own values and attitudes
- This policy has regard to Part 1 (Quality of education provided), Paragraph 2 (Curriculum) and Part 2 (Spiritual, moral, social, and cultural development of pupils), Paragraph 5 (SMSC) of the Independent School Standards Regulations.

Roles and Responsibilities

- The Head of PSHEE has responsibility for the content of the RSE curriculum and ensures the RSE programme offers continuity and addresses the needs of each year group. The Designated Safeguarding Lead has overall responsibility for the pastoral curriculum at the School and RSE falls under this remit.
- The RSE programme is taught by dedicated teachers in PSHEE lessons and by other academic teachers across the school where topics are covered in their department curriculum e.g. Biology lessons.
- RSE teaching is supported by lesson plans which are reviewed on an annual basis.
- RSE teaching staff will receive RSE training to support their delivery of the programme. This includes termly department meetings to share good practice, online training and regular INSET sessions on RSE topics both in-house and externally.

Legislation

- The School is required to teach RSE as part of the revised Department for Education statutory guidance that states that from September 2020 we must deliver RSE.
- The Education (Independent School Standards) Regulations 2014 states that PSHE must 'reflect the school's aim and ethos' and 'encourage respect for other people, paying particular regard to the protected characteristics'. Provision of RSE is a fundamental component of the PSHEE programme at Brockhurst and Marlston House.
- 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 and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHEE) continues to be compulsory in Independent Schools.

A list of the documents that inform the School's RSE policy can be found in Appendix B.

Teaching Framework (Content, Safe Teaching Practice and Assessment)

- Relationships and Sex Education is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health.
- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership, or other type of committed relationship. It covers contraception, developing intimate relationships and resisting pressure to have sex and not applying pressure. It aims to teach what is acceptable and unacceptable behaviour in relationships, which will enable pupils to understand the positive effects that good relationships have on their mental wellbeing and to identify when relationships are not right and understand how to manage such situations. Suggestions for issues to be discussed or questions can be made anonymously by pupils.
- Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and respect themselves and others.

The delivery of RSE will seek to:

Generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured (see Appendix D: Handling Complex Issues Safely in the PSHEE Classroom)

- Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- Enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision makers.
- Enable pupils to develop the ability to form positive, non-exploitative relationships.
- Enable pupils to be aware of personal, psychological, emotional, and physical changes in themselves and others.
- Enable pupils to understand the process of human reproduction.
- Emphasise the role and value of family life in traditional and non-traditional models.
- Enable pupils to know what is and what is not legal in matters relating to sexual activity including FGM.
- Inform pupils of where they can go for further information and advice.

Through the delivery of RSE young people will be supported to:

- Develop respect for oneself and other people.
- Learn to take responsibility for one's actions in all situations.
- Develop honesty and loyalty in relationships.
- Learn the importance and responsibilities of the family unit for all members.
- Develop sensitivity towards the needs and views of others.
- Recognise the physical, emotional, moral implications and risks of certain types of behaviour.
- Recognise and accept the differences of others.

Curriculum

Relationship and Sex Education will be taught using a variety of teaching methods – formal and informal, discussion and questioning, practical work, whole class and small group work. The following topics are covered in lessons:

The School will ensure RSE is matched to the needs of its pupils by seeking pupils' views about RSE so that teaching can be made relevant to their real lives, and assessed and adapted as their needs change.

Year Group	Learning Objectives and Teaching Notes	Vocabulary	Additional Notes	PSHEE / RSE
Form 1	Science topics revised			Understanding Others Tackling discrimination and stereotypes – sexuality Healthy Relationships Consent FGM Pornography Intro to sex education: Contraception, pregnancy and STIs
Form 2	Science topics revised			Equality Self-worth Friendships Boyfriends, girlfriends Diversity (LGBTQ+) Online Relationships and Grooming Boundaries Consent

<p>Form 3</p>	<p>Science: The intent for teaching human reproduction in form three is to provide students with a basic understanding of the male and female reproductive system, including their structure and function; the puberty and the menstrual cycle; the fertilisation, gestation, and birth, while considering the impact of maternal lifestyle on the foetus; the fertility, including fertility issues and fertility control. The lessons are delivered in an age-appropriate manner that foster open discussion and critical thinking, and in the single sex settings to avoid unnecessary stress and/or embarrassment</p>	<p>adolescence, puberty, sex hormone, testosterone, oestrogen, menstrual cycle, period, ovulation, ovary, oviduct, vagina, uterus, cervix, penis, urethra, testicles/ testes, sperm ducts, glands, semen, sperm, egg/ egg cell, gamete, fertilisation, implantation, zygote, embryo, foetus, placenta, umbilical cord, amniotic sack, amniotic fluid, gestation, vaginal birth, c- section/ caesarean section, contractions, IVF/ in vitro fertilisation, contraception, barrier methods, hormonal methods, condom, pill</p>	<p>The topics covered in the human reproduction unit include: Puberty- describing the physiological and anatomical changes taking place during the puberty; identifying hormones responsible for triggering puberty Basic anatomy- identifying the key parts of the male and female reproductive system and understanding their role Gamete production- explaining the process of sperm production in males and egg development in females Menstrual cycle- understanding the stages of menstrual cycle, including ovulation and period Fertilisation- describing the process of fertilisation in terms of fusion of gametes and production of zygote; identifying the site of fertilisation; distinguishing between internal and external fertilisation</p>	<p>Online and Offline friendships Friendships and secrets Friendships and pressure Keeping safe – Safe and unsafe touch Keeping safe – Online images Changes at puberty Periods (menstruation) Wet dreams Identity and prejudice Equality and the Law Getting help</p>
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			<p>Pregnancy and embryo development- explaining the major milestones in gestation process; explaining the role of placenta, umbilical cord, and amniotic fluid; explaining the role of placenta in providing nutrients and oxygen to the foetus and removing waste materials; explaining the effects of maternal lifestyle on the embryonic and foetal development</p> <p>Birth process- providing a basic overview of the natural (vaginal) birth, explaining how it differs from a C-section</p> <p>Fertility issues- describing the process of IVF as a way of dealing with infertility issues; discussing the importance of safe sex and contraception.</p> <p>Reproduction could first be discussed in the context of animals instead of humans</p>	
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			<p>Discuss the importance of hygiene (in the context of going through puberty) and how it is important to stay clean and change underwear every day</p> <p>Discuss the physical changes that both boys and girls experience during this time</p>	
Form 4	<p>Science: To explore life cycles of humans and animals, including reproduction</p> <p>The changes that happen in humans from birth to old age</p> <p>What happens in puberty, including periods</p> <p>To explore reproduction in plants</p>	<p>Life cycles</p> <p>Adolescence and puberty</p> <p>Sexual (plant) reproduction</p> <p>Asexual plant reproduction</p>	<p>To understand how the human body changes over time and that the body will change as well during this time</p> <p>To understand that animals (and humans) and plants reproduce at certain stages</p> <p>To understand that the human body experiences physical changes during puberty and that this is entirely natural and normal</p> <p>To recognise that as children approach puberty, their emotions and feelings towards themselves can naturally change</p>	<p>Online and Offline friendships</p> <p>Friendships and secrets</p> <p>Friendships and pressure</p> <p>Keeping safe – Safe and unsafe touch</p> <p>Keeping safe – Online images</p> <p>Changes at puberty</p> <p>Equality and the Law</p> <p>Getting help</p>

<p>Form 5</p>	<p>Science: To explore the life processes of living things</p>	<p>MRS GREN: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition</p>	<p>Discuss how all living things need a male and female to reproduce (could explore this just in plants and animals at this stage)</p>	<p>Me, myself and I What makes a good friend? Families and getting on with our families Gender stereotypes and aspirations My personal and private body parts and keeping safe Body care Is it risky? Managing risk in your home People who can help us on and offline</p>
<p>Form 6</p>	<p>Science: Reproduction in plants To study how plants reproduce and to label basic plant anatomy</p>	<p>Pollination Seed formation Germination</p>	<p>Discuss how plants reproduce by transferring pollen from one flower to another</p>	<p>Me, myself and I What makes a good friend? Families and getting on with our families Gender stereotypes and aspirations Is it risky? Managing risk in your home People who can help us on and offline</p>
<p>Form 7</p>				<p>Keeping clean and taking care of myself Naming body parts Keeping safe Healthy eating Emotions and anger Keeping fit</p>

Form 8				Friendships and feelings Different families My brilliant body Keeping safe Sleeping well Keeping clean Good manners
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Methods of garnering pupils' views include:

- School Council Committee
- Pupil voice questionnaires

Repetition allows learners to grow comfortable with topics and language. A Spiral Education Approach is applied and advocates revisiting the same topics, each time increasing the level of demand and progressively deepening the learner's understanding. This approach ensures that all pupils have equal access to our PSHEE programme, regardless of ability, maturity and personal circumstances (e.g. faith, culture, sexual orientation, gender identity).

Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

The aim of the RSE programme is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

The lessons will help pupils:

- To learn what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- To learn what is acceptable and unacceptable behaviour in relationships.
- To understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- To understand human sexuality and to respect themselves and others.
- To mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.
- Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- At the age appropriate time, to learn about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

Alongside being taught about intimate relationships, pupils are taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy, which can have a lasting, negative impact on mental wellbeing.

Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

All pupils should feel that the content is relevant to them and their developing sexuality.

Sexual orientation and gender identity is explored at a timely point and in a clear, sensitive and respectful manner. It is recognised that young people may be discovering or understanding their sexual orientation or gender identity.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

The RSE programme informs pupils about the full range of perspectives and, within the law, equips them to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex are taught, including the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

The RSE programme addresses:

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, sensitively and clearly.

When relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

The School is mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, we may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety and usage teaches pupils the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.

Pupils develop a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

The School acknowledges that some pupils can be exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help our pupils understand acceptable behaviours in relationships.

Pupils are encouraged to reflect on their own learning and progress in lessons.

Where a pupil is felt to be not engaging with the content of lessons or falling behind their cohort, initially a conversation with the pupil would take place either with the class teacher or the Designated Safeguarding Lead to identify any ways the pupil can be better supported. If the pupil continues to fall below the expected engagement once further support measures have been implemented, then an action plan will be put in place following a discussion between the Designated Safeguarding Lead and the teacher. This plan will be shared with the pupil and their parents and progress on the plan will be monitored regularly until it is felt the pupil has improved sufficiently to come off the action plan.

Equality, Diversity and Inclusion and Spiritual, Moral, Social and Cultural Aspects and Promoting Fundamental British Values

The School actively promotes Fundamental British Values. Discriminatory or extremist opinions are challenged as a matter of routine.

The School encourages respect for all people, paying particular regard to the Equality Act 2010. The School promotes the needs and interests of all pupils, irrespective of race, ethnicity, religion or belief, gender, gender reassignment, sexual orientation, disability and age. We regard it as unacceptable to discriminate against anyone on these grounds.

LGBT+ issues such as homosexual, bisexual and transgender issues are recognised and discussed objectively to dispel myths and promote better understanding in the community. The term 'partner' should always be used, where appropriate, rather than a gender or relationship specific term to avoid assumption and prevent possible discrimination.

The School values all pupils equally and aims to provide an environment in which all can achieve their full potential, regardless of age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access the RSE provision.

The School recognises the right for all pupils to have access to RSE learning which meets their needs. We will ensure that pupils with SEND receive access to RSE through collaboration with the Learning Development Centre (LDC).

As far as is appropriate, pupils with SEND should follow the same RSE programme as all other pupils.

Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted, in collaboration with all stakeholders, including the pupil.

The School considers whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

The School ensures that the teaching of RSE is sensitive and age appropriate in content and considers when it is appropriate to teach pupils about LGBTQ+. This content is fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

The School is proactive in addressing issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and takes positive action to build a culture of respect where such issues are not tolerated, and any incidences are identified and tackled.

The School considers ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provides an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

Safeguarding

PSHEE teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In these cases, or even when 'not sure', a teacher will consult with the Designated Safeguarding Lead (DSL) and in his absence one of the Safeguarding Team at the earliest possible opportunity.

Pupils are also made aware of how to raise concerns or make a disclosure, and how any disclosure will be handled.

Teachers follow the School's guidance on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality.

Teachers follow the School's Safeguarding and Child Protection Policy if a child protection issue is raised. The School will encourage pupils to talk to their parents or carers and support them to do so.

The School informs pupils of sources of help. Please see Appendix E (Wellbeing Charter).

Where pupils may be considered vulnerable or 'at risk', careful consideration is given to their situation and in some cases the content or delivery of RSE lessons will have to be adapted, in collaboration with all stakeholders.

Where the School invites external agencies to support the delivery of RSE, the Visitors Policy and Protocol are implemented.

Consultation and Feedback

Parents will be informed by the Head of PSHEE when sex education topics are scheduled and are invited to review our policies and schemes of work.

Following the delivery of the RSE programme, we will be introducing a survey for parents and pupils to provide feedback on the content, delivery and further development of this policy. Pupils can also feedback on the RSE provision via weekly reflection tasks.

The Right to Withdraw from Sex Education

Parents will be informed by the Head of PSHEE when sex education topics are scheduled. While Brockhurst & Marlston House respects parents' rights to withdraw their child from sex education, this does not apply to relationships or health education. Withdrawal requests should be directed to the Headmaster (David Fleming), who will meet with parents and, if appropriate, the pupil to discuss their wishes and clarify the curriculum's purpose. Except in exceptional circumstances, the parents' wishes will be respected.

Note: Up to three terms before their 16th birthday, pupils may opt into sex education lessons without parental consent. Their senior school will facilitate these arrangements. The science curriculum includes human development and reproduction, which cannot be opted out of.

The School maintains that it is beneficial for all pupils to receive relationships and sex education.

Monitoring, reporting and evaluation

The RSE provision and content is monitored, reported on, evaluated, and consulted on:

- Pupils have the opportunity to review and reflect on their learning, in relation to the Learning Objectives, towards the end of each lesson/topic.
- Pupils have the opportunity to give feedback on visiting speakers and conferences.
- Through reflection, pupils are encouraged to be aware of the development of their own moral values, as they learn about a variety of different issues, beliefs and viewpoints around the various RSE topics.
- PSHEE teachers are asked to provide feedback at the end of each term (or sooner if required) so that content can be reviewed and adapted where necessary.
- Observation of PSHE/RSE lessons is carried in line with the wider school observation schedule. Pupil involvement in the observed lessons should be mentioned as part of the feedback to the individual teacher.

Appendix A: NSPCC

Brockhurst and Marlston House School arranges age-appropriate assemblies and workshop opportunities with the NSPCC, which teaches pupils to recognise and report abuse, including emotional, physical and sexual abuse. We aim to arrange these sessions once every two years.

In KS1 and lower KS2, the emphasis is on personal space and the NSPCC 'Underwear Rule' or 'PANTS' rule: [NSPCC - support-for-parents - pants-underwear - rule](#)

Parents are informed about the content of assemblies and workshops beforehand so there is an opportunity to raise questions with the School. Our NSPCC contact will provide an opportunity for parents to contact the providers should they have any questions about the content of their sessions.

Appendix B: A list of the documents that inform the School's RSE policy

- Education Act (1996)
- Learning and Skills Act (2000)
- Education Act (2002)
- Education and Inspections Act (2006)
- Education and Skills Act (2008)
- Equality Act (2010)
- Education (Independent School Standards) Regulations 2014 (ISSRs) and the consequent ISI Commentary on the Regulatory Requirements Supplementary Guidance SRE for the 21st Century (2014)
- Children and Families Act (2014)
- Boarding schools: national minimum standards (Department for Education (DfE) (September 2022)
- Keeping Children Safe in Education – statutory safeguarding guidance (Sept 2025)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019).

The RSE Policy has regard to the Government (DfE) guidance in the following guidance and advice:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Keeping Children safe in Education (KCSIE) September 2024
- Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, December 2020)

- Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)
- Searching, screening and confiscation: advice for schools (DfE, January 2018)
- Other relevant school policies
- Safeguarding and Child Protection Policy
- PSHE Policy
- Prevention of Bullying Policy
- Equality, Diversity and Inclusion Policy
- Visitor's Policy

Appendix C: What pupils should learn in RSE (by the end of secondary school).

Source:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Families:

Pupils should know:

- 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 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.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Pupils should know:

- 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 legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

Pupils should know:

- 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.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe:

Pupils should know:

- 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).

Intimate and sexual relationships, including sexual health

Pupils should know:

- 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 facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Pupils should be made aware of the Law in such topics as:

- marriage.
- consent, including the age of consent.
- violence against women and girls.
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.).
- pornography.
- abortion.
- sexuality.
- gender identity.
- substance misuse.
- violence and exploitation by gangs.
- extremism/radicalisation.
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations).
- hate crime.
- female genital mutilation (FGM).

Appendix D: Handling Complex Issues Safely in the PSHEE Classroom

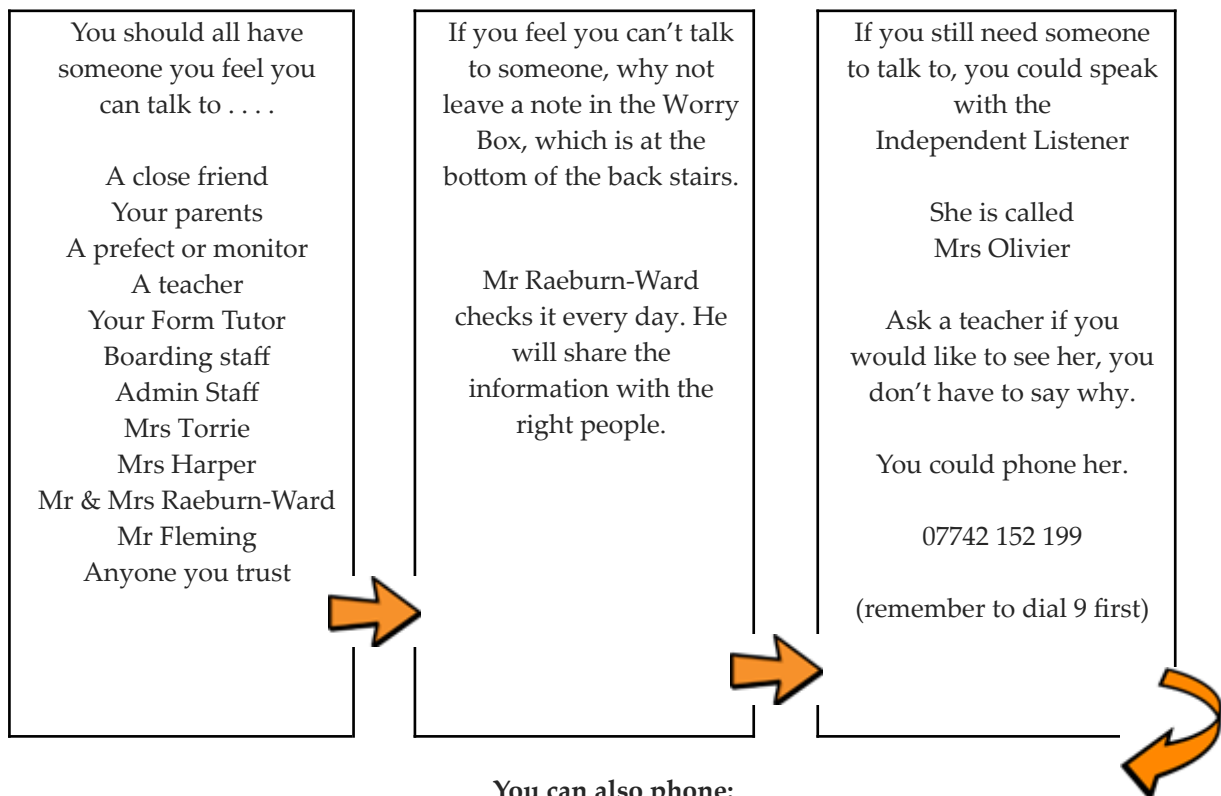
PSHEE Ground Rules

- Everyone feels listened to
- We join in and share our views
- We respect that others may have different opinions
- We know we can ask questions
- Everyone has the right to ‘pass’
- We use correct vocabulary where possible; if unsure, we ask
- We do not use names in discussions
- We can ask for additional support and advice

Wellbeing Charter

At Brockhurst and Marlston House we want **everyone** to feel **safe** and **secure**, but sometimes we can feel **unhappy** or **worried** or **think we have been treated unfairly**.

If that is how you feel or think someone else is upset, here is what to do:



You can also phone:



or the Children's Commissioner on 020 7783 8330



Remember

Don't be afraid to speak out or ask for help.

Look out for others who may also need some help.