

Lincoln Minster School

Relationships and Sex Education (RSE)

2026-2027

POLICY STATEMENT

Lincoln Minster School adheres to the Department for Education's statutory guidance (updated 2025), ensuring due regard is given to the teaching of Relationships Education, Relationships and Sex Education (RSE), and Health Education.

In teaching relationships education, sex and relationships education and health education, Lincoln Minster School commits to ensuring:

- The approach is set in the context of the school's ethos and our commitment to supporting pupils to be safe, happy and healthy.
- Every registered pupil in the Prep School is provided with relationships education. Parents have the right to request to withdraw their children from aspects of the curriculum that cover sex education. This does not include the reproductive topics taught through Science .
- Every registered pupil in the Senior School is provided with relationships and sex education , subject to limited parental right to withdraw pupils (see below for more) .
- Every registered pupil in the Prep and Senior School is provided with health education.
- Regular consultation takes place with current teachers, parents, pupils and governors on this policy and its review.
- Parents are fully informed, in advance, of what is being taught and when. The policy is written by the Head of PSHE and is reviewed annually and approved by Governors.

A letter is sent to parents annually who are invited to review the policy and ask questions or offer feedback.

A copy of this policy is published on the website and is provided to anyone who asks for it.

Lincoln Minster School understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral, and emotional development. It is about the importance of family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

The rationale of RSE at Lincoln Minster School is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know 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.

It aims to teach what is acceptable and unacceptable behaviour in relationships, including how to develop intimate relationships constructively and positively. It aims to teach pupils to understand human sexuality and to respect themselves and others.

At Lincoln Minster School, we want to build our pupils' self-esteem and confidence to make good, positive decisions around sexual activity. The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

Lincoln Minster School recognises that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

DEFINITIONS

Relationships Education taught in Prep School focuses on teaching the skills and knowledge that form the building blocks to all positive relationships, supporting children to become kind, caring adults who have respect for others and know how they can keep themselves and others

Relationships and Sex Education (RSE), taught in Senior School, builds on what has previously been learnt and looks at the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Information about the body, sex, reproduction and birth are taught within science.

Alongside this, the (PSHE) curriculum provides a comprehensive programme to ensure children and young people have the essential skills to build positive, enjoyable, respectful, loving and non-exploitative relationships and the knowledge to stay safe both on and offline.

Health and Wellbeing Education is taught throughout Prep and Senior School and focuses on teaching the characteristics of good physical, mental and emotional health and wellbeing. It teaches that physical health and mental health are interlinked and will provide pupils with the information 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

AIMS OF RSE AT LINCOLN MINSTER SCHOOL

At LMS, we believe that RSE is vital for the personal, social and emotional development of our pupils, and plays a key part in the safeguarding of their welfare.

As Keeping Children Safe in Education describes, schools play a 'crucial role in preventative education.' We aim to provide expert RSE that is in line with the school ethos and promotes the spiritual, moral, cultural, physical, social and emotional development of all pupils and prepares them for the opportunities, responsibilities and experiences of later life.

RSE at LMS is underpinned by the school's wider values and a deliberate cultivation of individual traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice. RSE recognises that learning about relationships begins with understanding why friendships and connections are important. Pupils will learn how to effectively communicate and develop the

ability to recognise the difference between healthy and unhealthy relationships to avoid exploitation, bullying and abuse.

LMS understands Relationship and Sex Education to be the process of lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care, and understanding that the expression and experience of these is individual and diverse. It is also about the teaching of sex, sexuality, sexual health and consent. High quality, evidence based and age-appropriate teaching of RSE can help prepare children for opportunities, responsibilities and experiences of adult life, both in the real world and online.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At LMS, we want to build our pupils' self-esteem and confidence in order to make good, positive decisions around sexual activity, recognising they have a choice to delay sex or to enjoy intimacy without sex.

LMS believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

EQUALITY

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE. The School can take positive action where it can be shown that it is proportionate to deal with disadvantages affecting one group because of a protected characteristic. For example, the School could take positive action to support LGBT+Q+ pupils if there was evidence, they were disproportionately being subjected to bullying, abuse, or harassment.

The School shall seek to be aware of contemporary issues such as 'everyday sexism', misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled, and pupils know where to go for support.

ROLES AND RESPONSIBILITIES

The Head of PD, James Cairns, is responsible for the implementation of the RSE Policy, alongside the Head, Charlotte Brigden, Assistant Head Pastoral Rachael Gladwin and Head of Preparatory School, Andy Coupland and for the development and review of the policy.

RSE is delivered through the PHSE program, with a certain amount of RSE content taught by the Science department as part of their KS3 Biology modules. However, Lincoln Minster School believes that teachers of all subjects can make valuable contributions to the delivery of RSE. The Head of PHSE is responsible for ensuring that all teachers who deliver RSE are appropriately supported and receive training around delivering more sensitive topics such as Sex Education and Mental Health. Further internal support or external training may also be offered.

SAFE AND EFFECTIVE PRACTICE

The School recognizes that for RSE to be safe and effective, certain 'ground rules' need to be understood by all those who take part. At the start of each section of RSE teaching, teachers and pupils will discuss these ground rules, which are likely to include:

- An agreement on how potentially sensitive questions can be asked; this is likely to include a mechanism for asking questions anonymously or an opportunity to ask the teacher privately as opposed to in front of the rest of the group.
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause.
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature.
- The promotion of 'distancing techniques' that encourage pupils not to personalise their questions or discussions. Teachers should bring any non-urgent issues for discussion to the appropriate form tutor. Any urgent and/or safeguarding issues should be immediately reported to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the School's Safeguarding and Child Protection Policy (see below).

The curriculum content will be delivered in a non-judgemental, factual way.

SAFEGUARDING

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. When such concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads. Ordinarily visitors will be discouraged from observing RSE lessons. Observations will be undertaken by the Head of PHSE to ensure consistency of teaching and the safety of pupils. Where visiting speakers are invited to deliver aspects of the RSE curriculum, testimonials will be sought from other schools and the Head of PD will brief them in advance regarding the School's safeguarding procedures. Any materials that visiting speakers are using will be checked by the Head of PD prior to their visit and all information about any external speaker is logged in the Visiting Speaker Log that is stored on the school shared drive. Visiting speakers will always be accompanied by a member of Lincoln Minster School staff when delivering RSE content. All visiting speakers are logged on the 'Visiting Speakers Register', which sits at Reception.

MEMBERS OF THE LOCAL GOVERNING BODY

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Members of the Governing Body are required to ensure that:

- all pupils make progress in achieving the expected educational outcomes
- RSE is well led, effectively managed, and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- RSE is well-resourced, staffed and timetabled in a way that ensures that the School can fulfil its legal obligations

The School will enable members of the local Governing Body to fulfil these responsibilities by providing information about the delivery of RSE in regular reports (the termly Education and Welfare Report) to members of the local Governing Body. The members of the Governing Body will review and agree this policy on behalf of the Local Governing Body annually.

CURRICULUM CONTENT

PREP SCHOOL

In the Prep School, pupils are taught the fundamental building blocks and characteristics of diverse and positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

As pupils progress through school, they are taught the principles of safe, positive and respectful relationships and how they apply them both online and offline. They are taught the skills to navigate a range of social experiences, including conflict, collaboration and caring for others.

By the end of Prep School, pupils will receive sex education that draws on knowledge of the human life cycle covered in science and ensures factual information, using correct terminology, in explanation of how a baby is conceived and born.

In addition, pupils are prepared for the emotional and physical changes that adolescence brings.

SENIOR SCHOOL

In Senior School, we build on the foundations of relationships and sex education taught in Junior School to provide students with information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationships.

It teaches about intimate and sexual relationships, contraception and sexual health. There is a strong focus on self-respect and respect of others; this includes reasons for delaying sexual activity, resisting pressure and not applying pressure to have sex, and understanding sex in context of a loving, healthy relationship regardless of sexual orientation.

Pupils will be apprised of relevant legal provisions when topics are being taught such as consent (including the age of consent), FGM, exploitation, sexuality, gender identity (in respect of protected characteristics) .

HEALTH EDUCATION

Throughout Prep and Senior School, pupils are taught the characteristics of good physical and mental health, both of which are a part of normal, everyday life. This starts with pupils understanding the

benefits of daily exercise, good nutrition and sufficient sleep, digital balance, self-care and personal hygiene.

In addition, pupils are taught the language and knowledge to understand the normal range of emotions everyone experiences and are encouraged to articulate how they feel and talk about their bodies, health and emotions. Pupils will learn strategies for self-regulation and will be empowered to protect and support their own health and wellbeing and know where to go to for further help, support and advice.

In Senior School, pupils are taught about the physical and emotional developments to their body and brain through adolescence as well as learning about positive lifestyle choices and basic first aid. The Senior School Aspiring Girls' website provides a wealth of information for pupils and signposts where they can go to for more advice.

DELIVERY AND TEACHING STRATEGIES INCLUDING TIMING , FLEXIBILITY AND ASSESSMENT

The PSHE programmes ensure all aspects of RSE and health education are covered and monitored; this is organised and co-ordinated by the Head of PSHE and Assistant Head Pastoral. It aims to safeguard our pupils, to ensure that they are fully informed to make responsible decisions that maintain physical and emotional health and to know the law.

Core knowledge is broken into units of manageable size and delivered in a carefully sequenced way with sufficient opportunities to apply and embed knowledge.

Schemes of work, lesson plans and resources are all carefully selected and prepared by the Head of PSHE/RSE who will manage and oversee the delivery, provide training when necessary and conduct learning walks . Lessons have age appropriate content and meet the needs of our pupils.

A flexible approach is taken to the delivery of RSE and PSHE so that it can be reactive as well as proactive with consideration given to pupil voice, parents and local or national pupil health and community issues.

The Head of RSE/PSHE meets regularly with Head of PSHE at Prep School or Heads of Year (Senior School). Assessment is ipsative and measured in a variety of ways to gauge baseline knowledge and progress. This is not limited to but may include posters, mind maps, learning diaries, questionnaires , Microsoft Forms, confidence checkers.

In Prep School, Key Stage 2 record work in books and on their iPads as appropriate. In Senior School, work is recorded in books and on their iPad as appropriate.

PREP SCHOOL

In Prep School, Classteachers will deliver lessons, which will include Relationship Education and Health Education. All topics are covered in a spiral curriculum where pupils revisit concepts, skills and knowledge each year with age-appropriate coverage. This ensures every pupil is given the opportunity to explore, discuss and ask questions about the range of topics at any stage of their development.

Sex Education is covered in the Science curriculum by Class teachers. In Year 5/6, parents are invited in to see an overview of the topics covered prior to teaching it.

SENIOR SCHOOL

In Senior School, PSHE teachers allocated and Form Teachers where specified by the curriculum will deliver lessons, which will include relationships and health. Alongside the Science curriculum the or, within PSHE outside speakers.

The curriculum is delivered in a non judgemental, factual way which allows scope for young people to ask questions, whether publicly or anonymously.

GUEST SPEAKERS

GHS takes careful consideration over who they work with to ensure speakers know the aims and are able to promote the same values. The school has established a bank of credible speakers with whom they work regularly.

In Senior School, way they work we work closely with [] in addition, the speaker will either the Head of PSHE or Assistant Head Pastoral to have content approved to delivery.

MANAGING DIFFICULT QUESTIONS AND SAFEGUARDING

Pupils may ask questions about topics which go beyond the scope of relationships and sex education covered by the curriculum or relate aspects of sex education from which they have may have been withdrawn. In these situations, staff will respond with sensitivity to ensure the pupil feels supported.

Where appropriate, pupils may be encouraged to continue these conversations with a parent or other trusted adult, and they may be signposted to other reliable sources of support.

In some talks, pupils are given the opportunity to ask anonymous questions that may be answered by the school first aider or wider pastoral team or specialist speaker; in these instances, they are asked to seek guidance from the Head of PSHE on what is answered.

LMS recognises that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Teachers are given advice on how to manage difficult questions with specific consideration given to age-appropriate clarification and maintaining personal boundaries. Consideration is given to the possibility of this happening when teaching RSE.

Staff have regular safeguarding training and know of how to manage safeguarding disclosures, including passing on all concerns to the Designated Safeguarding Lead or a Deputy DSL.

PARENTAL ENGAGEMENT

LMS recognizes that parents and/or guardians are the key people in teaching their children about relationships and sex. Parents and/or guardians have the most significant influence in enabling their children to grow, mature and form healthy relationships.

The school and relationships to begin at home and aims to work in partnership encourages conversations on sex with parents to support them in preparing their children for happy and fulfilled relationships in adult life.

Advice is provided in parent talks and webinars offered on a minimum annual basis.

Parents will be informed about when and how RSE is delivered to their children; this is through Information Booklets, Heads of Year blogs and when necessary, via letters home.

At the introduction of the Sex component of the curriculum in Year 5 and Head of Prep School) hold an information session for (Prep parents to come and learn about the curriculum content and ask any questions they may have.

Pupil voice takes place throughout the year to review RSE ; this is also carried out more formally through a student survey three versions are produced to reflect contents age appropriateness and it is delivered to all senior pupils (years 7 and 8, Years 9 and 10, Years 11, 12 and 13)

THE RIGHT TO BE WITHDRAWN FROM SEX EDUCATION

The statutory guidance for RSE and Health Education 2025 states:

- Parents **do not have the right**: to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.
- Parents **have the right to request** to withdraw their child from some or all aspects of following discussion with the school the Sex Education , delivered as part of statutory RSE.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal.

All requests of parents for their child to be withdrawn from some or all of sex education delivered as part of statutory RSE should be made in writing to the Head. Before granting the request, the Head will discuss this with the parents and, as appropriate , with their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what is said, which may not be accurate. After these discussions, except in exceptional circumstances, LMS will respect the parents' request as outlined above.

Requests will automatically be granted to parents who request to withdraw their child from sex education in primary schools, other than as part of the Science curriculum. Where pupils are withdrawn from sex education, this will be documented and the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

If a parent asks to see lesson resources or materials, these will be made available.

EQUALITY , DIVERSITY and INCLUSION

Schools are required to comply with relevant requirements of the Equality Act 2010 and must lawfully not discriminate against pupils with protected characteristics.

The protected characteristics are: age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Schools must also make reasonable adjustments to alleviate disadvantages and be mindful of the SEND Code of Practice when planning for the provision of RSE. We will be alive to issues such as

everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and prompt action will be taken should incidents of this nature occur. Staff play an important role in modelling positive behaviour and should avoid language that may perpetuate harmful stereotypes. Pupils are taught the importance of equality and respect as part of a spiral curriculum and begin learning about the law in relation to protected characteristics in Prep School.

LGBTQ+

The school will ensure that RSE is accessible to all its pupils, that their needs are appropriately met and that all pupils understand the importance of equality and respect. Pupils are taught to know and respect the Equalities Act and understand the role they play in society, the law regarding this and their own individual liberty. All RSE is inclusive of LGBTQ+ and in all areas the teaching will be sensitive and age appropriate. Pupils will be taught about healthy, loving relationships and this will include same-sex parents along with other family arrangements. SEND RSE is made accessible to all pupils and consideration is given to this when designing and teaching these subjects, with particular consideration given to pupils with SEND.

High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We also recognise that some pupils may be more vulnerable to exploitation, bullying and other issues on account of their SEND.

FAITH PERSPECTIVES

The religious background of all students will be considered so that sensitivity can be given when planning and teaching so that topics included in the core content of the guidance are handled appropriately. LMS ensures that it complies with the provisions of the Equality Act 2010, under which religion or belief is a protected characteristic. We are clear with when content reflects religion belief and balanced debate takes place with teaching that reflects the law to ensure pupils understand what the law allows and does not allow, and the wider legal implications of decisions that pupils may make.

Documents that support and inform the teaching of RSE and of this policy include:

- Policy DfE Statutory Guidance for teaching RSHE Education Act (1996)
- Education and Inspections Act (2006) Equality Act (2010)
- Keeping Children Safe in Education – (2025)
- Statutory safeguarding guidance
- Ofsted Review of Sexual Abuse in Schools and Colleges (2021)
- Working together to keep children safe (2026) is supported and complemented by the PSHE Policy
- Behaviour and Discipline
- Anti-Bullying
- Child Protection and Safeguarding
- SMSC (2026)

EVALUATION MONITORING AND REFLECTION ON PRACTICE

Teachers will be encouraged to reflect critically on their practice in delivering RSE through discussion with the Head of Personal Development. The Head of Personal Development is responsible for

ensuring the quality and consistency of RSE teaching. Pupils will have opportunities to review and reflect on their learning during lessons at the end of a period of significant RSE teaching. Pupils will be invited to offer voluntary feedback via the School Council, the Suggestion Box or by the online 'report a concern' form. The Head of Personal Development will provide regular updates on the delivery of RSE, including any changes made as a result of the feedback collected above, to the Head of Prep and the Deputy Head. Quality and consistency of delivery will also be monitored through lesson observations, curriculum reviews and staff feedback.

COMPLAINTS

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

This policy applies to all members of the Lincoln Minster school community, including those in our EYFS setting.

Lincoln Minster School implements this policy through adherence to the procedures set out in the rest of this document.

This policy is available to all interested parties in accordance with our Provision of Information policy. It should be read in conjunction with school's Behaviour, E-Safety, Anti-bullying, Child Protection (Safeguarding), Equal Opportunities and PHSE policy documents. This policy should be read in conjunction with the more detailed [United Learning Relationships, Sex and Health Education Guidance for Schools](#) and the DfE guidance regarding [Relationships and Sex Education](#)

Lincoln Minster School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

This policy is reviewed at least annually or as events or legislation changes require. The policy is reviewed by C Brigden, Head, A Coupland (Head of the Preparatory School) and J Cairns (Head of Personal Development.) The next scheduled date for review is September 2027.

A copy of this policy is published on the website and is provided to anyone who asks for it.

Reviewed by	C Brigden; Head A Coupland; Head of the Preparatory School James Cairns; Head of PD
Date	September 2026
Reason for change	Annual Review
Next review date	September 2027

APPENDIX TEACHING OBJECTIVES FOR RSE ACCROSS LMS

By the end of Year 6:

Families and people who care for me	Pupils should know: ▪ 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 other 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 for them. ▪ 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/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ▪ 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	Pupils should know: ▪ 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, 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, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know: ▪ 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 stereotypes, discrimination and misogyny are, and how they can be unfair, negative, or destructive. - The importance of permission-seeking and giving in relationships with friends, peers, and adults. - The appropriate terminology for their body parts (including genitalia)
Online relationships	Pupils should know: - 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.
Being safe	Pupils should know: - 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 (in all contexts, including online) they may encounter who 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 self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. - How to identify and report signs of abuse, using appropriate vocabulary to express any concerns. - Where to get advice from e.g. family, school and/or other sources. - To understand what is meant by 'personal safety' and to have an awareness of fire safety and travel safety (on roads, trains or water)

1. RSE Teaching and Learning Objectives: Senior School:

RSE at the Senior School builds upon on the foundation of RSE taught in the Prep School. It focuses on giving pupils the information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationship. It also covers contraception, sexual health, developing intimate relationships and resisting pressure to, and not applying pressure to, have sex.

In addition, there is a strong focus with delivery of RSE at the Senior School on the importance of self-respect and respect of others. This includes the reasons for delaying sexual activity, alongside supporting people to develop safe, fulfilling, and healthy sexual relationships (regardless of sexual orientation) at the appropriate time. Pupil should feel they can ask questions in a safe environment, and the school has mechanisms in place to allow pupils to raise issues, anonymously if needed.

By the end of Year 11:

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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children. ▪ How to: determine whether peers, 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 (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ 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 tolerance and respect to others and others' beliefs, including people in positions of authority. ▪ About different types of extreme behaviours towards woman and girls. Including understanding about misogyny, harassment and VAWG (violence towards woman and girls) ▪ 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 online and offline. ▪ 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. ▪ The possible harmful behaviours that can occur online including, image-based abuse, coercive behaviour and the viewing of harmful algorithms. ▪ 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 (pornography) often 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 (on and offline).

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. ▪ The characteristics of positive and healthy relationships. Understanding fully the role and responsibility that respect, consent and healthy boundaries play in a romantic relationship. ▪ 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. ▪ 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 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. ▪ How 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.
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