



WINCHESTER
COLLEGE

RSE Policy

Winchester College

Relationships and Sex Education (RSE) Policy

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Approved: This policy is reviewed annually by the Warden & Fellows

Policy framework:

This policy is reviewed annually and has been written with reference to the updated statutory guidance on Relationships Education, Relationship Sex Education (RSE) and Health Education, which can be found [here](#), as well as Section 403 and 405 of the Education Act 1996, which can be found [here](#), and with reference to the Equality Act 2010. More information on how the Act applies to schools can be found [here](#).

Copies of this policy are available on the school website, and are provided to all parents, staff and governors. This policy will be provided free of charge to anyone who requests it. This policy will be kept under review, by working closely with parents, pupils, and relevant staff (for example, the Head of Biology and Second Master and Deputy Head (Pastoral)).

It should be read alongside Winchester's other policies, which can be found [here](#), and in particular the PSHEE policy, which sets out how the College aims to teach Personal, Social, Health and Economic Education (PSHEE), which is compulsory in independent schools and an essential part of all pupils' education.

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1 Teaching Relationships and Sex Education (RSE)

1.1 Defining RSE

Relationships and sex education (RSE) is a crucial part of the development of pupils, and a compulsory part of the curriculum. It aims to educate young people on the importance of the connection between physical, sexual and mental health as well as developing within them the knowledge, skills and attributes that will help them to keep themselves healthy and safe and to show respect for others.

RSE “covers the facts and law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way” (DfE RSE guidance, July 2020, 26). It also helps pupils develop healthy, meaningful and nurturing relationships of all kinds – not just intimate relationships – for the rest of their lives; and to teach pupils to understand human sexuality, both their own, and others’.

1.2 Aims

Winchester College is committed to ensuring that all pupils are happy, safe and prepared for life during and after school. The teaching of RSE should enable pupils 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 constructively and positively develop intimate relationships that are meaningful and fulfilling. RSE also helps pupils to identify unhealthy and harmful behaviours, and in doing so to address child-on-child abuse and contribute to keeping all children safe.

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 Winchester, effective teaching of RSE takes place in the context of our [Education and Well-Being policy](#), and our pupils’ happiness in an open, trusting and mutually respectful environment. 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. Combined with PSHEE, it contributes to learning about online safety, mental health, fundamental British values and spiritual, moral, social and cultural development.

When teaching RSE, we aim to:

- *provide balanced and factual information in a non-judgemental way;*
- *enable pupils to make informed decisions and to react appropriately to situations;*
- *encourage pupils to consider the consequences of their actions;*

- *encourage pupils to reflect upon their own emotional development;*
- *encourage pupils to consider their own beliefs and values in exploring RSE;*
- *stress the importance of considering the emotions, views, beliefs and values of others;*
- *emphasise the importance of good communication in all kinds of relationships;*
- *ensure pupils have a clear understanding of the legal framework of consent and all other aspects of sex and relationships;*
- *listen to feedback from pupils and their experiences;*
- *and to do so within an environment of kindness, tolerance and mutual respect.*

This policy provides information about our carefully planned programme to deliver RSE across the school, including providing information to parents and enabling pupil participation.

2 Principles

2.1 Inclusion and Equality

Mutual respect is at the heart of the College's ethos and values, as outlined in our principles, codes and policies (in particular, the [PSHEE policy](#) and our [Discrimination and Equal Opportunities policy](#)), and all pupils are given equal access to our RSE programme.

Winchester College is committed to complying 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.

Special needs and SEND are taken into consideration in line with the Equality Act 2010 and RSE teaching covers all pupils and different types of relationships in a clear, sensitive and respectful manner. Further information on SEND can be found in our [SEND Policy and Plan](#).

We ensure that LGBTQ+ content is covered as part of RSE, and that pupils – whatever their developing sexuality or identity – have age-appropriate teaching and discussion about different types of relationship within the context of the law, as well as in informal discussions within, for example, the School's Equality Society. Pastoral training for staff also includes LGTBQ+ material. In teaching RSE, we will ensure that all pupils understand the importance of equality and respect and meet pupils' needs by ensuring that content is appropriately differentiated. Pupils are also taught about the provisions of the Equality Act 2010, including protected characteristics.

The Equality Act also allows the school to take positive action, when proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic (for example, having a particular focus on misogyny, or homophobia, if there was evidence of such a need). As such, RSE teaching 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.

2.2 Working with pupils

Pupils will also be consulted about their views of the proposed course content and methods of delivery via surveys and other forms of feedback. Their feedback will continue to be used for the ongoing shaping and refining of resources and incorporated into staff training where relevant.

2.3 Working with parents

We believe that the most effective RSE takes place when parents, pupils and the school work together. The role of parents in the development of their children's understanding about relationships is vital.

2.3a Parental consultation

As such, the school actively welcomes feedback from parents about the contents and delivery of RSE provision. This consultation is achieved through regular parental workshops and surveys, parental comments relating to this policy, as well as through parental meetings where appropriate.

2.3b The right to withdraw

There is no statutory right to withdraw from Relationships or Health Education. Parents have the right to request that their child is withdrawn from the delivery of sex education, up to and until three terms before the child turns 16. If a parent requests that their child be withdrawn, the school will meet with parents, and where appropriate, with the child, will document this request and will provide appropriate, purposeful education during the withdrawal period. Requests to withdraw should be made in writing to the Surmaster Pastoral as the Head of PSHEE in the first instance.

2.4 Safeguarding

Winchester College is dedicated to safeguarding and promoting the welfare of its boarding and day pupils, regardless of age, ability, race, culture, religion, sexual orientation or class. This is explained in detail in our [Child Protection, Safeguarding and Counter-Bullying Policy](#).

RSE is a key part of promoting a culture of safeguarding and ensuring the wellbeing of all our pupils. An effective RSE programme helps give pupils the knowledge to recognise harms and seek help, and signposting pupils to sources of support is a key part of our teaching.

Staff, parents and pupils should be aware that effective sex and relationships education might lead to a disclosure of a child protection issue (for example, exploring what makes a healthy relationship may lead to an understanding of unhealthy or unlawful behaviours which results in a disclosure).

If this happens at school, staff follow [our Child Protection and Safeguarding Policy](#) and refer such a disclosure to the Designated Safeguarding Lead or Deputy DSLs. Pupils should know that teachers cannot offer unconditional confidentiality.

Effective RSE teaches pupils how to stay safe and where to seek help. As such, pupils are made aware of the safeguarding policies and responsible persons, the pastoral support on offer at the College, counselling services and other sources of information available to them, with particular emphasis on seeking medical help for matters relating to sexual health. Any pupil may also self-refer to the School Counsellor.

3 Responsibilities

3.1 Warden and Fellows

The Warden and Fellows of Winchester have overall responsibility for the implementation, delivery and monitoring of the PSHEE/RSE programme, however, the day-to-day administrative responsibility is delegated to the Senior Leadership Team (see 3.2 below).

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors 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 way in which these obligations are met is detailed in 6, 'Monitoring and Evaluation'.

3.2 Senior Leadership Team

The Headmaster, Second Master, Deputy Head (Pastoral) and Surmaster Pastoral, as the Head of PSHEE, are accountable to the governors in ensuring that the policy operates in practice.

3.3 Staff

All staff who are involved in the specialist delivery of PSHEE/RSE will be appropriately trained. The PSHEE/RSE team have a responsibility to understand the content and schemes of work within the programme and to deliver them in an inclusive, sensitive, consistent and professional manner. All Dons should understand where pupils are in the syllabus relative to their year and the point in each term.

All staff should be alive to issues such as sexism, misogyny, homophobia, racism or gender stereotypes and take positive action to build a culture where these are not tolerated.

3.4 Parents and carers

Parents and carers have a significant role to play in the mental and emotional development of pupils and the College therefore wishes to deliver this programme with the support and co-operation of parents. It is hoped that parents will reinforce and promote the subject matter during conversations with their children. To this

end, the College will signpost the syllabus to parents at the start of the year and provide updates thereafter on possible topics of discussion at home.

4 Delivery

4.1 Internal planning and provision

Winchester College provides a holistic, whole school approach to RSE with many aspects being delivered through the core curriculum and life in boarding houses, alongside a full PSHEE programme. In addition, Tutor Hours, standalone lectures, and workshops from Winchester staff support the effective teaching of RSE.

Planning for the RSE curriculum is informed not only by statutory guidance, but by pupil voice and feedback: as examples, past surveys identified that pupils felt that their peers would benefit from exploring the use of language and protected characteristic, and so this was planned for in our ongoing delivery; similarly pupil comments, questions and feedback after an external provider's session formed the basis for internal RSE sessions, so that pupils feel that RSE is relevant, impactful, and addresses issues that connect with their lives both inside and outside the College.

Some examples of our provision follow below; a full list of topics covered in formal PSHEE/RSE teaching can be found in Appendix A.

4.2 What is taught

In June 2019, the DfE issued statutory guidance concerning the teaching of Relationship and Sex Education in schools. The statutory element of this guidance came into effect in September 2020. [Pages 26 and 27 of the statutory guidance](#) provide more detail on what will be covered and the perspective from which it will be taught.

Winchester College is committed to implementing this guidance and while our PSHEE/RSE provision seeks to extend pupils beyond these mandatory requirements, evidence of how we comply with that guidance can be found in Appendix A. A brief outline of the sorts of topics covered across the curriculum follows.

RSE is a broad topic which can explore areas that might be sensitive or difficult. Accordingly, much of the focus is on healthy relationships of all kinds, whether friendships, peer group relationships or intimate relationships of all kinds. It includes learning to recognise what makes a good relationship, about respect for boundaries, the importance of emotional intimacy and the value of meaningful, stable and nurturing relationships of all kinds.

It will also include, where appropriate, material on pornography, sexual violence and rape, and unhealthy and illegal behaviours, including sexual exploitation, grooming and female genital mutilation (FGM). As part of this pupils explore the ways in which these behaviours might manifest online, including advice and reminders about the risks related to social media, how to stay safe online, legal requirements and the rules as set out in the School's [Acceptable Use Policy](#).

As part of timetabled Biology lessons, pupils cover:

School year:	Syllabus material covered:
Year 10 (Middle Part)	Hormones – menstrual and pregnancy hormones and puberty hormones. Some coverage of STIs in immunity topic.

	Anatomy of male and female urinary systems.
Year 11 (Vth Book)	Human reproduction – formation of sperm and eggs, fertilisation, conception, pregnancy, birth and breast feeding. Contraception and prevention of STIs.

4.3 Where and how RSE is taught

JP & VIBK: will receive their RSE material via a series of ‘carousels’ that will consist of four, fifty-five-minute workshops across the course of the morning. Each of these workshops will be delivered, in the main, by an external provider and subject matter expert and will cover a different topic drawn from the recommend syllabus as directed by the appropriate guidance.

‘Group’ also takes place for those in JP during Short Half which consists of an eight-week package of lessons delivered by the Medical Centre staff and conducted in small groups. This helps pupils to explore and understand what healthy relationships, friendships and peer groups might look like, to know the importance of respect for others, and to recognise unhealthy relationships and behaviours. They also promote discussion around the appropriate sharing of emotion and the building of self-awareness and mutual respect.

MP & VBK: These year groups will receive one weekly timetabled PSHE/RSE lesson which will be team-taught by two of our PSHE/RSE team consisting of Dons and Matrons.

Tutor Hours allow for the continuation of discussions raised in any of the above sessions or that arise from the day-to-day interactions of our pupils.

Our PSHEE/RSE teaching may also be incorporated into Div and the wider academic curriculum (for example, pupils might cover issues to do with gender and sexuality by looking at Ovid and Ali Smith in JP, or explore coercive behaviour and consent in *Measure for Measure* in VIBk).

Up to house, pupils might discuss RSE issues with matrons, house tutors, Assistant Housemasters or Housemasters. The Chaplaincy team also provide pastoral support for pupils who may be considering issues covered within RSE.

The Medical Centre also helps pupils to look after their physical and mental health, including matters related to RSE.

4.4 External providers

Some parts of the RSE (and PSHEE) curriculum are covered by external providers, who work closely with the school, are apprised of the school’s policies and planning, and who are kept under regular review. In working with these providers, the College will discuss and evaluate the content and delivery of the sessions, ensure that the content is age-appropriate and accessible, and fits with the school’s aims and values. This will also include ensuring an understanding of how safeguarding reports are dealt with in line with our policies, and ensuring appropriate staff attend any sessions. External providers will be assessed in line with the College’s Prevent Duty and our Safeguarding policies.

5 Monitoring and evaluation

Teaching is monitored, evaluated and developed through a variety of methods, including:

- feedback and surveys from pupils
- pupil voice/forums
- learning walks and lesson observations from the Senior Leadership Team and Governors
- written and oral feedback from parents, including via consultation
- teachers' feedback – particularly from tutors – detailing how RSE, relationships and health education have been addressed each term and reflections on the tutor time curriculum
- via the Governor with specific responsibility for PSHEE, RSE and Safeguarding
- by the Warden and Fellows through the full Governing Body, which meets annually, via the submission of a formal report each cycle; the Academic & Pastoral Committee, which meets termly; and through a sub-group of Governors and Winchester staff which looks specifically at RSE, chaired by the Chair of the Academic & Pastoral Committee.
- Areas related both to PSHEE and RSE – for example, child-on-child abuse, harmful sexual behaviours, discrimination and Safeguarding - are included in the school's Risk Register, which incorporates both the national picture with regard to risks and how the school reflects that picture, how the school categorises and assesses those risks, and how the school identifies measures designed to reduce the severity of those risks.

Appendix A: Relationships and Sex Education and the Winchester curriculum

At Winchester, RSE is integrated within the curriculum, as well as taught in specific RSE lessons, and taught through a combination of vertical and horizontal year group teaching (depending on the content, age-appropriateness, and delivery mechanism).

We operate a spiral curriculum, whereby pupils cover the same topics in an increasingly complex way as they move up through the school, building on their prior knowledge, the knowledge they have gained through our teaching, and their feedback.

Junior Part (JP)		Middle Part (MP)		V Book (Year 11)		VI Book 2 and VI Book 1 (Year 12/13)	
What is covered:	Where is it covered:	What is covered:	Where is it covered:	What is covered:	Where is it covered:	What is covered:	Where is it covered:
How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how the might normalise non-consensual behaviour) (Respectful relationships)	Carousel: Cloister Time & Group: Short Half	How to talk about their emotions accurately and sensitively, using appropriate vocabulary (Mental wellbeing)	Weekly RSE Sessions: Short Half 1	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health (Mental wellbeing)	Weekly RSE Sessions: Short Half 1	Happiness is linked to being connected to others (Mental wellbeing)	Carousel: VIBk2 Common Time & VIBk1 Cloister Time
Key facts about puberty, the changing adolescent body and menstrual wellbeing (Changing adolescent body)	Carousel: Short Half	Happiness is linked to being connected to others (Mental wellbeing)	Weekly RSE Sessions: Short Half 1	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness (Mental wellbeing)	Weekly RSE Sessions: Short Half 1	How to recognise the early signs of mental wellbeing concerns (Mental wellbeing)	Carousel: VIBk2 Common Time
The positive associations between physical activity and promotion of mental	Carousel: Common Time	How to critically evaluate when something they do or are involved	Weekly RSE Sessions: Short Half 1	How to recognise the characteristics and positive aspects of	Weekly RSE Sessions: Common Time 1	How to critically evaluate when something they do or are involved	Carousel: VIBk2 Common Time

wellbeing, including as an approach to combat stress (Physical health)		in has a positive or negative effect on their own or others' mental health (Mental wellbeing)		healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interest and outlook, sex and friendship. (Intimate Relationships)		in has positive or negative effect on their own or others' mental health (Mental wellbeing)	
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health (Physical health)	Carousel: Short Half & Common Time	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness (Mental wellbeing)	Weekly RSE Sessions: Short Half 1	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure and not pressurising others. (Intimate Relationships)	Weekly RSE Sessions: Common Time 1	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness (Mental wellbeing)	Carousel: VIBk2 Common Time
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics (Health & Prevention)	Carousel: Short Half	Common types of mental ill health (e.g. anxiety and depression) (Mental wellbeing)	Weekly RSE Sessions: Short Half 1	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). (Being Safe)	Weekly RSE Sessions: Common Time 1	Basic treatment for common injuries (Basic First Aid)	Carousel: VBk2 Short Half
About dental health and the benefits of good oral	Carousel: Short Half	How to recognise the early signs of mental	Weekly RSE Sessions: Short Half 1	The concept of, and laws relating to, sexual consent,	Weekly RSE Sessions: Common Time 1	Life-saving skills, including how to administer	Carousel: VBk2 Short Half

hygiene and dental flossing, including eating and regular check-ups at the dentist (Health & Prevention)		wellbeing concerns (Mental wellbeing)		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 (Being Safe)		CPR (Basic First Aid)	
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online (Online & Media)	Carousel: Short Half	Introduction (Internet safety and harms)	Weekly RSE Sessions: Short Half 2	The benefits of regular self-examination and screening (Health & Prevention)	Weekly RSE Sessions: Common Time 2	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) (Respectful relationships)	Carousel: VIBk1 Common Time & Cloister Time
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 (Online & Media)	Carousel: Short Half	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including setting unrealistic expectations	Weekly RSE Sessions: Short Half 2	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn (Health & Prevention)	Weekly RSE Sessions: Common Time 2	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	Carousel: VIBk1 Common Time & Cloister Time

		for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online (Internet safety and harms)				people's beliefs (Respectful relationships)	
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them (Online & Media)	Carousel: Short Half	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (Online & Media)	Weekly RSE Sessions: Common Time 1	The facts and science relating to immunisation and vaccination (Health & Prevention)	Weekly RSE Sessions: Common Time 2	What constitutes sexual harassment and sexual violence and why these are always unacceptable (Respectful relationships)	Carousel: VIBk 2 Common Time & VIBk1 Cloister Time
What to do and where to get support to report material or manage issues online (Online & Media)	Carousel: Short Half	The impact of viewing harmful content (Online & Media)	Weekly RSE Sessions: Common Time 1	There are different types of committed, stable relationships (Families)	Weekly RSE Sessions: Cloister Time 1	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and	Carousel: VIBk1 Common Time

						that everyone is unique and equal (Respectful relationships)	
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 relationships (Respectful Relationships)	Group: Short Half & Carousel: Cloister Time	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. (Online & Media)	Weekly RSE Sessions: Common Time 1	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 (Families)	Weekly RSE Sessions: Cloister Time 1	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 (Intimate relationships)	Carousel: VIBk1 Common Time & Cloister Time
Practical steps they can take in a range of different contexts to improve or support respectful relationships (Respectful Relationships)	Group: Short Half	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interest and outlook, sex and friendship. (Intimate relationships)	Weekly RSE Sessions: Common Time 1	Why marriage is an important relationship choice for many couples and why it must be freely entered into (Families)	Weekly RSE Sessions: Cloister Time 1	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others (Intimate relationships)	Carousel: VIBk2 Common Time, VIBk1 Common Time & Cloister Time

<p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer (Healthy Eating)</p>	<p>Carousel: Short Half</p>	<p>How to identify harmful behaviours online (including bullying, abuse, harassment) and how to report, or find support, if they have been affected by those behaviours (Internet safety and harms)</p>	<p>Weekly RSE Sessions: Common Time 1</p>	<p>The characteristics and legal status of other types of long-term relationships (Families)</p>	<p>Weekly RSE Sessions: Cloister Time 1</p>	<p>How the use of alcohol and drugs can lead to risky sexual behaviour (Intimate relationships)</p>	<p>Carousel: VIBk2 Cloister Time</p>
<p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. (Drugs, Alcohol, Tobacco)</p>	<p>Carousel: Common Time</p>	<p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions (Drugs, Alcohol, Tobacco)</p>	<p>Weekly RSE Sessions: Common Time 2</p>	<p>How these relationships might contribute to human happiness and their importance for bringing up children (Families)</p>	<p>Weekly RSE Sessions: Cloister Time 1</p>	<p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment (Intimate relationships)</p>	<p>Carousel: VIBk1 Cloister Time</p>
		<p>The law relating to supply and possession of illegal substances (Drugs, Alcohol, Tobacco)</p>	<p>Weekly RSE Sessions: Common Time 2</p>	<p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting (Families)</p>	<p>Weekly RSE Sessions: Cloister Time 1</p>	<p>The concept 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</p>	<p>Carousel: VIBk2 Common Time</p>

						.(Being Safe)	
		The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood (Drugs, Alcohol, Tobacco)	Weekly RSE Sessions: Common Time 2	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) (Intimate relationships)	Weekly RSE Sessions: Cloister Time 1	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). (Being Safe)	Carousel: VIBk2 Common Time
		How the use of alcohol and drugs can lead to risky sexual behaviour (Intimate relationships)	Weekly RSE Sessions: Common Time 2	Facts about the full range of contraceptive choices, efficacy and options available. (Intimate Relationships)	Weekly RSE Sessions: Cloister Time 1 & Biology	The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions (Drugs, Alcohol, Tobacco)	Carousel: VIBk2 Cloister Time
		Awareness of the dangers of drugs which are prescribed but still present serious health risk (Drugs, Alcohol, Tobacco)	Weekly RSE Sessions: Common Time 2	That they have a choice to delay sex or to enjoy intimacy without sex (Intimate relationships)	Weekly RSE Sessions: Cloister Time 1	The law relating to supply and possession of illegal substances (Drugs, Alcohol, Tobacco)	Carousel: VIBk2 Cloister Time
		The physical and psychological consequences of addiction, including alcohol	Weekly RSE Sessions: Common Time 2	How to get further advice, including how and where to access confidential sexual and	Weekly RSE Sessions: Cloister Time 1	The physical and psychological risks associated with alcohol consumption and what constitutes	Carousel: VIBk2 Cloister Time

		dependency (Drugs, Alcohol, Tobacco)		reproductive health advice and treatment (Intimate relationships)		low risk alcohol consumption in adulthood Drugs, Alcohol, Tobacco)	
		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 for others, including people in positions of authority and due tolerance of other people's beliefs (Respectful relationships)	Weekly RSE Sessions: Cloister Time 1	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 (Intimate relationships)	Weekly RSE Sessions: Cloister Time 1	The physical and psychological consequences of addiction, including alcohol dependency (Drugs, Alcohol, Tobacco)	Carousel: VIBk2 Cloister Time
		About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help (Respectful relationships)	Weekly RSE Sessions: Cloister Time 1	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause (Intimate relationships)	Biology	Awareness of the dangers of drugs which are prescribed but still present serious health risk (Drugs, Alcohol, Tobacco)	Carousel: VIBk2 Cloister Time
		That some types of behaviour within relationships are criminal, including violent behaviour and coercive control (Respectful relationships)	Weekly RSE Sessions: Cloister Time 1	The facts around pregnancy including miscarriage (Intimate relationships)	Weekly RSE Sessions: Cloister Time 1 & Biology		
		What constitute	Weekly RSE Sessions:	How the different	Weekly RSE Sessions:		

		sexual harassment and sexual violence and why these are always unacceptable (Respectful relationships)	Cloister Time 1	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 (Intimate relationships)	Cloister Time 1 & Biology		
		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 (Respectful relationships)	Weekly RSE Sessions: Cloister Time 1	The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment (Intimate relationships)	Weekly RSE Sessions: Cloister Time 1 & Biology		