

Relationships and Sex Education (RSE) Policy

1. Aims and Definitions

Epsom College is aware that pupils are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The aim of relationships and sex education (RSE) is to give young people the information and understanding 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, civil partnership or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in a relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). This will help students 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.

The College's RSE Policy will provide a clear progression from what is taught in a pupil's previous school. The College not only builds on the foundation of RE and Biology, as pupils grow up, but incorporates specific units of content during their time in the Lower School, Key Stage 4 as well as during Sixth Form. This approach is mindful of the appropriate time extend teaching to include intimate relationships.

Teaching of RSE at Epsom College will enable pupils:

- To distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- To believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
- To be taught the facts and the law about sex, sexuality, consent (including coercive and abusive behaviour), sexual health and gender identity in an age-appropriate and inclusive way;
- To recognise 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 themselves or others at risk;
- To recognise risks, harmful content and contact, and how and when to report issues to keep them safe online (including sharing nude images and coercive behaviour)
- To, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs, with clear and direct reference to Protected Characteristics and the Equality Act 2010.

This policy outlines how the school's RSE and health education curriculum will be organised and delivered to ensure it meets the needs of all pupils.

RSE at Epsom covered during Personal & Social Development lessons from 3rd Form to U6th, with an appropriate age & stage approach. In addition, RSE is complemented by - but not delivered through - the GCSE Biology and Religious Studies syllabuses, with human reproduction (3rd form/Y7), puberty and contraception (L4th/Y8 & U4th/Y10) taught from an exclusively physiological perspective. RS teachers do also teach about human rights and contraception (which are both covered in the religion, human rights and social justice and relationships and families topics respectively). The pastoral provision by tutors & HMMs as well as that of the Medical Centre Team also provides valuable guidance on RSE.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010;
- DfE (2020) 'Keeping Children Safe in Education';
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education';
- DfE (2015) 'National curriculum in England: science programmes of study';
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Children and Social Work Act 2017.

3. Links to Other Policies

This policy should be read in conjunction with the College's:

- Anti-bullying Policy
- Academic Curriculum Policy
- Statement of Aims
- PSD Schemes of Work
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy - Pupils

4. Delivery of RSE at the College

The College acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Rather than being taught as a separate subject, RSE is embedded into the framework of Personal & Social Development (PSD) at the College, with pupils covering a unit of RSE per year within their PSD lessons. The College also recognises that parents have a key role in teaching their children about sex and relationships, and RSE at Epsom

seeks to complement rather than displace that fundamental role. To that end, the College makes available its PSD Schemes of Work to parents.

In order to create a collaborative learning partnership between the teacher and his/her pupils, RSE at Epsom is delivered in a fact-based, non-judgemental manner. Teachers of RSE also take care to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment, as well as one where a range of views can, so long as they are expressed maturely and sensitively, be received and respected. In addition, resources for the RSE unit are available throughout the pupil the year that they are covering the content so that they can access it if they would like to.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the College's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of the College's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

As is the case for all subjects, RSE is monitored and evaluated through a combination of class observations, learning walks and pupil surveys. This monitoring is undertaken by the Head of PSD, the Assistant Head: Pupil Welfare and other members of SLT. The Head of PSD meets with the PSD teachers termly to evaluate the evidence gathered and to identify areas for further improvement, and liaises with the Assistant Head: Pupil Welfare so as to ensure an appropriate school-wide approach.

The College will deliver the content set out in Appendix 1 for the Lower School and Appendix 2 for the Senior School in the context of a broad and balanced curriculum. The Assistant Head: Pupil Welfare will work closely with colleagues in related curriculum areas to ensure RSE programmes complement each other and do not duplicate content covered in other areas.

5. Pupils with special educational needs (SEND)

RSE will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils.

The College is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

6. Roles and responsibilities

The Board of Governors is responsible for:

- Approving this policy;
- Monitoring the implementation of this policy;

The Head is responsible for, and may delegate through the Assistant Head: Pupil Welfare:

- The overall implementation of this policy, i.e. ensuring the RSE curriculum is well-led, effectively managed and well-planned;
- Ensuring all staff are suitably trained to deliver the subjects;
- Ensuring parents are fully informed of this policy;
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE education curriculum;

- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education;
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal;
- Encouraging parents to be involved in consultations regarding the school's RSE education curriculum;
- Reporting to the Governing Board on the effectiveness of this policy and the curriculum.

The Head of PSD and Assistant Head: Pupil Welfare are responsible for:

- Reviewing this policy on an annual basis;
- Overseeing the delivery of RSE education;
- Working closely with colleagues in related curriculum areas to ensure the RSE education curriculum complements, and does not duplicate, the content covered in national curriculum subjects;
- Ensuring the curriculum is age-appropriate and of high-quality;
- Reviewing changes to the RSE education curriculum and advising on their implementation;
- Monitoring the learning and teaching of RSE education, providing support to staff where necessary;
- Ensuring the continuity and progression between each year group;
- Helping to develop colleagues' expertise in the subject;
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum;
- Ensuring the school meets its statutory requirements in relation to RSE and health education;
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training;
- Organising, providing and monitoring CPD opportunities in the subject;
- Ensuring the correct standards are met for recording and assessing pupil performance;
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headmaster.

Teaching staff are responsible for:

- Acting in accordance with, and promoting, this policy;
- Delivering RSE education in a sensitive way and appropriate for each year group;
- Ensuring they do not express personal views or beliefs when delivering the curriculum;
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content;
- Modelling positive attitudes to RSE education;

- Liaising with the Head of Academic Support about identifying and responding to the individual needs of pupils with SEND;
- Liaising with the Head of PSD about key topics, resources and support for individual pupils;
- Monitoring pupil progress in RSE education and alerting relevant HoY/HMM of pupil absence so relevant follow-up of vital topics may be undertaken;
- Reporting any concerns regarding the teaching of RSE education to the Head of PSD, Assistant Head: Pupil Welfare or another member of the SLT;
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead (DSL);
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The Head of Academic Support is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.

7. Working with parents

The College acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The College consults parents regarding this policy as well as taking into consideration the religious backgrounds of pupils. The College appreciates that sex education is a contentious issue for some in society and that some parents may be concerned regarding what their child may or may not be taught. The College aims to be transparent about what it does and does not teach to pupils at various ages, together with the reasons why a choice has been made. Parents are invited to attend sex education forums and workshops hosted by the Assistant Head: Pupil Welfare in conjunction with any reputable training company as identified by the Assistant Head: Pupil Welfare. This provides the opportunity to offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

8. Policy Review

This policy is subject to a comprehensive review every three years by the School's Senior Leadership Team (SLT) and the Full Board of Governors.

In line with the College's duty to consult parents regarding the content and delivery of Relationships and Sex Education, the draft version of the new Policy was shared with parents and pupils (through the School Council and peer mentoring programme), together with an invitation to comment. This process will be repeated every three years.

Depending on the results of the consultation, amendments may be made to the Policy by the SLT and submitted to Governors for final approval. The aim of this process is to ensure that the Policy meets the needs of pupils and parents. The results of the consultation on the draft version of the new Policy did not indicate that fresh approval from Governors was required.

The statutory guidance also states that this Policy should reflect the views of teachers at the school. The Policy was accordingly disseminated to teachers at draft stage with an invitation to comment, a process that will be repeated every three years.

In between these periodic reviews, minor changes may be made to the Policy by the author so that it reflects current practice at the College.

The College collects information on the religious background of pupils and this is taken into account when planning teaching of RSE. The College also gives the opportunity to existing parents to register any affiliation of theirs to a religion, or, alternatively to state that they do not subscribe to any religion.

9. Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education (but not relationships education, which is compulsory for all children in all schools).

In practice, very few, if any, parents at Epsom exercise this right. Parents who wish to withdraw their child are asked to put their request in writing to the Headmaster. He will then typically invite the parents (and, if appropriate, the child) to meet with him with a view to allaying their concerns. However, the College ultimately respects the right of parents, other than in exceptional circumstances, to determine whether or not their child participates in sex education. If a pupil is withdrawn, the School upholds its responsibility to provide him/her with appropriate, purposeful education during the period of withdrawal.

The statutory guidance states that the right to withdraw elapses three terms before the child turns 16. Accordingly, if, at that point, the child freely elects to receive sex education, the College will plan for the child to receive sex education before he/she turns 16.

10. Safeguarding, reports of abuse and confidentiality

The College recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role the College has in proactive pastoral care in education. At the College, we will allow pupils an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Pupils will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. In addition, pupils are made aware of scenarios in which an individual might want to approach the DSL due to concerns they might have for one of their peers. This will also include explanation of the process to be followed when a pupil may have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the need to follow the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

APPENDIX 1

Subject Content of RSE at Epsom College for the Lower School

The relevant statutory guidance requires the College to deliver specific Relationships Education and specific RSE content to its pupils of secondary age. The following tables set out the subject content of RSE at Epsom in the Lower School, how it is delivered as part of our PSD & wellbeing curriculum and who is responsible for teaching it. All statutory content is included in the tables.

As with all curriculum subjects, RSE is suitably differentiated so that it is accessible to all pupils, including those with a special educational need or disability (SEND).

Lower School – 3rd Form & Lower Fourth (Years 7 & 8)

Learning outcome: Pupils should know and understand:

- **Families – love, security & stability:**

Families and people who care for me – 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.

The importance of recognising that the families of others, either in school or in the wider world, sometimes look different from one's own, but that they should respect those differences and know that most other children's families are also characterised by love, security, stability and care.

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Introduction to what is a power imbalance in a relationship and that not all relationships might be happy at home despite them looking secure from the outside.

Delivered by Heads of Years and Lower School Tutors

- **Marriage:**

That marriage represents a formal and legally recognised commitment of two people - of the same or different sex- to each other which is intended to be lifelong.

That couples can get married in a civil or a religious ceremony; in a large number of places of worship, only a man and a woman can get married (rather than a same-sex couple) and for some people, the single life or co-habitation is a positive choice. Reference to the Protected Characteristics is made when talking about how people are different but choose to lead their own life.

Delivered by Heads of Years, Lower School Tutors and the RS Department

- **Trust and Friendship:**

The need to build caring friendships (in all contexts, including online), how important friendships are in making us feel happy and secure, and how people choose and make friends.

The characteristics of friendships, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

That healthy friendships are positive and welcoming, and do not make others feel lonely or excluded.

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 conflict in a peer group, how to manage these situations and how to seek help or advice from others, if needed.

The importance of respecting others, even when they are very different from oneself (for example, differences in physical, character, personality or backgrounds), or make different choices or have different preferences or beliefs. The conventions of courtesy and manners.

The importance of self-respect and how this links to their own happiness.

Delivered by Heads of Years and Lower School Tutors

- **Bullying and Promoting Positive Behaviour:**

Pupils should know and understand the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

What a stereotype is, and how stereotypes can be unfair, negative or destructive.

The importance of permission-seeking and giving in relationships with friends, peers and adults. The need to establish clear, respectful boundaries within peer groups, clearly explaining that inappropriate and unwanted touching is wrong.

Delivered by Heads of Years and Lower School Tutors

- **Online Relationships and Digital reputation:**

That people sometimes behave differently online, including by pretending to be someone they are not.

The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others 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. Pornography, and the dangers of it, is introduced during Lower Fourth, with clear parental communication having gone home beforehand.

How to consider critically their online friendships and sources of information including awareness of the risks associated with people they have never met. The pressure of sexting from friends and strangers. The issues surrounding violence and exploitation by gangs, extremism /radicalisation and criminal exploitation.

How information and data is shared and used online, including during a pandemic. Recognising increased issues of teens socialising online and gaining accurate news via social media platforms.

Delivered by Heads of Years, Lower School Tutors and speakers from The Breck Foundation

- **Being safe:**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. The role of the police and local community officers and the need for self-defence lessons.

How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.

How to stay safe both physically and mentally, making sensible food choices, understanding nutrition and preventing ill health and injuries.

Delivered by Heads of Years and Lower School Tutors

- **Having a baby:**

Reproduction and fertilisation.

Delivered by Biology Department Teachers

- **Puberty and Physical Attraction:**

The changes, both physical and emotional, that happen at puberty, strategies for coping successfully with these changes (both emotionally and practically) and understanding periods.

That changes at puberty are linked to being able to have a baby and that it is natural, as they approach and go through puberty, to begin to “fancy” other people, no matter what their gender.

Delivered by Heads of Years, Lower School Tutors and Biology Department Teachers

An important part of the programme is the opportunity for pupils freely to ask questions directly related to the subject content in a mature and sensible yet open environment. It is understood that children with unanswered questions may turn to inappropriate sources of information, such questions will generally be answered fully by the teacher in front of the whole class. However, when a pupil asks a question pertaining to sex or sexuality which clearly goes beyond the syllabus, or at a point when the sex education syllabus is not being delivered, the following steps will be taken:

- the child is not made to feel uncomfortable for having asked it;
- the child is invited to speak to the teacher at the end of the lesson;
- the teacher uses his/her professional judgement to decide the extent to which he/she will answer the question;
- the teacher may decide to contact the child’s parents to discuss the matter further.

In line with our Safeguarding Policy, if a child exhibits behaviour and/or language that is clearly oversexualised for his/her age, the Designated Safeguarding Lead is informed immediately.

APPENDIX 2

Subject Content of RSE at Epsom College for the Senior School

RSE forms part of the PSD programme delivered by PSD trained teachers to mixed-gender and groups of 10-20 pupils depending on the year group. Each topic is taught across a termly cycle of 50 minute lessons.

Sex Education is delivered **by the HOD** alongside the Nurse Manager to the **M4 (Year 9), U4 (Y10) and 5th form (Year 11)** by the same teachers. In 5th form there is a significant element of reiterating what has been taught in U4. This is mindful of the fact that pupils become interested in sex and relationships at different stages in adolescence and will, therefore, will be maximally receptive to sex education at different times in their schooling.

RSE material is delivered again in the Sixth Form. Opportunities are created within the visiting speaker PSD programme to revise and reiterate content taught lower down the Senior School.

Learning outcome: Pupils should know and understand:

- **Family Life, marriage and parenting:**

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.

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

Delivered by PSD teachers (often ones with a background in RE), tutors and external speakers

- **Friends and Relationships:**

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.

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 no matter what gender.

Delivered by PSD teachers, Heads of Year, Housemasters/mistresses, matrons and tutors

- **Positive Healthy Relationships and Trust:**

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, 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.

Delivered by PSD teachers, Heads of Year, Housemasters/mistresses, matrons and tutors, along with every member of the College community

- **Stereotypes & Prejudices:**

Sex, gender, race, misogyny, religion, sexual orientation, disability and how they can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Gender identity - the distinction between gender and sex, what it means to be intersex, transgender and non-binary, some of the challenges facing transgender people (e.g. gender dysphoria, use of gender-segregated facilities) the options of hormone treatment and surgery.

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.

Delivered by PSD teachers, Heads of Years, Housemasters/mistresses, matrons and tutors, along with every member of the College community and external speakers

- **Diversity, Inclusion, Equality and Respect in Relationships:**

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.

Delivered by PSD and RE teachers, Heads of Years, Housemasters/mistresses, matrons and tutors, along with every member of the College community and external speakers

- **Human Rights, Consent On and Off line:**

Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, off and online.

Personal Safety, including digital safety about online risks and sharing nude images via personal messenger or social media accounts, 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.

How information and data is generated, collected, shared and used online.

Being safe - the concept of, and laws relating to, sexual consent, and how this 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).

Coercive behaviour, why some people do it and what are the signs that someone is trying to manipulate another person to get them to do what they want.

Consensual sex - the concepts of, and laws relating to, sexual exploitation, abuse, grooming, coercion, unwanted inappropriate touching, upskirting, harassment, rape and domestic abuse, and how these can affect current and future relationships.

Unhealthy Relationships - the concepts of, and laws relating to, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships.

Delivered by PSD teachers, Heads of Years, Housemasters/mistresses and tutors and external speakers

- **Mental Health & Positive Self-Image:**

How to talk about their emotions accurately and sensitively, using appropriate vocabulary. How to recognise early signs of mental wellbeing concerns and the common types of mental ill health (e.g. anxiety and depression).

The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations 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.

Role of the media, recognising fake news, editing of images, inappropriate images, what to do and where to get support to report material or manage issues online.

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

The use of steroids and other body enhancing treatments.

Understanding the importance of a healthy balanced natural diet to fuel your body for energy and performance. How to recognise the influence of good food choices and the link to strong mental health and preventing ill health, as well as an approach to combatting stress.

The impact of viewing harmful content, 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. Sharing and viewing indecent images of children (including those created by themselves and other children) is a criminal offence which carries severe penalties including jail.

Delivered by PSD teachers, Heads of Years, Housemasters/mistresses, matrons and tutors and external speakers

- **Sexual Health, Contraception and Pressure:**

Explore 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 to all genders.

The facts around pregnancy including miscarriage, 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.

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, how and where to access confidential sexual health advice and treatment.

Delivered by PSD teachers, Medical Centre nurses and external speakers