



**Halliford
School**
SHEPPERTON

Relationship and Sex Education Policy

September 2025

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Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first-class sporting, cultural and co-curricular opportunities.

Introduction

Halliford recognises and deals effectively with unwanted sexual behaviour (e.g. name-calling, nude image-sharing or sexual touching). The school promotes a positive culture where any instances of sexist, racist, misogynistic or other discriminatory behaviour are consistently addressed.

All staff are alert to any issues of sexual harassment or harmful sexual behaviour and respond consistently and robustly.

The school actively promotes and encourages tolerance and respect for others, particularly in relation to protected characteristics such as sex, sexual orientation, gender reassignment, disability, race, religion and belief.

What is Relationship and Sex Education?

The aim of RSE at Halliford is to give young people 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure to engage). It should teach what is acceptable and unacceptable behaviour in relationships.

Relationships and sex education (RSE) is **learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health**. Some aspects of RSE are definitively taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Relationships Education focuses on helping students develop the knowledge and skills to form and maintain healthy, respectful, and safe relationships in all areas of life such as friendships, family, romantic relationships, and online interactions. The aim is to support pupils' wellbeing, safety, and ability to form positive connections with others.

Sex Education builds on biological content from science and focuses on the physical, emotional, and social aspects of sexual health and intimacy. It helps pupils make informed, safe, and responsible choices about their sexual health and relationships. Parents have the right to request that their child be withdrawn from parts of sex education (except what is taught in science).

Together 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.

Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously. (DfE RSE and Health Education July 2025)

Rationale

The Relationships and Sex Education and Health Education (England) Regulations 2019 make relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

This policy is based on the 2019 DfE guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. However, where appropriate the updated DfE guidance from July 2025 to be implemented from September 2026 is included.

The policy also takes into account guidance from the Sex and Relationships Education for the 21st Century (PSHE Association 2020) and the government's report to the select committee's response to PSHE and RSE education, RSE and Health Education 2020 and information from KCSIE 2025 along with the Ofsted review into Harmful sexual behaviour in schools 2021

This policy must be considered in line with the school's PSHE, Behaviour and Safeguarding and Child Protection Policies (2025-2026) along with Keeping Children Safe in Education (2025) which provide statutory advice and guidance in relation to RSE and child safety.

Safeguarding

RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Government safeguarding guidance - Keeping Children Safe in Education (2025) includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays, especially during the transition from primary to secondary schools is thought to be a key risk time for FGM.

The school takes a zero-tolerance approach to abuse, that should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. RSE plays a key role in delivering this message to students both in and out of school.

Teachers are aware that discussions about sensitive topics in RSE can lead to increased safeguarding reports. If staff have a concern about a risk of students experiencing or perpetrating harms, they are aware they must follow Halliford safeguarding procedures.

Staff also receive training on mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022. The Government is also introducing a new law which will create a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused.

Visiting Speakers or external agencies supporting the delivery of RSE are briefed on the safeguarding procedures and are required to sign an agreement and guidelines for Visiting Speakers.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject students to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ+) or perceived to be.

RSE delivery at Halliford School promotes good relations between students and tackles all types of prejudice and promotes understanding and respect.

Aims of the RSE Policy

Halliford School's RSE programme aims to prepare students for an adult life in line with guidance from the DfE, RSE and Health Education 2020, with reference to the updated 2025 guidance and KCSIE 2025:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Develop their understanding about relationships, love and care and the responsibilities of parenthood as well as sex.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Establish positive caring relationships.
- Develop their confidence and self-esteem to value themselves and others and have respect for individual conscience in relation to RSE issues.
- Communicate effectively in relationships they develop.
- Develop an awareness of their sexuality and the sexuality of others.
- Understand the reasons for having safe protected sex as part of a relationship.
- Acquire sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Be aware about different types of contraception, safe sex and how they can access local sources of advice and treatment.
- Avoid being exploited or pressurised into unwanted or unprotected sex and have a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link RSE with issues of peer pressure and other risk-taking behaviour, such as sexting, online and social media communication, drugs, smoking and alcohol.
- Access confidential sexual health advice, support and if necessary treatment.
- To understand how sex and relationships can remain safe online
- Know how the law applies to sexual relationships.

The policy aims to be a point of reference for all those involved in the design and delivery and receipt of RSE education at the school, especially the Head of PSHE, Deputy Head Pastoral and key assembly speakers such as the SMT and Heads of Houses.

The Moral and Values Framework

At Halliford School we believe that relationships and sex education is important in the development of students as healthy, moral and well-rounded citizens.

We aim for all Hallifordians to be:

- Intellectually curious
- Respectful
- Hard working
- Reflective
- Warm-hearted
- Open-minded
- Team players
- Supportive
- Creative
- Well-rounded
- Resilient
- Enthusiastic

Content, Organisation and Training – The RSE Programme

The following members of staff are responsible for co-ordinating and reviewing RSE delivery in the school:

- The Head of PSHE is responsible for the inclusion of RSE in the PSHE Scheme of Work for each year, with the support of the Deputy Head Pastoral who will monitor the program.
- All student-staff received training from Brook in April 2024 focused on 'Encouraging a Whole School Approach'.
- Further training was provided in September 2025 to all student-facing staff from It Happens Education on Whole School Culture and the updated RSHE guidance including the new Guiding Principles.

How is RSE delivered at Halliford School?

- Weekly timetabled PSHE lessons delivered by trained Tutors
- Science lessons. (Science teachers)
- Wider curriculum
- The informal curriculum, including assemblies and tutor time
- Specialist PSHE and RSE speakers
- PSHE drop down days/mornings

Teaching Methods in PSHE / RSE

The majority of lessons are interactive and participatory in style. Opportunities are provided for students to raise unanswered questions in more personalised one to one situations such as via the school's Matron / DSL team.

The following teaching strategies support active learning in PSHE and RSE lessons (DfE, RSE and Health Education 2020)

- Factual – as first principle
- Sharing ideas
- Discussion
- Listening exercises
- Case studies and scenarios
- Trigger drawings, story boards, photographs to aid problem solving, role play and discussions.
- Video and films.
- Questionnaires and quizzes
- Story-telling.
- Values continuums
- Role play
- Scenario-based

Use of outside health professionals as visitors eg. Health promotion specialists.

The 2025 DfE guidance includes 7 new guiding principles for relationships, sex and health education. The curriculum will be reviewed to ensure these key principles are embedded for September 2026.

Specific Issue Statements

Copies of the school's RSE policy are available on the school's website. Copies of the policy can be requested directly from the school office. All staff and visitors who support the facilitation of the RSE policy will be made aware of its availability.

Halliford School seeks to work in partnership with parents to provide effective RSE. The school's RSE policy will complement, and support guidance provided by parent/carers their role as parents, parental feedback on the school RSE policy is encouraged.

Overview

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students will feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

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 will be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

Students will be well informed about the full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. Schools will address the physical and emotional damage caused by female genital mutilation (FGM). They will also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students may also need support 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 oneself or others at risk. Schools will also be mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety will also be addressed. Students will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some students are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

The curriculum content statements below are based on the current DfE 2019 guidance. An audit of Halliford School's provision against the new content guidance effective from September 2026 is currently being conducted

By the end of secondary education students will know:

Families

Students will know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, 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 importance and validity of same-sex marriage
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Students will know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
 - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, 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 will show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable

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

Online and media

Students will know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Students will know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and sexual relationships, including sexual health

Students will know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage

- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

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

Working with parents/carers

Halliford School is committed to working in partnership with parents to ensure that we deliver a high quality PSHE and RSE curriculum. This is the curriculum that gives young people the knowledge, understanding, strategies and practical skills to live safe, healthy, productive lives and meet their full potential.

The role of parents and guardians in the development of their children's understanding about relationships, wellbeing and safety is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

As such, we work closely with parents when planning and delivering our PSHE and RSE curriculum and give them the chance to understand the purpose and content. A range of methods are used to proactively engage with parents on these subjects.

Year group specific Parent Information Evenings in September introduce the PSHE curriculum for the year ahead with additional reference made to a current specific pastoral issue by the Deputy Head Pastoral. Parents are given an opportunity to discuss this with tutors in a subsequent meeting. The PSHE and RSE curriculum for each year group is detailed in the Curriculum Information Booklets that are shared following these evenings and are available to parents on the Parent Portal at all times.

A comprehensive series of parent talks are offered to support our curriculum which help support parents in managing conversations at home with their children on these issues. These evenings can be an important opportunity to share experiences and contribute to wider support in terms of pupil wellbeing and keeping children safe.

A Parent Briefing is also offered in the first half term. Parents receive more detail about the curriculum including what will be taught and when including any proposed changes. Parents are consulted and encouraged to ask questions about the school's approach and are given an opportunity to discuss the provision for the children and allows us to address any concerns. The session also allows parents to view some of the resources being used in lessons which enables them to continue the conversations started in class at home and best support their child.

The right to withdraw your child from RSE lessons

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Halliford will work closely with parents when planning and delivering these subjects. We will clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents will be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about our approach help increase confidence in the curriculum.

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 delivered as part of statutory RSE. Before granting any such request the Headmaster/Deputy Head Pastoral will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record of this will be kept.

Discussions with parents will include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, Halliford should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

After that point, if the child wishes to receive sex education rather than be withdrawn, Halliford will make arrangements to provide the child with sex education during one of those terms.

If a student is excused from sex education, it is Halliford's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education, Health Education or from topics taught as part of the Science curriculum including topics related to puberty or sexual reproduction

Parents play a huge part in this important part of their children's education and their views are welcomed by the Head of PSHE as well as by the Deputy Head Pastoral and the Headmaster.

Confidentiality and Child Abuse – Safeguarding and Child Protection Procedures

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people. (Safeguarding and Child Protection Policy - 2025). Teachers and other adults involved in RSE may sometimes hear disclosures that suggest a child is at risk of abuse.

Cultural and Religious Issues

Cultural and religious factors will be taken into consideration and dealt with sensitively.

Confidentiality

Staff have a responsibility to respect a child's confidentiality but will deal with sensitive issues through the Safeguarding and Child Protection policy procedures.

Teachers and other professionals should exercise both discretion and professional judgement about how to deal with issues raised by an individual student. It will not always be appropriate to deal with individual sensitive questions with a whole teaching group. Where questions relate to the planned programme, it is expected that teachers will respond openly, sensitively and with consideration of any cultural and religious factors.

Contraception, Sexual Advice and Confidentiality

Particular care will be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful. Teachers may give information about contraception without parental consent, but not personal advice to individual student under 16 years, the legal age of consent.

The general rule will be that giving an individual student advice on such matters without parental knowledge or consent would be an inappropriate exercise of a teacher's professional responsibilities – teachers are not health professionals.

Provision for Girl's Periods

Students who require emergency sanitary protection can be supported by the school Matron. The school's RSE curriculum will ensure that all students both boys and girls receive appropriate information about the menstrual cycle.

SEND

Children with special educational needs, physical disabilities and learning difficulties must be properly included in sex and relationship education. As with all modes of curriculum delivery, RSE lessons will be differentiated to meet the needs of individual learners in line with the School's Curriculum Policy (2025). Where required, in class support will be allocated by the SENCO and Teaching Assistants to support RSE delivery; as appropriate small group withdrawal and one to one mentoring will also be adopted to support the needs of individual students.

Documentary Guidance

This policy has been written following consideration of:

- Keeping Children Safe in Education (statutory guidance 2025)
- DfE, RSE and Health Education 2019 and 2025
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools
- [Planning PSHE education](#)

Lesbian, Gay, Bisexual, Transgender+ (LGBT+)

In teaching Relationships Education and RSE, Halliford ensures that the needs of all students are appropriately met, and that all understand the importance of equality and respect. We comply fully with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics which all students must learn about. The school does not tolerate any bullying based on sex or sexual orientation e.g. homophobic bullying. Procedures for reporting and dealing with incidents of such bullying are outlined in the school's Anti Bullying Policy.

Halliford ensures that all of our teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach about LGBT+, we will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. We are also aware of the importance of covering the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.

The new DfE 2025 guidance is clear that students should be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.

We are also mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and we will be careful not to endorse any particular view or teach it as fact. For example, we will not teach as fact that all people have a gender identity and avoid activities which repeat or enforce gender stereotypes or encourage students to question their gender. In addition, we are mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

Safeguarding risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Inappropriate Sexual Behaviour

Inappropriate sexual behaviour is not tolerated at Halliford School. The school will respond to each case individually in line with its Anti-bullying and Behaviour policies. The school takes a zero-tolerance approach to abuse, that should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Inappropriate sexual behaviour can include:

- Inappropriate touching
- Sexually inappropriate comments
- Harassment
- Blackmail and coercion
- Grooming
- Sexual bullying
- Youth Produced Sexual Imagery, formerly known as Sexting i.e. sharing of inappropriate images
- Child on Child Abuse
- Cyberbullying
- Upskirting

These issues will be addressed as part of the school’s PSHE curriculum and actioned in line with the school’s Behaviour and Anti-Bullying policies and appropriate support provided for both victims and perpetrators. Further information is also available in the school’s Safeguarding and Child Protection Policy.

Monitoring, Review and Evaluation

The RSE/PSHE Co-ordinator will monitor the provision of the various dimensions of the programme by conducting learning walks and by sampling student work at regular interval. This includes a focus on student progress booklets to see the progress made, as well as notes made during activities. This will then be shared with the Line Manager of the PSHE Co-ordinator (and Deputy Head Pastoral, if they are not the Line Manager). It is the Deputy Head Pastoral who has overall responsibility for monitoring this programme.

The programme will be evaluated annually by means of student and staff surveys and formal end of year examinations. Suggestions for improvement are considered by the PSHE Co-ordinator and Deputy Head Pastoral, alongside statutory guidance, before amending the curriculum or policy.

More frequent evaluation of the programme is achieved through learning walks that review student progress booklets, wider student voice opportunities and / or by discussion with students, staff and parents. PSHE and RSE is always covered during the initial Parent Information Evenings that are delivered to each year group in September at the start of a new Academic Year. Additionally, parents are invited to an information evening focused on the PSHE curriculum in the first half term. They are given an opportunity to consult on the curriculum, and they are reminded that they have the opportunity to withdraw their child from the PSHE curriculum.

Governors remain ultimately responsible for the policy. We know that work remains to be done and our culture of robust self-reflection continues to drive high impact learning for all. The changes to the framework for September 2026 offer opportunities to deliver an even more comprehensive programme, so plans are already in place to address the new content areas.

Curriculum Content

Year 7

In Year 7, Relationships and Sex Education (RSE) at Halliford School is delivered as part of a broader PSHE curriculum that prioritises emotional literacy, respectful relationships, and personal safety. The RSE content is carefully designed to be age-appropriate, inclusive, and aligned with statutory guidance, laying the foundation for healthy relationship understanding as students begin their secondary education. Key topics include developing self-worth and self-efficacy, recognising the qualities of positive relationships, and understanding the importance of boundaries—both physical and emotional. Students are introduced to the concept of consent and learn how to communicate it assertively and respectfully. The curriculum also addresses the influence of media and stereotypes on relationship expectations, helping students to critically evaluate societal messages. Online safety and the dynamics of digital relationships are explored to ensure students are equipped to navigate modern communication responsibly. Safeguarding themes such as recognising inappropriate or unwanted contact and understanding the risks associated with coercion are embedded throughout. The Year 7 RSE programme supports Halliford’s commitment to fostering a safe, respectful, and emotionally aware school environment, preparing students for more advanced discussions in later years.

RSE is covered at several points throughout the Year 7 PSHE curriculum; the specific content and context are outlined below.

Autumn term 2: Living in the wider world

This unit encourages students to explore their roles as active, responsible citizens within both their school and the broader community. This unit introduces key concepts such as rights and responsibilities, the importance of rules and laws, and the value of diversity and inclusion. Students engage in discussions around ethical decision-making, environmental awareness, and the impact of their actions on others. They also begin to develop financial literacy skills, including understanding needs versus wants, budgeting basics, and the role of money in society. Through scenario-based learning and collaborative activities, students are challenged to think critically about global issues and their own potential to contribute positively to the world around them. The unit aims to foster a sense of agency and social responsibility, helping students to build the confidence and skills needed to navigate the complexities of modern life with integrity and empathy.

Spring 1: Health and Wellbeing unit

This is a comprehensive exploration of how lifestyle choices impact physical and mental wellbeing. Students critically examine the relationship between nutrition, physical activity, and emotional health, learning how daily habits shape long-term outcomes. The curriculum covers essential topics such as making informed dietary choices, maintaining good dental hygiene—now enhanced with a new lesson aligned with the *Child Oral Health: Applying All Our Health* guidance from GOV.UK—understanding the importance of regular exercise, and establishing healthy sleep routines. Pupils also explore the influences and risks associated with substances such as caffeine, tobacco, and alcohol, and develop strategies to manage peer pressure and external influences. The unit supports students through the physical and emotional changes of puberty, with lessons on personal hygiene and recognising and responding to inappropriate or unwanted contact. Sensitive topics such as Female Genital Mutilation (FGM) are addressed with care, ensuring students know how to access help and support. This unit aligns with key Health and Wellbeing learning outcomes, promoting a holistic understanding of health and empowering students to make safe, respectful, and informed choices.

Spring 2: Relationship unit

This unit explores the wide range of relationships students may encounter throughout their lives, including friendships, family connections, romantic relationships, and online interactions. It promotes the development of self-worth and self-efficacy, encouraging students to reflect on the qualities and behaviours that contribute to positive, respectful relationships. Pupils learn to identify unhealthy relationship dynamics, challenge media stereotypes, and critically evaluate societal expectations around romance. A significant focus is placed on understanding and communicating consent clearly and assertively, with an emphasis on personal boundaries and mutual respect. This unit supports statutory Relationships Education outcomes and contributes to the school's wider safeguarding and wellbeing strategy. Additionally, risk-related content previously taught in a standalone unit has now been integrated across Year 7 and Year 8 for a more cohesive and age-appropriate approach. This unit will continue into the 2026–2027 academic year as the opening topic for Year 8, ensuring continuity and deeper engagement with key themes.

Summer 1: The year in Focus unit

The Year in Focus is a newly introduced Year 7 PSHE unit at Halliford School, designed to provide a dynamic and reflective space for students to explore their personal, social, and academic development throughout their first year of secondary education. Acting as a narrative arc for the year, this unit encourages students to engage with key themes such as identity, belonging, emotional literacy, and respectful relationships, while also fostering critical thinking and self-expression. It is intentionally flexible and responsive, allowing for the integration of real-time topics that emerge through student voice, safeguarding concerns, and feedback from parents, tutors, and Heads of Year. This ensures that the curriculum remains relevant, inclusive, and emotionally attuned to the lived experiences of Halliford students. Importantly, it is a unit to serve as a reflective and adaptive tool rather than a formally assessed unit. Introduced in 2025, it also supports students in preparing for their end-of-year PSHE exam by consolidating learning and promoting self-awareness. This unit exemplifies Halliford's commitment to a responsive and student-centred PSHE curriculum.

Over the course of the year, we also will highlight and discuss other topics linked directly to RSE including personal health, including the cleanliness of genitals.

Year 8

In Year 8, Relationships and Sex Education (RSE) at Halliford School is delivered through a structured and age-appropriate programme that builds on the foundational knowledge introduced in Year 7. The curriculum focuses on helping students develop a deeper understanding of healthy relationships, consent, identity, and emotional wellbeing. Lessons explore the characteristics of respectful romantic and platonic relationships, the importance of mutual boundaries, and how to recognise and respond to coercive or manipulative behaviours. Students are encouraged to reflect on their own values and beliefs, challenge harmful stereotypes, and critically evaluate the influence of media and peer expectations on relationship norms. The concept of consent is revisited with greater depth, including how to communicate it clearly and assertively in different contexts. The curriculum also addresses topics such as sexual orientation, gender identity, and the importance of inclusivity and respect for diversity. Digital literacy is embedded throughout, with a focus on managing online relationships, understanding the risks of sharing personal content, and maintaining privacy and safety. All RSE content is aligned with statutory guidance and Halliford's safeguarding policies, ensuring that students receive accurate, inclusive, and supportive education that prepares them for the challenges of adolescence and beyond.

RSE is covered at several points throughout the Year 8 PSHE curriculum; the specific content and context are outlined in the units that follow.

Spring 1: Drug and alcohol education

Drugs and alcohol education fits into the Year 8 PSHE Scheme of Work as a vital component of Relationships and Sex Education (RSE), supporting students in understanding how substance use can impact decision-making, personal safety, and healthy relationships. It helps pupils explore the risks associated with drugs and alcohol, particularly how these substances can impair judgment and affect the ability to give or interpret consent, which is central to RSE. By examining peer pressure, emotional regulation, and self-esteem, students learn to navigate social situations with confidence and resilience, reinforcing their ability to set boundaries and make informed choices. This education also contributes to safeguarding by raising awareness of the legal, physical, and emotional consequences of substance misuse, and by highlighting how drugs and alcohol can be used in coercive or exploitative contexts. Integrating this topic into the wider RSE curriculum ensures a holistic approach to wellbeing, equipping students with the knowledge and skills to protect themselves and others, while promoting respectful, safe, and healthy relationships.

Spring 2: Identity and relationships

This unit forms a core part of the Relationships and Sex Education (RSE) curriculum within the Year 8 PSHE programme, supporting students in developing a secure understanding of identity and its role in shaping relationships. It provides a structured and inclusive approach to exploring how personal identity—including gender identity and sexual orientation—can influence the way individuals form and maintain connections with others. Through age-appropriate lessons, students will learn about the characteristics of healthy relationships, including respect, empathy, and communication, and how these qualities apply across friendships, family relationships, and romantic contexts. A key component of the unit is the introduction of consent, framed within both legal and moral contexts. Students will be taught that consent must be freely given, informed, enthusiastic, and reversible, and that the responsibility for seeking consent lies with the initiator. They will also explore how to communicate effectively, manage boundaries, and respond to pressure, particularly in relation to digital behaviours.

such as sexting. The unit includes education on basic contraception methods, such as condoms and the pill, to support informed decision-making. Teaching strategies such as discussion, role-play, and scenario-based learning will be used to build students' confidence and equip them with the knowledge and skills to navigate relationships safely, respectfully, and responsibly, in line with statutory RSE guidance.

Summer 1: Identity and relationships

This unit constitutes a fundamental element of the statutory Relationships and Sex Education (RSE) programme delivered through the Year 8 PSHE curriculum. It is designed to provide students with a clear and comprehensive understanding of identity, relationships, and sexual health, in accordance with national guidance. The unit introduces key concepts such as gender identity and sexual orientation, fostering an inclusive learning environment that promotes respect for diversity and encourages self-reflection. Students will examine the attributes of healthy relationships, including mutual respect, empathy, and effective communication, and will be supported in applying these principles across a range of relational contexts, including friendships, familial relationships, and emerging romantic partnerships. A significant focus is placed on the concept of consent, with students being taught that consent must be freely given, informed, enthusiastic, and reversible. The legal and moral responsibility for obtaining consent is emphasised, ensuring students understand the implications of their actions. The unit also addresses the risks associated with digital behaviours, particularly the issue of sexting, and equips students with practical strategies to manage pressure and safeguard their wellbeing. Furthermore, students will be introduced to basic forms of contraception, such as condoms and the contraceptive pill, to support informed decision-making and promote sexual health awareness. A range of pedagogical approaches—including structured discussion, role-play, and scenario-based learning—will be employed to ensure students develop the confidence, knowledge, and skills necessary to navigate relationships safely, respectfully, and responsibly.

Year 9

At Halliford School, the delivery of Relationships and Sex Education (RSE) in Year 9 forms a core component of the Personal, Social, Health and Economic (PSHE) curriculum and is fully aligned with the statutory guidance issued by the Department for Education. The programme is structured according to a spiral curriculum model, ensuring that students revisit key concepts introduced in earlier years with increasing depth, complexity, and relevance to their developmental stage. In Year 9, RSE is embedded across a range of thematic units, including *Law and British Values*, *Belonging and Community*, *Health, Relationships*, and *Drugs and Staying Safe*. These units collectively support students in developing a nuanced understanding of the characteristics of healthy relationships, the importance of mutual respect, empathy, and effective communication, and the role of personal identity—including gender identity and sexual orientation—in shaping relational experiences. A significant emphasis is placed on the concept of consent, which is explored both legally and ethically, with students being taught that consent must be freely given, informed, enthusiastic, and reversible, and that the responsibility for obtaining consent lies with the initiator. The curriculum also addresses contemporary safeguarding concerns, including the risks associated with digital behaviours such as sexting, and equips students with practical strategies to manage peer pressure and protect their wellbeing. Furthermore, students are introduced to basic forms of contraception, including condoms and the contraceptive pill, to support informed decision-making and promote sexual health awareness. The programme is delivered through a combination of structured lessons, interactive learning, and scenario-based activities, ensuring that students are equipped with the knowledge, skills, and values necessary to navigate relationships and societal expectations with maturity, responsibility, and respect.

RSE is covered at several points throughout the Year 9 PSHE curriculum; the specific content and context are outlined in the units that follow.

Autumn 1

Law and British values

This unit plays a critical role in supporting students' understanding of their rights, responsibilities, and the legal frameworks that underpin healthy relationships. In accordance with the Department for Education's statutory guidance, this unit ensures that students are taught about the legal principles relating to consent, equality, and protection from abuse, as well as the moral and civic duties expected of individuals in a democratic society. The curriculum promotes respect for the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs—core British values that are essential to fostering inclusive and respectful relationships. Students explore how these values apply in real-life contexts, including online interactions, peer relationships, and intimate partnerships. The unit also reinforces the importance of understanding the legal age of consent, the implications of sharing explicit content, and the protections offered under safeguarding legislation. By embedding these themes within the RSE framework, the curriculum equips students with the knowledge and ethical awareness necessary to navigate relationships responsibly and to contribute positively to their communities.

Autumn 2

Belonging and community

The *Belonging and Community* unit within the Year 9 PSHE curriculum at Halliford School plays a central role in supporting the development of respectful, inclusive, and emotionally literate relationships. This unit enables students to explore the concept of belonging—both within their immediate social circles and the wider community—and to understand how identity, values, and shared experiences contribute to a sense of connection and mutual respect. Students are encouraged to reflect on their own beliefs and behaviours while developing empathy and tolerance for others, particularly in relation to gender identity, sexual orientation, and cultural diversity. The unit reinforces the importance of recognising and challenging discrimination, prejudice, and exclusion, and promotes the values of equality, respect, and social responsibility. These themes are directly linked to the broader aims of Relationships and Sex Education, which seek to equip students with the knowledge and interpersonal skills required to form and maintain healthy relationships, navigate social dynamics with integrity, and contribute positively to their communities. Through structured discussion, collaborative learning, and reflective activities, students are supported in developing a strong sense of self and an appreciation for the diverse society in which they live.

Spring 1: Health and finance

The *Health and Finance* unit within the Year 9 curriculum at Halliford School provides students with essential knowledge and skills that directly support their understanding of personal wellbeing and responsible decision-making, both of which are integral to effective Relationships and Sex Education (RSE). This unit explores the relationship between physical and mental health, with particular emphasis on how lifestyle choices—including diet, exercise, sleep, and digital influences—can affect emotional resilience, body image, and self-esteem. Students are encouraged to make independent health choices and take increased responsibility for their physical wellbeing, including learning about testicular self-examination as part of personal health awareness. The unit also addresses the impact of online content on mental health and body image, equipping students with strategies to critically evaluate media messages and manage external pressures. In addition to health education, this unit introduces students to foundational financial literacy, marking their first structured engagement with financial education. The first three lessons focus on managing income and expenses, understanding debt and credit, building savings, and grasping the basics of employment, taxation, and financial responsibility. These topics are designed to prepare students for adult life by promoting autonomy, informed decision-making, and long-term financial wellbeing. The inclusion of financial education in this unit responds directly to student feedback and ensures comprehensive coverage of key life skills. Delivered through structured lessons and practical activities, the unit reinforces the importance of balancing personal health, emotional wellbeing, and financial independence—core principles that underpin safe, respectful, and informed relationships.

Spring 2: Relationships

The *Relationships* unit within the Year 9 PSHE curriculum at Halliford School provides students with a comprehensive and age-appropriate exploration of key themes central to Relationships and Sex Education (RSE). This unit focuses on the nature of positive relationships, including the roles of commitment, marriage, intimacy, and family life, while also addressing the realities of separation, divorce, and the emotional impact of relationship breakdown. Students are supported in developing a nuanced understanding of sexual readiness, including the choice to delay sexual activity or engage in intimacy without sex, and are taught to critically evaluate myths and misconceptions surrounding

consent. The concept of consent is explored in depth, with emphasis on its legal and ethical dimensions, including the continuous right to withdraw consent and the importance of capacity. The unit also covers sexual health education, including sexually transmitted infections (STIs), the effective use of condoms, negotiating safer sex, and the consequences of unprotected sexual activity, such as pregnancy. Students examine how relationships are portrayed in the media and pornography, and how these representations may influence expectations and behaviours. In addition, the unit addresses online safety and digital safeguarding, including how to assess and manage the risks associated with sending, sharing, or forwarding sexual images, and how to secure personal information online. Lessons on healthy and unhealthy relationships are included to build on prior learning from Key Stage 3, reinforcing students' ability to recognise and respond to coercive or harmful behaviours. This unit has been strategically repositioned within the curriculum to ensure full coverage and appropriate sequencing, supporting the spiral model of learning and ensuring that students revisit and deepen their understanding of key RSE concepts as they mature.

Summer 1: Drugs education and staying safe

The *Drugs Education and Staying Safe* unit, newly introduced to the Year 9 PSHE curriculum at Halliford School, builds upon prior learning from Key Stage 3 health education and provides a more focused examination of the legal, social, and personal implications of drug use. This unit contributes directly to the aims of Relationships and Sex Education (RSE) by equipping students with the knowledge and skills necessary to make informed, safe, and responsible choices in relation to substance use and personal wellbeing. Students explore the distinction between medicinal and recreational drugs, the relationship between habit and dependence, and the legal and health risks associated with drug and alcohol use, including addiction. The unit also promotes positive social norms and attitudes, helping students to critically assess peer influence and societal messaging around substance use. Through structured lessons, students learn how to manage external pressures, recognise risky behaviours, and understand the long-term impact of substance misuse on relationships, mental health, and life outcomes. The inclusion of adapted DSM Foundation resources ensures that content is both evidence-informed and tailored to the needs of Halliford students, with the aim of viewing the associated educational play to reinforce key messages. This unit supports the broader RSE framework by fostering resilience, promoting safeguarding, and encouraging students to take responsibility for their health and safety in both personal and social contexts.

Year 10

In Year 10 at Halliford School, Relationships and Sex Education (RSE) is delivered through a comprehensive PSHE curriculum that incorporates key thematic strands including *Mental Health*, *Living in the Wider World*, and *Healthy Relationships*. These units are designed to build upon prior learning through a spiral curriculum model, allowing students to revisit and deepen their understanding of essential concepts with increasing relevance to their age and life experiences. The mental health component supports students in recognising the impact of emotional wellbeing on relationships, decision-making, and personal safety, while promoting resilience, self-awareness, and strategies for managing stress. Financial education introduces students to practical life skills such as budgeting, credit, financial risk, and long-term planning, fostering independence and informed choices that are vital for adult relationships and responsibilities. The *Living in the Wider World* unit encourages students to reflect on their values, identity, and role within society, reinforcing the importance of respectful engagement with diverse communities and promoting social responsibility. The *Healthy Relationships* strand consolidates students' understanding of mutual respect, consent, communication, and the ability to identify and respond to unhealthy or coercive behaviours. Collectively, these units ensure that students are equipped with the knowledge, skills, and ethical awareness required to form safe, respectful, and responsible relationships, in full alignment with the statutory RSE framework.

Autumn 1: Mental health

The *Mental Health* unit within the Year 10 PSHE curriculum at Halliford School plays a vital role in supporting the broader aims of Relationships and Sex Education (RSE), particularly in promoting emotional wellbeing, resilience, and safeguarding. This unit enables students to explore the complexities of mental health and ill health, including the impact of stigma, stereotypes, and misinformation. Students are taught how to recognise the signs of emotional and mental distress, how to access appropriate support and treatment, and how to manage challenges commonly experienced during adolescence. The curriculum also introduces strategies for reframing negative thinking and promoting positive mental health, with a focus on balancing work, leisure, exercise, and sleep. A dedicated lesson on body image examines the influence of social media and online content on self-perception, helping students to critically evaluate external pressures and develop a healthy sense of self. These themes are directly linked to RSE through their emphasis on self-awareness, emotional regulation, and the ability to form and maintain respectful, supportive relationships. By equipping students with the tools to safeguard their own wellbeing and support others, this unit reinforces the importance of mental health as a foundation for safe, responsible, and meaningful relational experiences.

Spring 1: Living in the wider world

This unit reflects a strategic shift from a narrower focus on human rights, from the last two years scheme of work, to a broader, more varied exploration of diversity, inclusion, and civic responsibility. Informed by student voice feedback, the revised unit fosters active engagement with protected characteristics and promotes understanding of the legal, moral, and social dimensions of human rights. Students develop awareness of personal, legal, and human rights, including their origins, limitations, and potential conflicts. Through critical evaluation and the creation of individual human rights portfolios, learners are encouraged to reflect on their values and responsibilities as members of diverse communities. This approach supports the development of informed, respectful, and active

citizenship, aligning with the overarching aims of RSE to promote equality, challenge discrimination, and empower students to contribute positively to society.

Spring 2: Healthy relationships

The Year 10 Healthy Relationships unit is fully aligned with the statutory Relationships and Sex Education (RSE) framework, supporting students in developing the knowledge, skills, and values required to form and maintain respectful, safe, and healthy relationships. This unit addresses key aspects of the statutory guidance, including consent, boundaries, emotional wellbeing, and the characteristics of positive relationships. It also explores the impact of unhealthy behaviours, such as coercion and manipulation, and promotes strategies for seeking support and managing conflict. Through age-appropriate and inclusive content, students are empowered to make informed decisions, recognise unhealthy dynamics, and understand the importance of mutual respect and equality in all relationships.

Year 11

At Halliford School, the Relationships and Sex Education (RSE) curriculum is designed to build progressively on prior learning, ensuring that students develop a deep and coherent understanding of key concepts over time. The Year 11 RSE curriculum consolidates and extends knowledge acquired during Key Stage 3 and Year 10, while also preparing students for the more advanced content delivered at Key Stage 5. This structured approach ensures that, by the time students complete their education at Halliford, they are equipped with the necessary knowledge, skills, and values to navigate relationships and personal decision-making with confidence and responsibility in adult life.

Autumn 1: Making safer choices

The Year 11 PSHE unit *Making Safer Choices* aligns closely with statutory Relationships and Sex Education (RSE) guidance by equipping students with the knowledge and skills necessary to make informed, responsible decisions in a range of independent and potentially high-risk contexts. The curriculum addresses key aspects of health and wellbeing, including personal safety in social situations, rail and water safety, and navigating public spaces—ensuring students are prepared for real-world challenges. It also includes education on recognising and responding to both emergency and non-emergency scenarios, with guidance on accessing appropriate support services. In line with national priorities, the unit incorporates content on preventing violence against women and girls, promoting respectful behaviour and social responsibility. Students explore the links between lifestyle choices and certain cancers, with a dedicated lesson on testicular cancer and practical instruction on self-examination and the importance of screening. The unit's comprehensive approach empowers students to take control of their health and safety, both online and offline, fostering resilience and independence.

Spring 1: Sex and relationships

The Year 11 PSHE unit *Sex and Relationships* is carefully pitched for older students, providing age-appropriate, nuanced education that supports their transition into adulthood. It meets statutory Relationships and Sex Education (RSE) guidance by promoting a respectful, inclusive, and informed understanding of intimate relationships. The curriculum covers essential topics such as consent, contraception, healthy communication, and the emotional aspects of sexual relationships, while also addressing the ethical and legal implications of coercion, manipulation, and capacity to consent. Students are taught to recognise and challenge unhealthy behaviours, including victim blaming and exploitation, and are empowered to access appropriate support when needed. The unit critically examines the influence of media and pornography on sexual attitudes and self-image, and promotes awareness of diverse relationship values, including asexuality, abstinence, and celibacy. It also includes comprehensive sexual health education, covering STIs, gynaecological health, and menopause, ensuring students are equipped with the knowledge to make safe, ethical, and confident choices. By exploring the opportunities and risks of online relationships and challenging social norms around sex and gender, the unit prepares students for real-life situations and supports their development into responsible, self-aware adults.

Spring 2: Healthy and unhealthy relationships

This unit provides a thoughtful and age-appropriate exploration of the factors that contribute to safe, respectful, and fulfilling relationships, supporting students as they prepare for adult life. It meets statutory Relationships Education guidance by helping students understand the difference between

healthy and unhealthy dynamics, while promoting inclusivity and emotional literacy. The curriculum explores core relationship values, the role of pleasure, and the impact of social norms related to sex, gender, and relationships. Students learn to communicate assertively, express their needs, and manage unwanted attention, including online. The unit also equips them to challenge harassment and stalking, and to recognise and respond to harmful attitudes and behaviours. With a strong emphasis on diversity—including sexual orientation, gender identity, and relationship types—the unit fosters empathy, resilience, and conflict resolution skills, empowering students to build respectful and safe relationships throughout their lives.

Sixth Form

At Halliford School, Relationships and Sex Education (RSE) in the Sixth Form is delivered through a carefully structured and age-appropriate programme that supports students as they navigate the complexities of adult relationships and personal wellbeing. The curriculum is designed to reflect the increased maturity and independence of Sixth Form students, offering opportunities for open discussion, critical thinking, and reflection on topics such as consent, sexual health, relationship dynamics, and emotional resilience. Sessions are delivered through a combination of PSHE lessons, enrichment opportunities, and external speakers, ensuring a balanced and engaging approach. The programme also addresses contemporary issues such as online safety, gender identity, and the impact of media on self-image and expectations, while promoting respect, inclusivity, and personal responsibility. By fostering a safe and supportive environment, Halliford's Sixth Form RSE provision empowers students to make informed, ethical, and confident choices as they prepare for life beyond school.

Lower 6th Autumn 1: Health and wellbeing

At Halliford School, Health and Wellbeing is an integral part of our Relationships and Sex Education (RSE) provision, ensuring that students receive a holistic and balanced understanding of personal development. The curriculum is designed to support students' physical, emotional, and mental health alongside their learning about relationships and sexual health. Topics such as self-care, managing emotions, accessing health services, and understanding the links between lifestyle and long-term health outcomes—including cancer awareness and screening—are embedded throughout the RSE programme. This approach enables students to make informed, responsible choices and promotes resilience, self-respect, and personal safety. By integrating Health and Wellbeing into RSE, we prepare students not only for safe and respectful relationships but also for maintaining lifelong wellbeing in a rapidly changing world.

Lower 6th Autumn 2: Making safer choices

In the Sixth Form, the *Making Safer Choices* unit is a key component of Halliford School's Relationships and Sex Education (RSE) programme, tailored to meet the needs of older students as they prepare for greater independence and adult life. Delivered in Year 12, the unit builds on prior learning and focuses on empowering students to make informed, responsible decisions in a variety of real-world contexts. It addresses personal safety in public and online spaces, risk management, and how to respond effectively to emergency and non-emergency situations. The unit also explores issues such as lifestyle-related health risks, cancer awareness, and self-examination, while reinforcing the importance of accessing appropriate support services. In line with statutory guidance, it includes education on challenging violence against women and girls, and promotes respectful, ethical behaviour. By integrating health, wellbeing, and safety into the RSE curriculum, *Making Safer Choices* supports students in developing the confidence and resilience needed to navigate adult life safely and responsibly.

Upper Sixth Autumn 2: Independence and safety into adulthood

The *Independence and Safety into Adulthood* unit is a core element of Halliford School's Sixth Form Relationships and Sex Education (RSE) programme, designed to support students as they prepare for life beyond school. This unit focuses on equipping students with the practical knowledge and personal awareness needed to navigate adult responsibilities safely and confidently. It addresses key areas such

as personal safety in unfamiliar environments, managing risk, accessing health and emergency services, and understanding the legal and ethical dimensions of independent living. The curriculum also reinforces the importance of respectful relationships, consent, and emotional wellbeing, ensuring students are prepared to make informed and responsible choices. By integrating themes of independence, safety, and self-care into the RSE framework, this unit empowers students to transition into adulthood with resilience, confidence, and a strong sense of personal responsibility.

Upper Sixth Spring 1: Preparing for the future (including finance)

The *Preparing for the Future and Finance* unit is a key part of Halliford School's Year 13 Relationships and Sex Education (RSE) programme, supporting students in their transition to independent adult life. This unit is designed to equip students with the practical knowledge and critical thinking skills needed to manage personal finances, understand financial responsibilities within relationships, and make informed decisions about their future. It explores topics such as budgeting, debt, financial planning, and the emotional and relational impact of financial stress. The unit also reinforces the importance of independence, self-care, and respectful communication in adult relationships, linking financial wellbeing to broader themes of personal responsibility and ethical decision-making. By embedding financial literacy within the RSE framework, Halliford ensures that students leave Sixth Form with the confidence and competence to navigate both personal and relational aspects of adult life.

Upper 6th Spring 2: Digital safety and health

This unit is an essential part of Halliford School's Year 13 Relationships and Sex Education (RSE) programme, reflecting the increasing importance of digital literacy and wellbeing in modern adult life. This unit supports students in understanding how online behaviours, digital communication, and media consumption can impact their emotional health, relationships, and personal safety. It addresses key issues such as managing online presence, recognising and responding to digital harassment, protecting personal data, and navigating the influence of social media on self-image and expectations. The curriculum also explores the psychological effects of constant connectivity and promotes strategies for maintaining healthy boundaries and digital wellbeing. By embedding digital safety within the RSE framework, this unit empowers students to make informed, ethical, and responsible choices in their online interactions, preparing them for the challenges of adult life in a digitally connected world.

External Speaker list specific to RSE– 2025-2026

To ensure a whole school approach to RSE, Halliford supplements PSHE teaching with regular assemblies, external talks and internal clubs that also highlight and promote elements of the RSE curriculum and widen understanding

Date	Speaker	Year group	Title
22/09/2025	Abi Edmonds	Year 11 + PARENTS	Building resilience in the social media age
13/10/2025	Ashlea Armstrong and Deputy Head Pastoral	All Parents	PSHE and RSE Curriculum Parent Consultation
03/11/2025	Local Youth Engagement officer (PC Niall Kelly and PC Caroline Barnes)	Year 7	Transition and safety
10/11/2025	Robert Higgs	Year 9	The boy in the photograph
10/11/2025	Abi Edmonds	Year 8	Building resilience in the social media age
17/11/2025	Jason May	Year 12 + 13	Sexual health and relationships
12/01/2026	Talk consent	Year 11	Coercion and relationship abuse
19/01/2026	Abi Edmonds	Year 12+13	Navigating body image & social media
02/02/2026	Jim Holmes	Year 10	Humanitarian visions
09/02/2026	Jason May	Year 11	Sexual health and relationships
23/02/2026	Talk consent	Year 8 and Year 9	Consent and sexual violence
02/03/2026	Iain Mahoney	Year 11	Modern Masculinity
09/03/2026	Shaun Atwood	Year 12+13 + PARENTS	Life lessons
20/04/2026	Talk Consent	Year 7	Active bystander
27/04/2026	Robert Higgs	Year 7	The boy in the photograph

Sixth Form Enrichment Programme 2025-2026.

The Sixth Form Enrichment programme of speakers also supports the PSHE curriculum with a move in 2025-2026 to align speakers with topics being covered in lessons.

Autumn 1 – Health & Wellbeing

Date	Speaker	Company	Topic
12 Sept 2025	Emma Cole	Positive Voice	A talk to raise awareness of HIV and AIDS through 3 decades of activism
10 Oct 2025	Sam de Neijs	DSM Foundation	Drug Safety

Autumn 2 – Safer Choices

Date	Speaker	Company	Topic
14 Nov 2025	Andy Stone		Living with ADHD and autism – overcoming addiction and achieving success
21 Nov 2025	Juliane Guderian	Schools Consent Project	<i>Consent and harassment in the workplace</i>
28 Nov 2025	Ian Timbrell	Timbrell Education	LGBTQ+ language and prejudice.

Spring 1 – Finance & Life skills

Date	Speaker	Company	Topic
13 Feb 2026	Dr James Fleming	Sports Nutritionist	Nutrition for the adolescent sport student

Spring 2 – Beyond the Curriculum

Date	Speaker	Company	Topic
6 Mar 2026	Katrina Collington	The work of Mercy Ships	<i>The work of Mercy Ships: A global Christian charity that brings hope and healing to those suffering from disability, disfigurement and disease. Hospital ships are deployed and partnered with African nations to transform surgical systems and provide free surgery to those most in need.</i>

Summer 1 & 2

Date	Speaker	Company	Topic
5 June 2026	Hollie Gazzard Trust	Coercive behaviour	Coercive behaviour

External Speaker list specific to RSE– 2024-2025

Date	Speaker	Year group	Title
30/09/2024	Dr Aric Sigman	Year 8	Anxiety
07/10/2024	The Up Front Theatre company	Year 10	Mental health
14/10/2024	Talk consent	Year 11+ PARENT TALK	Consent Workshop
25/11/2024	The Red cross	Year 7 D & G	Youth First Aid
02/12/2024	The Red Cross	Year 7 R & W	Youth First Aid
09/12/2024	The Red Cross.	Year 8 R & G	Empathy & Migration
09/12/2024	Andrew Bernard	Year 12+7	What Makes A HuMan?
13/01/2025	The Red Cross	Year 8 D&W	Empathy & Migration
20/01/2025	Dr Aric Sigman	Year 11	Protecting your mental health
27/01/2025	PC Caroline Barnes	7W + 7G	Safety
24/02/2025	The Up Front theatre company	Year 7 + PARENT TALK	Democracy and Diversity
03/03/2025	Talk consent	Year 8	Consent Workshop
10/03/2025	Andrew Bernard	All	Years 7-10 Empathy Years 11-13 Coercion
17/03/2025	Talk consent	Year 10	Consent Workshop
28/04/2025	Robert Higgs	Year 9 + PARENT TALK	The boy in the Photograph
19/05/2025	Dr Aric Sigman	Year 7 + PARENT TALK	Screen time
02/06/2025	Talk Consent	Year 7	Consent workshop

Sixth Form Enrichment 2024-2025

Date	Speaker	Company	Topic
13/9/2024	Russell Robinson		Explaining areas of criminal law to students that may cause difficulty as a result of high spirits, alcohol, drugs etc
27/9/2024	Juliane Guderian Harriet Trayling	Schools Consent Project	Consent and harassment in the workplace
4/10/2024	Ian Timbrell	Timbrell Education	LGBTQ+ language and prejudice.
18/10/2024	Sam de Neijs from DSM Foundation	Drugs Safety	Drug Safety
15/11/2024	Emma Cole	Positive Voice	A talk that raises awareness of HIV and AIDS through 3 decades of activism'
29/11/2024	Stuart Mills	Trailhead	AI and the future
31/1/2025	Katrina Collington	The work of Mercy Ships	The work of Mercy Ships: A global Christian charity that brings hope and healing to those suffering from disability, disfigurement and disease. Hospital ships are deployed and partnered with African nations to transform surgical systems and provide free surgery to those most in need.
14/2/2025	Andy Stone	Neurodiversity – ADHD and autism	Living with ADHD and autism – overcoming addiction and achieving success.
6/6/2025	Hollie Gazzard Trust	Coercive behaviour	Coercive Behaviour

External Speaker list specific to RSE– 2023-2024

Date	Speaker	Content
09/10/2023	Joshua Coombes	'Do something for nothing'
16/10/2023	Dr Aric Sigman	Protecting mental health
20/11/2023	Dr Aric Sigman	Sex and Relationships
29/01/2024	Dr Charlie Easmon	Sex education
05/02/2024	Dr Charlie Easmon	The world of sex education
19/02/2023	Dr Charlie Easmon	Body Image
18/03/2024	Dr Aric Sigman	An introduction to consent
22/04/2023	Dr Charlie Easmon	Sex in your pocket
6 th form specific external talks organised by the Head of 6 th Form		
22/09/2023	Emma Cole	HIV awareness
29/09/2023	Monica	Consent and harassment
15/03/2024	Ellie Anderson	Coercive behaviour

External Speaker list – 2022/23

21-Nov	10 and 11	Sex and Relationships – Contraception, consent staying safe	Aric Sigman
Dec TBC	Sixth Form	Living with HIV	Emma Cole
16-Jan	11 and Sixth Form	RSE – Contraception, healthy relationships, STI's	Charlie Easman
6-Feb	Y7&8	RSE – Healthy Relationships, types and intimacy	Charlie Easman
6-Mar	Y9	RSE – Contraception, consent and healthy relationships	Charlie Easman

PSHE Drop Down Day, Wednesday 15 March 2023 – Delivered by Brook

7	8	9	10
Healthy Relationships	Healthy Relationships	Consent	Consent
Online Digital Life	Online Digital Life	Sexuality	Sexuality
Sexuality	Sexuality	Healthy Relationships	Healthy Relationships