



# MAGDALEN COLLEGE SCHOOL

INDEPENDENT DAY SCHOOL  
BOYS 7-18 & SIXTH FORM GIRLS

## **Relationships and Sex Education (RSE) Policy**



# MAGDALEN COLLEGE SCHOOL

FOUNDED IN 1480  
BY WILLIAM OF WAYNFLETE

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## 1. Rationale and ethos

1.1 Relationships and Sex Education (RSE) is an important part of the curriculum at MCS and can be defined as learning about the emotional, moral, legal, social and physical aspects of adulthood; maturing bodies; relationships; sexual activity; sexuality; and sexual health. The objective of Relationships and Sex Education is to help and support young people through their physical, emotional and moral development, and help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

1.2 Relationships and Sex Education at MCS aims to develop:

*a) Attitudes and values:*

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children, while taking care to ensure that there is no stigmatisation of children based on their own family circumstances and recognising that strong and mutually supportive relationships exist outside marriage;
- learning the value of respect, love and care;
- exploring, considering and understanding moral and personal dilemmas, for instance those surrounding unwanted pregnancy;
- developing critical thinking as part of decision-making.

*b) Personal and social skills:*

- learning to manage emotions and build healthy relationships confidently and sensitively, including online;
- developing self-respect, tolerance and respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made and consent;
- managing conflict, engaging in negotiation and resisting peer pressure;
- decision-making skills;

*c) Knowledge and understanding:*

- learning and understanding physical development at appropriate stages, including puberty and menstruation;



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- understanding human sexuality, reproduction, sexual health and STIs, in the context of relationships;
- learning about contraception and the availability of sexual health advice, contraception and support services in the case of unexpected or unwanted pregnancy;
- learning the reasons for delaying sexual activity;
- learning about peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol in the context of relationships and sex education;
- learning how to recognise and avoid unhealthy relationships, exploitation and abuse;
- learning about how relationships may affect health and wellbeing, including mental health.

1.3 Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

1.4 The school is required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, the school must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The school must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

1.5 Provisions within the Equality Act allows the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

1.6 The school will respond to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. The school has robust pastoral and behaviour policies in place to support all pupils.

1.7 The school ensures that RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND) by ensuring that high quality teaching is differentiated and personalised. Information to support teachers in delivering RSE to SEND



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pupils is provided by the School's Inclusion Lead who is based in the Learning Support Department. Teachers are also aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a particularly sensitive subject for some pupils; for example, those with Social, Emotional and Mental Health needs. Teachers responsible for delivering RSE content to such pupils will consider any relevant pastoral and SEND factors.

1.8 The school will ensure that all RSE teaching is sensitive and age appropriate in approach and content.

1.9 Lesbian, Gay, Bisexual and Transgender (LGBT) content is not delivered as a standalone unit or lesson, but is integrated into relevant parts of the wider RSE curriculum.

## **2. Roles and responsibilities**

2.1 The RSE programme will be led by Dr Scott Crawford, Deputy Head (Education Development) in the Senior School and Mrs Christine Kelly-Eldridge, Deputy Head (Pastoral) in the Junior School who may delegate selected responsibilities to other teaching colleagues.

2.2 RSE will be taught by teachers who have specialist skills and/or have been provided with appropriate training. In the Senior School, a significant amount of RSE content is taught by the Biology Department as part the Lower School and IGCSE curriculum. Training is delivered through whole staff INSET, twilight INSET sessions, external CPD and through online training modules.

2.3 The Deputy Head (Education Development) is responsible for vetting and booking any external speaker or agency to deliver part of the RSE curriculum.

2.4 The Deputy Head (Education Development) is responsible for ensuring that all teachers who deliver RSE are appropriately supported and provided with relevant training. Access to PSHE Association resources is provided to all teachers who contribute to the RSE curriculum.

## **3. Legislation (statutory regulations and guidance)**

3.1 Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The guidance states that pupils receiving secondary education must be taught RSE from September 2020. The guidance



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gives schools freedom to deliver the content set out in the context of a balanced curriculum. At MCS, the school has chosen to deliver RSE as part of the timetabled Liliium (PSHE) programme supplemented with various talks and workshops delivered by external speakers and agencies.

3.2 This policy is informed by PSHE Association guidance, specifically ‘*Writing your school’s relationships and sex education (RSE) policy*’ (September 2018).

3.3 Supporting documents as outlined in the statutory guidance include:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [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)
- [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

3.4 The RSE Policy should be read in conjunction with the other following school policies and statements:

- Anti-Bullying Policy
- Equal Opportunities Policy (Pupils)
- PSHE (Liliium) Policy
- Safeguarding Policy
- SMSC Statement

## **4. Curriculum design**



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4.1 The Deputy Head (Education Development) will work closely with colleagues in related curriculum areas to ensure RSE compliments and does not duplicate content covered in other compulsory subjects, e.g. Biology. Mandatory content not delivered in compulsory subject areas is covered in timetabled Liliun lessons and supplemented with extra-curricular talks.

4.2 Appendix A sets out how the school delivers the content required in Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education, 2019).

4.3 The PSHE Policy provides an outline of the taught content for each year group inclusive of RSE. Specific areas of RSE content delivery are highlighted below.

- Junior School: Relationships Education
- J4 Relationships and Sex Education is provided through the science curriculum (puberty)
- Third Form Biology lessons;
- Second Form – Fifth Form Liliun lessons;
- Sessions by external providers for pupils in the Lower Fourth and Lower Sixth;
- The Senior School Biology and (optional GCSE) Theology curriculums.

## **5. Safe and effective practice**

5.1. We will provide a safe learning environment by ensuring that the curriculum on relationships and on sex education is complemented, and supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

5.2. Teachers will agree ground rules with the class to help manage sensitive discussions and use question boxes to allow pupils to raise issues anonymously. Content will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

5.3. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Teachers should explain to pupils how they will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature.



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5.4 Pupils should be encouraged to employ appropriate ‘distancing’ techniques, e.g. ensuring that questions are not personalised.

## **6. Safeguarding**

6.1 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In the event of such a disclosure, teachers must consult with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

6.2 Where visiting speakers are invited to deliver aspects of the RSE curriculum, testimonials will be sought from other schools and the Deputy Head (Education Development) will brief them in advance regarding the schools safeguarding procedures. Visiting speakers will always be accompanied by a member of MCS staff when delivering RSE content. All visiting speakers are logged on the ‘Visiting Speakers Register’.

6.3 The Deputy Head (Education Development) will ensure that the teaching delivered by any external visitor fits with the planned programme and the RSE policy. The visitor will be asked to provide details regarding how they will deliver their sessions to ensure that the content is age-appropriate and accessible for the pupils. The school may request to see the materials visitors will use as well as a lesson plan in advance to ensure it meets the full range of pupils’ needs (e.g. special educational needs).

## **7. Engaging the MCS community – parents, staff and governors**

### *Parents and carers*

7.1 We are committed to working with parents and carers to deliver high quality, meaningful RSE which prepares their children to have positive and healthy relationships both now and in the future. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources through the Parent Portal and the Usher’s mailing. A biennial parent survey of the RSE curriculum is used to gather feedback to help shape and refine our provision.

7.2 As part of our whole school approach to RSE, we provide a range of seminars for parents and carers to help them engage with their children on the subject of RSE.





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7.3 We will notify parents when Relationships and Sex Education will be taught by providing an outline of all RSE content at the start of each academic year. In addition, the Deputy Head (Education Development) will write to parents and carers in advance of each individual session delivered by an external speaker or agency.

7.4 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education. Requests should be submitted to the Deputy Head (Education Development) copying in the relevant Head of Year. The Department for Education advises schools to discuss any such requests with parents and, as appropriate, with the child concerned to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. During these discussions, the school would wish to outline to parents the benefits of receiving this important education and any detrimental effects that withdrawal may have on the pupil. 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 said directly said by the teacher or external speaker. Parents may request their child to be withdrawn from sex education up to and until three terms before their son turns sixteen.

7.5 Alternative arrangements will be made for pupils withdrawn from Sex Education, which will ordinarily involve private study in the library.

7.6 The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction necessary under the science curriculum.

7.7 There is no right to withdraw from the Relationships aspect of RSE as the government believes this content – such as family, friendship, safety (including online) – is important for all children to be taught.

## *Staff*

7.8 Staff and especially tutors may benefit from knowing when pupils are covering key aspects of the RSE curriculum. The Deputy Head (Education Development) will notify relevant staff via email when significant elements of RSE teaching are being undertaken (for example, the Lower Fourth RSE workshops).

## *Governors*



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7.9 As well as fulfilling their legal obligations, the governing board should make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.10 The Governor's Education Committee will review and agree this policy on behalf of the Governing Body every three years.

## **8. Monitoring, reporting and evaluation**

8.1 Relationships and Sex Education is evaluated, monitored and reviewed in conjunction with the Liliun syllabus as a whole. Teachers will critically reflect on their work in delivering RSE through the school's established professional development practices.

8.2 Pupils will have opportunities to review and reflect on their learning during lessons and in follow up sessions with their tutor, teacher or Head of Year. Pupil feedback is also sought through pupil councils. Where relevant, we also seek input from pupils in advance of RSE workshops and presentations to help tailor the content.

8.3 Pupil voice will be influential in adapting and amending planned learning activities, and feedback will be sought through pupil council meetings.

8.4 The use of whole year group online surveys and focus groups are also used to garner feedback on the effectiveness and suitability of Relationships and Sex Education at MCS.

## **9. RSE policy review date.**

Updated	July 2023
By	Deputy Head (Education Development)
Next Review	July 2024



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## Appendix A

Appendix A sets out how the school delivers the content required in Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education, 2019).

### Relationships Education – Junior School

Topic	Content	Where covered / evidence
Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li></ul>	<p><b>J1 Lilium:</b></p> <p><b>J2 Lilium:</b></p> <p><b>J3 Lilium:</b></p> <p><b>J4 Lilium:</b></p> <p><b>J4 Science Trinity Term TES</b></p>



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	<ul style="list-style-type: none"> <li>• that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p>* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p>	<p><b>J4 Science Trinity Term TES</b></p>
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>	<p><b>J1 Lilium: Settling into Junior School &amp; new friendships</b> <i>Self-awareness; Taking turns; What makes a good friend.</i></p> <p><b>J2 Lilium: Relationships with others</b> <i>New friendships – new boys joining; Good communication skills</i> <i>Self-discovery – feelings that are good and not so good</i></p> <p><b>J3 Lilium: Self and Others: Growing Up</b> <i>Changing friendships</i></p>



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	<ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<p><b>J4 Lilium: Dealing with Changes, preparation for Senior School</b></p> <p><i>Developing resilience; Understanding change can be positive; Understanding that people behave differently during times of change</i></p> <p><i>Peer pressure.</i></p>
<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily</li> </ul>	<p><b>J1 – J4 Team Sports</b></p> <p><b>JS Anti-Bullying Assemblies:</b> Bystanders, Assistants, Reinforcers, Outsiders and Defenders.</p> <p><b>Theology and MFL:</b> Awareness of other cultures, faiths, beliefs and values.</p> <p><b>J1 Lilium: Being part of a community:</b></p> <p><i>Playing fairly; Sharing; Use of language; Being a positive role model;</i></p> <p><i>Manners; What is fair and unfair.</i></p> <p><b>J2 Lilium: Being part of a community:</b></p> <p><i>Class charters – behavior; JS Survival Kit; Following rules – understanding expectations;</i></p> <p><i>Understanding frustration</i></p>



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	<p>reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p><i>and anger and how it affects others; People in the community that we can trust;</i> <i>British Values – living in a diverse society</i></p> <p><b>J3 Lilium: Being part of a community:</b></p> <p><b>History:</b> Citizenship: Origins of democracy. <i>Ice Breaker Trip (not 2020); Making choices that affect others; Facing positives and negatives in life</i></p> <p><b>J4 Lilium: Being part of a community:</b></p> <p><b>Summer Stalls:</b> Fund raising for local charities</p> <p><b>Young Enterprise:</b> Activities Afternoon - Planning products and selling at Xmas Fair</p>
<p>Online relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-toface relationships,</li> </ul>	<p><b>J1: Internet Safety –ICT lessons</b> <i>Childline Assembly (every 2 years)</i> <i>Childnet Workshops (every 2 years)</i></p>



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	<p>including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p><b>J2:</b> <i>Internet Safety –ICT lessons</i> <i>Childline Assembly (every 2 years)</i> <i>Childnet Workshops (every 2 years)</i></p> <p><b>J3:</b> <i>Childline Workshop (every 2 years); Childnet Workshops (every 2 years)</i></p> <p><b>J4:</b> <i>Childline Workshop (every 2 years); Childnet Workshops (every 2 years) plus Senior School workshop annually</i></p>
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	<p><b>J1 Lilium: Safety at School</b> <i>Expectations of behavior;</i> <i>J1Way;</i> <i>Break time rules.</i></p> <p><b>J2 Lilium: Safety at School</b> <i>Road safety – hazards of walking in a group;</i> <i>Personal safety; Going on a school trip safely; Stranger Danger.</i> <i>Internet Safety –ICT lessons</i> <i>Childline Assembly (every 2 years)</i> <i>Childnet Workshops (every 2 years)</i></p>



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	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p><b>J3 Liliium: Safety at School</b> <i>Childline Workshop (every 2 years)</i> <i>Childnet Workshops (every 2 years)</i> <i>Road safety rules</i></p> <p><b>J4 Liliium: Safety at School</b> <i>Mobile phone safety; Road safety; Smoking; Alcohol and Drug abuse; Sex Education (TES)</i></p>
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## Relationships and Sex Education - Senior School

Topic	Content	Where covered
Families	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> </ul>	<p>Third Form Liliium: <i>Relationships with others</i> and <i>Healthy lifestyles</i> modules.</p> <p>Lower Fourth Liliium: <i>Self and others: growing up</i> module</p> <p>Upper Fourth Liliium: <i>Self and others: developing identity; Self and others: awareness; Healthy decisions; and Managing risks/dealing with situations</i> modules.</p>





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	<ul style="list-style-type: none"> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>	<p>Sixth Form Liliium</p>
<p>Respectful relationships, including friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-</li> </ul>	<p>Second Form Liliium: <i>Settling into Senior School &amp; friendship; Time and Senior School life; and Being part of a community</i> modules.</p> <p>Lower Fourth Liliium: <i>Self and others: growing up</i> module</p> <p>Upper Fourth Liliium: <i>Self and others: developing identity; Self and others: awareness; Healthy decisions; and Managing risks/dealing with situations</i> modules.</p>



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	<p>consensual behaviour or encourage prejudice).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>	<p>Fifth Form Liliium: <i>Self and Others: Awareness</i> module.</p> <p>Sixth Form Liliium</p> <p>External speaker presentation for Lower Fourth and Sixth Form pupils.</p>
<p>Online and media</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the</li> </ul>	<p>Second Form Liliium: <i>Time and Senior School life</i> and <i>Settling into Senior School &amp; friendship</i> modules.</p> <p>Lower Fourth Liliium: <i>Self and others: growing up</i> module</p>



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	<p>potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <ul style="list-style-type: none"> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>	<p>Fifth Form Liliium: <i>Self and Others: Awareness</i> module.</p> <p>Sixth Form Liliium</p> <p>External speaker presentation for Lower Fourth pupils.</p>
<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Upper Fourth Liliium: <i>Self and others: developing identity</i> and <i>Healthy decisions</i> modules.</p> <p>Fifth Form Liliium: <i>Self and others: awareness</i> and <i>Managing risks/ Dealing with situations</i> modules.</p>



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	<ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p>Fifth Form: Introduce to Safeguarding presentation by DSL.</p> <p>Sixth Form Liliium</p>
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>	<p>Third Form Liliium: <i>Relationships with others</i> and <i>Healthy lifestyles</i> modules.</p> <p>Lower Fourth Liliium: <i>Self and others: growing up</i> module</p> <p>Upper Fourth Liliium: <i>Self and others: developing identity</i>; <i>Self and others: awareness</i>; <i>Healthy decisions</i>; and <i>Managing risks/dealing with situations</i> modules.</p> <p>Fifth Form Liliium: <i>Self and others: awareness</i> and <i>Managing risks/ Dealing with situations</i> modules.</p> <p>Third Form Biology; Fifth Form Biology</p> <p>Sixth Form Liliium</p> <p>External speaker presentation for Lower Fourth and Sixth Form pupils.</p>



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	<ul style="list-style-type: none"><li>• the facts around pregnancy including miscarriage.</li><li>• 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).</li><li>• 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.</li><li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li><li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ul>	
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