



WINCHESTER  
COLLEGE

# PSHEE POLICY

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This policy should be read in conjunction with our [Academic Curriculum and Education Policies, Education & Wellbeing Policy, our RSE policy, and Alcohol, Smoking, Illegal Drugs & Harmful Substances Policies and IT Acceptable Use Agreement policies.](#)

## What is PSHEE?

PSHEE (Personal, Social, Health and Economic Education) at Winchester ultimately supports and promotes the wellbeing of our pupils by encouraging them to take ownership of various aspects of their own health by developing within them the ability to make informed decisions. It contains both statutory elements (for example, the teaching of Relationships and Sex Education (RSE) and our adherence to the Prevent Duty) and other discretionary elements. PSHEE also provides pupils with a forum in which to discuss a range of topics and values, particularly as they relate to democracy, the rule of law, liberty, mutual respect and the inclusion of those with different faiths and beliefs.<sup>1</sup>

## What does PSHEE aim to achieve?

PSHEE ultimately aims to prepare pupils for the world as they find it: being emotionally literate and thoughtful individuals, being aware of the risks around harmful substances, recognising and challenging inappropriate and offensive behaviour, and being empowered to make safer choices both at school and in the world beyond it. It does so by exploring how we relate to one another and how to form healthy, safe and respectful relationships. Accordingly, it also explores what makes for unhealthy relationships, what harmful sexual behaviour, harassment and abuse looks like, and lets pupils know that sexual violence and harassment can occur between two children of any age and sex, offline or online, in any context.<sup>2</sup>

Our aims are as follows:

- Furnish our pupils with the legal perspective on a given issues where appropriate.
- To expose our pupils to and encourage them to consider a range of perspectives on the subject in question.
- Enable them to make an informed and educated choice about a variety of aspects of their lives.
- Impart skills and knowledge beyond the academic curriculum that will assist them in life beyond Winchester College.

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<sup>1</sup> In 2011, the DfE reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” (Prevent Strategy 2011 Ref: ISBN 9780101809221, Cm 8092) All sections of this policy address Prevent Duty and Counter Terrorism. It was introduced into the Independent School Standards on 1 January 2013 and this was supported by non-statutory advice dated November 2013. Further amendments were made to the Standards in September 2014 and supplementary information and advice dated November 2014 have now been issued to support these additional changes.

<sup>2</sup> More information about sexual violence and harassment in schools can be found here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

The teaching of PSHEE helps to create a school culture where all pupils feel able to discuss what is appropriate, and where pupils and staff challenge inappropriate language & behaviour.

This policy forms part of a suite of such documents and should be read in conjunction with our [RSE, Child Protection & Safeguarding and Discrimination & Equal Opportunities policies](#).

## **Effective teaching of PSHEE**

Although Winchester does have standalone PSHEE lessons, the teaching of PSHEE takes place in a number of ways throughout the curriculum. PSHEE is best taught when its topics are not regarded as domain-specific: for example, a commitment to equality and the value of diversity cannot be taught in a single lesson or regarded as a discrete 'topic'. The teaching of PSHEE should be a chance for pupils to connect what might initially seem to be abstract ideas with their own lives, and to discuss sometimes sensitive ideas or topics in safe, structured environment led by knowledgeable staff.

Teachers should be aware that much of the material they will cover in the course of their teaching will connect to areas addressed within PSHEE and should consider how their lessons promote wellbeing and moral development and encourage pupils to explore and respect fundamental British values. Such teaching will consider the needs and interests of all pupils, irrespective of background, ability or learning needs, and when handling particularly difficult or sensitive topics create a classroom climate where, regardless of their characteristics, all pupils feel their contribution will be respected, and their questions handled with sensitivity and judiciousness. While such lessons may be exploratory, there must be clear, impartial information in relation to the law, human rights and staying safe and healthy.

Likewise, given the vertical nature of tutor groups, tutors should ensure that teaching and discussions on such topics, where they occur, are well guided, age appropriate and any questions or misconceptions are addressed carefully and in light of pupils' prior knowledge and understanding.

Within Div in particular, pupils have the chance to explore different cultures, histories and ways of thinking about the world and to more formally assess pupils' development and learning. Div is designed to foster a love of learning for its own sake and a Div teacher will likely see more of any pupil than any of their other teachers, allowing for conversations to be continued across the course of a week, unit of work or term in a more sustained manner.

PSHEE intersects with teaching in timetabled Hours, but also extends into life in boarding houses, where pupils develop personal and inter-personal skills, and into our extra-curricular activities, where we work with each other, push ourselves physically and contribute to wider society. All staff at Winchester therefore have a role to play in the effective delivery of PSHEE and the wider flourishing of the life of the school. Accordingly, all colleagues should know and understand the process of reporting any potential safeguarding concerns.

By its nature, PSHEE may result in pupils seeking advice or guidance: pupils should know that they can access support in many different ways – from their designated tutor, to their matron, to the Winchester College Health and Wellbeing Centre – and that any staff member may be approached. Likewise, if necessary, staff should feel comfortable seeking guidance on any questions asked where appropriate, and report any safeguarding concerns to the DSL.

## **How is PSHEE taught?**

PSHEE at Winchester College is led by the 'Head of PSHEE/RSE' (currently the Surmaster Pastoral) in association with the 'Deputy Head of PSHEE/RSE'. Both individuals are supported in their personal development through their attendance on a range of courses and conferences as deemed necessary in order to enable them to effectively fulfil their respective responsibilities. It is supported more broadly by the Senior Management Team, in particular the 'Deputy Head (Pastoral)' and subsequently the Governor with specific responsibility for safeguarding.

Underneath the Head and Deputy Head of PSHEE/RSE are a small team of Dons who 'specialise' in the teaching of the subject matter covered therein. This team is responsible for leading the breakout sessions during carousel sessions and the deliver of all weekly lessons where appropriate (more on this to follow). They receive training as appropriate and the team as a whole meets on a weekly basis to plan upcoming sessions and discuss their delivery to ensure parity is achieved.

In all PSHEE sessions where potentially sensitive subject matter is covered, there is a necessity, first and foremost, to safeguard those pupils who require it. To this end:

- All staff are aware of the PSHEE curriculum and are therefore able to identify potential concerns that may be pertinent to an individual pupil.
- Ground rules are established at the start of each for conduct and interaction within the classroom. These are reiterated in every session.
- Every sessions closes with a reminder of the appropriate members of staff to approach should a pupil feel that they need to do so.
- Any disclosures made as a result of/during a PSHEE session should be managed according to the Winchester College [Safeguarding policy](#).

The delivery of PSHEE at Winchester is underpinned by the belief that it should not be taught in a single uniform fashion and that different aspects of the provision often lend themselves to a specific method of delivery. Therefore, in deciding how best to deliver an element of PSHEE we consider at the very least, the content to be covered, the balance of the passage of information versus the need to discuss a complex concept and the time and the expertise available to us. As a result, there is not a singular and uniform method of delivering the various elements of PSHEE at Winchester College. However, all that we undertake is underpinned by a clear programme of development that our pupils will go through during their time with us:

- Junior Part (Year 9) pupils participate in a termly carousel, the details of which can be found in Appendix A. During this time, pupils are off timetable for one morning per term and will attend lectures pertaining to a range of topics which are delivered by subject matter experts in their respective fields. Each morning concludes with a breakout session in small groups, lead by our PSHEE/RSE specific staff, during which issues raised during the lectures are discussed in detail.
- All JP pupils also undertake 'Group'. This is a 5 week programme that occurs during curriculum PE and which is lead by the Health and Wellbeing Centre. During this time, pupils will discuss the challenges of being in a new [boarding] environment, developing new relationships and managing the emotions associated with both experiences.
- All JP pupils also attend Philosophy lessons throughout their first year at school. During this time, they will examine a scheme of work directly pertaining to the British Values of Democracy, Rule of Law, Individual Liberty, Respect for those with different faiths and beliefs. This is delivered by the Philosophy Department and therefore subject matter experts.
- Pupils in Middle Part (Year 10) and Fifth Book (Year 11) have a weekly PSHEE/RSE lesson which follows a set scheme of work laid out in Appendix A.
- These weekly sessions predominantly follow the following format:
  - o A few minutes setting the scene/providing a framework for discussion e.g. legal considerations.
  - o Discursive exercises in groups of 3 or 4 thereby allowing pupils the space to consider an idea in relative safety.
  - o A summary drawing out some of the key points of view on the subject and underlining any necessary takeaways from the session e.g. laws pertaining to the content covered.
- Those pupils in VI Book 2 (Year 12 ) and VI Book 1 (Year 13) revert to the carousel model first experienced in JP. During these two years, PSHEE topics are developed further but with a focus on life beyond Winchester College being the underlying theme. Sessions pertaining directly to University are also included. See Appendix A for a break down of sessions.
- Resources pertaining to the subject matter covered for each year group will be centrally stored on the 'Pupil Portal' where it can be accessed at anytime. This provides a repository of information that the pupils can follow up on or utilise as they see fit.

In addition, there are a range of other areas of school life where the development of PSHEE can and does take place:

- In Div, where, for instance, pupils are taught via *Recita* and the Kenneth Clark Prize to present a convincing, confident argument; learn how to be critical consumers of information through the development of research skills; and explore rights, responsibilities and the rule of law.
- In a "Tutor Hour", which is a weekly timetabled lesson at which pupils have the opportunity to meet as a vertical tutor group. These sessions provide an opportunity to discuss a range of issues pertaining to life at school and beyond.
- Through extra-curricular options: for example, through the Community Service (CS) programme, which promotes an understanding of the local environment, engagement in the civic community (schools, hospitals, hospices, care homes), and understanding of those with different needs, identities and beliefs.
- Winchester College host a huge range of speakers throughout the course of the year and who often address a range of topics pertaining to the real-world application of the issues discussed in PSHEE.

- In sport, both through garnering and recognising the benefits of physical exercise to both physical and mental wellbeing; understanding the importance of a healthy lifestyle (delivered as part of the PE programme in Junior Part); and the development of communication, empathy, teamwork and leadership skills (as in our CCF programme). This is further supported by education around the benefits of physical activity, the promotion of good health outcomes (e.g. sleep, dietary choices and good routines), and the connection between physical, mental and emotional wellbeing, for example in tutor time.
- Up-to-house, where pupils are supported by Housemasters, Matrons and Tutors to learn through experience, discussion and reflection what it means to be part of a community; to build strong friendships; to take responsibility for their actions and the consequences of those actions; to look after themselves and others; and to flourish.

### **How is the teaching of PSHEE supported in the school?**

- Through the supporting school policies, which can be found [here](#). The teaching of Relationships & Sex Education is specifically articulated in our RSE policy.
- Through The School Rules and the various disciplinary policies of the School: thus pupils know that there will be disciplinary consequences if they choose to abuse drugs, alcohol and tobacco or to behave in physically, verbally or sexually inappropriate ways, as well as being educated about the impacts of these sorts of behaviours on themselves and others.
- Through the advice and support of pastoral staff, both teaching and non-teaching, including the school's Safeguarding team and our pupil counsellors.
- Through the advice and support of the Health and Wellbeing Centre and School Doctors.
- Through the advice and support of staff in PE centre and sports staff.
- Through the accountability of pupils: whether to themselves, their peer group, their Tutors, their Matrons or Housemasters. We teach them to honour their commitments, to be emotionally literate and reflect on their own development; to develop and stick to healthy habits including physical exercise and a balanced diet; to achieve a balance between work and other interests; and to hold themselves to high standards of behaviour, supporting and challenging them if they fail to meet such standards.
- A letter will be sent to all parents/guardians at the start of the academic year highlighting the PSHEE policy, the curriculum within and any developments in the provision for the year ahead. It is strongly encouraged that parents/guardians use the opportunities that present themselves, to engage their children in discussion on the relevant topics should they feel comfortable doing so.
- Lectures may be laid on throughout the year for the parent body pertaining to some of the more prevalent issues that the school has been managing or that we feel may be of relevance.

### **How is the teaching of PSHEE recorded and assessed?**

- All pupils complete a survey at either the end of each termly carousel (for JP and VIBk) or at the end of each half-term (MP & VBk). Each survey allows the following:
  - o An assessment of the learning that has taken place since the last assessment
  - o A reflection on how valuable and well delivered each session was
  - o Whether there are any new topics, or alternative takes on those covered, that pupils would like to see in the future
  - o An opportunity to express any issues/concerns or pose any other questions
- Each pupil will receive a series of reports throughout the academic year in line with the cycle for their other subjects which will offer an overview of the topics covered during that period and, where appropriate, an 'Attitude to Learning' grade.
- Pupils do not receive an 'Attainment' grade for PSHEE as this is believed to be contrary to the subjective nature of much of the content.
- Tutors and other staff members utilise questioning and other assessment techniques to explore pupils' learning throughout.
- Feedback is sought on all aspects of the PSHEE programme both from individual pupils and teachers, and via the School Council which meets half-termly and the Prefect Body which meets weekly.
- To ensure that PSHEE reflects the needs of pupils, the Head of PSHEE/RSE, Deputy Head (Pastoral) and wider pastoral support team work closely together in evaluating the curriculum and identifying pupils' needs.



## PSHEE Curriculum

PSHEE is a fluid and dynamic subject and as a result Winchester College reserves the right to adjust the curriculum advertised herein as required. Parents will be notified of significant changes and we encourage you to engage with us on the development of this programme by contacting the Surmaster Pastoral as required.

### Appendix A

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

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

				online). <b>(Being Safe)</b>			
About dental health and the benefits of good oral hygiene and dental flossing, including eating and regular check-ups at the dentist <b>(Health &amp; Prevention)</b>	Carousel: Short Half	How to recognise the early signs of mental wellbeing concerns <b>(Mental wellbeing)</b>	Weekly RSE Sessions: Short Half 1	The concept of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic violence and FGM, and how these can affect current and future relationships. <b>(Being Safe)</b>	Weekly RSE Sessions: Common Time 1	Life-saving skills, including how to administer CPR <b>(Basic First Aid)</b>	Carousel: VBk2 Short Half
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online <b>(Online &amp; Media)</b>	Carousel: Short Half	Introduction (Internet safety and harms)	Weekly RSE Sessions: Short Half 2	The benefits of regular self-examination and screening <b>(Health &amp; Prevention)</b>	Weekly RSE Sessions: Common Time 2	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) <b>(Respectful relationships)</b>	Carousel: VIBk1 Common Time & Cloister Time
About online risks, including	Carousel: Short Half	The similarities and	Weekly RSE Sessions: Short Half 2	The importance of sufficient	Weekly RSE Sessions:	That in school and in wider	Carousel: VIBk1 Common



<p>that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online <b>(Online &amp; Media)</b></p>		<p>differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online <b>(Internet safety and harms)</b></p>		<p>good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn <b>(Health &amp; Prevention)</b></p>	<p>Common Time 2</p>	<p>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 <b>(Respectful relationships)</b></p>	<p>Time &amp; Cloister Time</p>
<p>Not to provide material to others that they would not want shared further and</p>	<p>Carousel: Short Half</p>	<p>That sharing and viewing indecent images of children (including those</p>	<p>Weekly RSE Sessions: Common Time 1</p>	<p>The facts and science relating to immunisation and vaccination <b>(Health &amp;</b></p>	<p>Weekly RSE Sessions: Common Time 2</p>	<p>What constitutes sexual harassment and sexual violence and why these are</p>	<p>Carousel: VIBk 2 Common Time &amp; VIBk1 Cloister Time</p>

not to share personal material which is sent to them <b>(Online &amp; Media)</b>		created by children) is a criminal offence which carries severe penalties including jail. <b>(Online &amp; Media)</b>		<b>Prevention</b> )		always unacceptable <b>(Respectful relationships)</b>	
What to do and where to get support to report material or manage issues online <b>(Online &amp; Media)</b>	Carousel: Short Half	The impact of viewing harmful content <b>(Online &amp; Media)</b>	Weekly RSE Sessions: Common Time 1	There are different types of committed, stable relationships <b>(Families)</b>	Weekly RSE Sessions: Cloister Time 1	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal <b>(Respectful relationships)</b>	Carousel: VIBkr Common Time
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	Group: Short Half & Carousel: Cloister Time	That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. <b>(Online &amp; Media)</b>	Weekly RSE Sessions: Common Time 1	What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example in an unregistered religious ceremony <b>(Families)</b>	Weekly RSE Sessions: Cloister Time 1	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship <b>(Intimate relationships)</b>	Carousel: VIBkr Common Time & Cloister Time

different (non-sexual) types of relationships <b>(Respectful Relationships)</b>							
Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>(Respectful Relationships)</b>	Group: Short Half	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interest and outlook, sex and friendship. <b>(Intimate relationships)</b>	Weekly RSE Sessions: Common Time 1	Why marriage is an important relationship choice for many couples and why it must be freely entered into <b>(Families)</b>	Weekly RSE Sessions: Cloister Time 1	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others <b>(Intimate relationships)</b>	Carousel: VIBk2 Common Time, VIBk1 Common Time & Cloister Time
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer <b>(Healthy Eating)</b>	Carousel: Short Half	How to identify harmful behaviours online (including bullying, abuse, harassment) and how to report, or find support, if they have been affected by those behaviours <b>(Internet safety and harms)</b>	Weekly RSE Sessions: Common Time 1	The characteristics and legal status of other types of long-term relationships <b>(Families)</b>	Weekly RSE Sessions: Cloister Time 1	How the use of alcohol and drugs can lead to risky sexual behaviour <b>(Intimate relationships)</b>	Carousel: VIBk2 Cloister Time
The facts about the harms from smoking tobacco (particularly the link to lung	Carousel: Common Time	The facts about legal and illegal drugs and their associated risks, including	Weekly RSE Sessions: Common Time 2	How these relationships might contribute to human happiness and their importance	Weekly RSE Sessions: Cloister Time 1	How to get further advice, including how and where to access confidentialia	Carousel: VIBk1 Cloister Time

cancer), the benefits of quitting and how to access support to do so. <b>(Drugs, Alcohol, Tobacco)</b>		the link between drug use, and the associated risks, including the link to serious mental health conditions <b>(Drugs, Alcohol, Tobacco)</b>		for bringing up children <b>(Families)</b>		l sexual and reproductive health advice and treatment <b>(Intimate relationships)</b>	
		The law relating to supply and possession of illegal substances <b>(Drugs, Alcohol, Tobacco)</b>	Weekly RSE Sessions: Common Time 2	The roles and responsibilities of parent with respect to raising of children, including the characteristics of successful parenting <b>(Families)</b>	Weekly RSE Sessions: Cloister Time 1	The concept of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. <b>(Being Safe)</b>	Carousel: VIBk2 Common Time
		The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood <b>(Drugs, Alcohol, Tobacco)</b>	Weekly RSE Sessions: Common Time 2	There are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further	Weekly RSE Sessions: Cloister Time 1	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	Carousel: VIBk2 Common Time

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

		to be treated with respect by others, and that in turn they should show due respect for others, including people in positions of authority and due tolerance of other people's beliefs <b>(Respectful relationships)</b>		they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing <b>(Intimate relationships)</b>		consequences of addiction, including alcohol dependency <b>(Drugs, Alcohol, Tobacco)</b>	
		About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help <b>(Respectful relationships)</b>	Weekly RSE Sessions: Cloister Time 1	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause <b>(Intimate relationships)</b>	Biology	Awareness of the dangers of drugs which are prescribed but still present serious health risk <b>(Drugs, Alcohol, Tobacco)</b>	Carousel: VIBk2 Cloister Time
		That some types of behaviour within relationships are criminal, including violent behaviour and coercive control <b>(Respectful relationships)</b>	Weekly RSE Sessions: Cloister Time 1	The facts around pregnancy including miscarriage <b>(Intimate relationships)</b>	Weekly RSE Sessions: Cloister Time 1 & Biology		
		What constitute sexual harassment and sexual violence	Weekly RSE Sessions: Cloister Time 1	How the different sexually transmitted infections (STIs),	Weekly RSE Sessions: Cloister Time 1 & Biology		

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