

GRACE COLLEGE

Relationships and Sex Education and Health Education (Part B)



This section of the document should be read in conjunction with the Emmanuel Schools Foundation's policy (Part A) on [Relationships, and Sex Education](#) and the statutory guidance that can be found [here](#).

Part B

Vision

At Grace College, our vision for Relationships and Sex Education (RSE) is rooted in our Christian ethos and commitment to nurturing students who flourish in every aspect of life. We believe that healthy relationships are the foundation for human flourishing, and that character, compassion and accountability are central to personal development. RSE at Grace College seeks to provide students with a secure understanding of how to build positive, respectful and supportive relationships, while also preparing them to engage thoughtfully with the diversity of perspectives they will encounter in modern society. At the same time, we seek to prepare students to engage thoughtfully with a world that is constantly changing, where technology increasingly shapes how people communicate, form connections and express relationships.

Purpose

The purpose of our RSE curriculum is to equip students with the knowledge, wisdom and skills needed to make informed, responsible and thoughtful choices about relationships and sexual health. We recognise that sex is a good gift from God, intended to be expressed within the commitment of marriage, and that it involves not only the physical but also the emotional, mental and spiritual dimensions of life. In teaching these principles, our approach is characterised by humility, gentleness and love, ensuring that all students feel respected, supported and safe. At the same time, we uphold our duty to comply with statutory guidance and the Equality Act 2010, ensuring that all students are taught to understand and respect difference. We also provide space for students to consider how online platforms, digital media and technological advances are reshaping relationships, highlighting both opportunities and risks such as online safety, privacy, and the influence of social media.

Aims

Through RSE, Grace College aims to:

- Equip students with the knowledge and skills to make wise and responsible choices in their relationships.
- Promote commitment, respect and responsibility as the foundations of healthy relationships.
- Develop students' resilience and capacity to engage critically with differing worldviews and cultural approaches to sexuality and commitment.
- Provide a safe and inclusive environment that complies with statutory requirements, including the Equality Act 2010.
- Offer tailored provision and safeguarding support where appropriate, recognising the varied needs and experiences of students.
- Prepare students to navigate both face-to-face and online relationships with integrity, wisdom and compassion.

In our desire to safeguard these children, and to help them to grow in wisdom in this area of their lives, the staff who deliver the RSE programme are in regular dialogue with the Principal and the Designated Safeguarding Lead. Where it is felt appropriate, individual or groups of students, will progress through our RSE programme at a faster rate to their peers.

Parents have the right to withdraw their child from the sex education element of RSE, but not the national curriculum covered as part of science; they should make any request in writing to the Principal.

Delivery

Our RSE and health education curriculum is delivered by the tutor teams in Year 7-11 across the school which form the Personal Development curriculum team and also wider curriculum teams. This includes:

- The Personal Development Lead will work with the Assistant Vice Principal – Student Development to develop the RSE curriculum in line with statutory guidance, KCSIE and contextual concerns. These staff will then work with the Year 7-11 tutor teams to provide training and support for delivery in Personal Development lessons.
- The PE department: the national curriculum's physical education programme of study describes how students should learn how to lead "healthy and active lifestyles" in both key stages 3 and 4.¹
- The science department: the national curriculum's science programme of study is followed at key stage 3 and the subject content from the GCSE in biology is taught at key stage 4.²
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To ensure that our programme is delivered effectively and responding to the needs and challenges of both our cohorts and the wider culture the Assistant Vice Principal - Student Development will meet prior to the delivery of sessions with the Vice Principal (Student Development and Student Support), the Designated Safeguarding Lead and the Personal Development Lead to discuss its content, overseen by the Principal. These conversations are ongoing and ensure that we are able to provide a responsive programme in this area of the personal development curriculum. These members of staff will be included at all points of development of the curriculum. The DSL will work directly with the AVP-Student Development to include any contextual challenges or concerns arising and these will be added in where needed to the taught programme.

The content below is delivered through our non-examined curriculum provision. Students are given the opportunity to interact with and reflect on the knowledge and ideas in each session and to complete a concluding task to gauge their level of understanding and to raise any concerns they may have. As part of our desire to improve our RSE offer, student panels will be conducted with a range of students throughout the year to gain feedback and insight to what students have learnt. In addition to this, expert knowledge quizzes will be completed within lessons so any gaps in RSE knowledge can be acknowledged and any concerns with specific students can be raised. There will be support for the Personal Development teaching team to support them in this role. In our delivery of our RSE curriculum we are concerned to hear the perspectives of all members of the Grace College community, including the LGBTQ+ community. In our consultation with the parent body and the wider community this desire to listen well will be made explicit.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf

² National Curriculum in science: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3>; AQA Biology specification: <http://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

Year 7

In **Science** all students complete a unit of study on the human reproductive system. Throughout this unit students learn about;

- The menstrual cycle, including why pregnancy is more or less likely at certain stages of the menstrual cycle.
- Contraception, including different methods of contraception and fertility treatment and how they function biologically.
- The impact of smoking, alcohol or illegal drugs on foetal development.

Students are not able to be removed from the taught curriculum in Science as this content is derived from the expectations of the national curriculum.

In **RSE** students consider the following:

1. *Why am I infinitely Precious and who am I?*
2. Students will learn that all human beings have intrinsic value and dignity, regardless of their beliefs or behaviour, and understand how this principle shapes respectful and compassionate interactions with others, including family, friends, peers, colleagues, and strangers. They will explore how this understanding influences their own behaviour, character development, and self-respect, including resilience, determination, and responsible decision-making, and learn to take opportunities to act with integrity and care in challenging situations as part of their personal, social, and moral development.

3. *How do I make and nurture healthy relationships?*

Students will learn the importance of healthy relationships for personal wellbeing and character development, understand the core virtues and behaviours that support positive interactions, and develop the skills to build, maintain, and respond effectively within relationships over time. They will also learn to recognise and respond to situations where others may seek to cause harm, understand the value of tolerance and respect for differences, and develop knowledge of prejudice, discrimination, and protected characteristics, including racism, sexism, and homophobia, so that they can respond appropriately, challenge unacceptable behaviour, and seek support from trusted adults and services as part of safeguarding.

4.

5. *What are reproductive systems and how do I know my body?*

Students will learn the correct names, structures, and functions of the male and female reproductive systems, including how these systems develop and change during puberty, so that they can understand their own bodies, recognise what is typical and atypical, support their physical and emotional health, and know how and where to seek advice and support from trusted sources as part of safeguarding.

6.

7. *What is consent?*

Students will learn that consent must be freely given, informed, enthusiastic, specific, and reversible in both offline and online contexts, understand situations in which consent cannot be given (including due to age, power imbalance, pressure, or impairment), develop knowledge of the legal framework surrounding consent, sexual offences, and the sharing of sexual images, and gain the confidence to recognise unsafe or abusive behaviour, set and respect boundaries, and seek help or report concerns to trusted adults and services as part of safeguarding.

8. *How do I avoid pressure and manage break ups?*

Students will learn how to recognise and resist different forms of pressure, including peer pressure, emotional manipulation, coercion, and online influence, understand the role of consent and boundaries in relationships, develop strategies to make independent and respectful decisions, learn how to manage the emotional impact of relationship endings and break-ups in healthy ways, and know when and how to seek support from trusted adults and services as part of safeguarding.

9. What are power dynamics in relationships?

Students will learn to recognise power dynamics in relationships, including how imbalance can lead to pressure, coercion, or exploitation, understand how to assert and respect personal boundaries, recognise situations where consent cannot be freely given, and develop strategies to make safe and respectful decisions both online and offline, knowing when and how to seek support from trusted adults and services as part of safeguarding.

In Year 7: online safety students consider:

- Key knowledge such as password security and health and safety when using computers;
- An introduction to online reputation³
- Online footprint in relation to social media
- An introduction to cyberbullying linked to child on child abuse – relating to the college policy
- Content selection and copyright.

³ An 'internet etiquette' session is delivered to students in years 7-9 who have experienced issues in this area. Based on the Thinkuknow session Your Digital Tattoo, it aims to develop students' understanding of the concept of 'online reputation' and the various possible consequences of sharing content online, and knowledge of ways to get unwanted content removed from the internet.

Year 8

In **Science** all students complete a unit of study on the role of genetic information and inheritance. Throughout this unit students learn that:

- Inherited characteristics are the result of genetic information, in the form of sections of DNA called genes, being transferred from parents to offspring during reproduction.
- Chromosomes are long pieces of DNA which contain many genes. Gametes, carrying half the total number of chromosomes of each parent, combine during fertilisation.
- Genetic mutations affect organisms and their offspring. One result is the range of appearance in offspring from the same parent

Students are not able to be removed from the taught curriculum in Science as this content is derived from the expectations of the national curriculum.

In **RSE** students consider the following:

1. What is physical intimacy?

Students will learn what physical intimacy is, including the different forms it can take, and understand how consent, respect, and personal boundaries apply to all intimate interactions, both offline and online. They will explore how healthy intimate relationships contribute to emotional wellbeing, recognise situations where physical intimacy may be inappropriate or unsafe, and know how to seek support from trusted adults and services as part of safeguarding.

2. How do I set boundaries in relationships?

Students will learn how to identify and communicate personal boundaries in relationships, recognise the importance of respecting the boundaries of others, understand the role of consent and power dynamics, and develop strategies to manage pressure, coercion, or manipulation. They will also learn to seek support from trusted adults and services when boundaries are challenged or unsafe behaviour occurs, promoting safety, respect, and healthy relationships both offline and online.

3. What is contraception?

Students will learn about the different methods of contraception, how they work, their effectiveness, and the importance of making informed choices to prevent unintended pregnancy and protect against sexually transmitted infections (STIs). They will also explore how contraception relates to consent, healthy relationships, and personal responsibility, and know where and how to access accurate information and professional support as part of safeguarding.

4. What does the law say about CEFM?

Students will learn what child exploitation and forced marriage (CEFM) are, including the legal protections in place, the signs that someone may be at risk, and how these practices violate consent and individual rights. They will understand how to respond safely if they or others are affected, recognise unsafe situations, and know how to seek help from trusted adults, professionals, and safeguarding services.

5. What is FGM and how do I understand the signs?

Students will learn what female genital mutilation (FGM) is, including the legal prohibition against it, the physical and psychological risks, and the signs that someone may be at risk or affected. They will understand the importance of safeguarding, know how to respond safely, and be able to identify trusted adults and services to report concerns, recognising their role in protecting themselves and others from harm.

In Year 8: online safety students consider:

- Digital Literacy and online contact,
- Cyberbullying and reporting,
- Malicious communication online and the law around this
- Judging the reliability of information that we find online.

Year 9

In **Science** all students complete a unit of study on communicable and non-communicable diseases. Throughout this unit students learn that:

- Diet, stress and life situations impact a person's physical and mental health.
- Diet, smoking, alcohol can all have a negative impact on a person's physical and mental health. In contrast, exercise can have positive benefits to a person's wellbeing.
- The Government encourages people to lead a healthy lifestyle through education and incentives for the benefit of the individual, the community and wider society.

Students are not able to be removed from the taught curriculum in Science as this content is derived from the expectations of the national curriculum.

In **RSE** students consider the following:

1. Why do we need to talk about sex?

Students will learn why open, accurate, and age-appropriate discussions about sex are important for understanding relationships, consent, sexual health, and personal wellbeing. They will explore how knowledge about sex can support informed decision-making, promote respectful behaviour, reduce risk of harm, and encourage seeking help from trusted adults and professional services as part of safeguarding.

2. What does it mean by developing sexuality?

Students will learn about the development of sexuality, including physical, emotional, and social changes during puberty, and understand that readiness for sexual activity is influenced by personal values, relationships, consent, and wellbeing. They will explore how to make informed and responsible decisions about sexual activity, recognise the impact of peer and online influences, and understand the importance of seeking support and guidance from trusted adults and safeguarding services.

3. What are the methods of contraception?

Students will learn about the range of contraception methods available, how they work, their effectiveness, and how they help prevent unintended pregnancy and protect against sexually transmitted infections. They will also explore the relationship between contraception, consent, healthy sexual decision-making, and accessing professional advice and support safely as part of safeguarding.

4. How do I understand consent?

Students will develop a detailed understanding of consent, including that it must be freely given, informed, enthusiastic, specific, and reversible. They will explore how consent applies in sexual activity and relationships, how it is affected by age, power, peer or online pressure, and impairment, and how understanding consent supports respectful interactions, prevents abuse, and guides them to seek help from trusted adults and safeguarding services when boundaries are violated.

5. What is coercive control (linked to consent)?

Students will learn what coercive control is, including its psychological, emotional, and behavioural forms, and understand how it undermines consent, autonomy, and healthy relationships. They will explore how to recognise coercive or controlling behaviour in relationships, online or offline, and develop strategies to maintain boundaries, assert their rights, and seek support from trusted adults and safeguarding services when necessary.

6. Why do we need to talk about porn?

Students will learn about the influence of pornography on attitudes, expectations, and behaviours in sexual relationships, including the unrealistic and sometimes harmful depictions it presents. They will explore how

online content can affect consent, boundaries, and self-image, and develop strategies to critically evaluate media, manage online influences safely, and seek guidance from trusted adults and safeguarding services.

All members of the Grace College community should be ready to answer the questions,

- How do I deal with unwanted physical contact (from people we know as well as strangers)?
- How do we deal with a situation in which someone is being pressured into engaging in sexual activity they do not want?
- What do we do if something is concerning us (personally or in relation to a friend)?

In Year 9 online safety⁴ students consider:

- Friendship Online: developing a critical understanding of 'friendship' online, including the skills and confidence in evaluating the reliability of information shared online.
- Identifying concerning or risky online behaviour, and applying safety messages during online interactions – this will be supplemented by assemblies by the violence reduction unit.
- Things you see online: awareness of the impact of some kinds of online content on self-esteem and image, and sensitivity to the vulnerabilities of others; knowledge of sources of support for those upset by something they have seen online.
- An understanding of misinformation online and how this can be impacted through artificial intelligence.

⁴ In Years 9 and 10 the teaching of online safety is delivered by trained staff in a series of discrete lecture or classroom sessions. The sessions utilise activities from Thinkuknow (www.thinkuknow.co.uk), an education programme from Child Exploitation and Online Protection (CEOP), a command of the National Crime Agency.

Year 10

In **Science** all students complete a further unit of study on communicable and non-communicable diseases. Throughout this unit students learn that:

- Sexual transmitted diseases are spread when two individuals engage in unprotected sexual intercourse.
- Some forms of sexually transmitted disease are bacterial and can be treated by antibiotics.
- Many sexually transmitted diseases have a lasting and negative impact on the health of the individual, including infertility.

Students are not able to be removed from the taught curriculum in Science as this content is derived from the expectations of the national curriculum.

In **RSE** students consider the following:

1. Why are some people vulnerable in relationships?

Students will learn about the factors that can make individuals vulnerable in relationships, including social, emotional, and online influences, and how these vulnerabilities can increase the risk of exploitation, manipulation, or abuse. They will explore strategies to protect themselves and others, recognise warning signs in both offline and online interactions, and understand how to seek support from trusted adults and safeguarding services.

2. What are the expectations around sex and intimacy in relationships?

Students will learn about the different expectations and pressures that can exist around sex and intimacy in relationships, including cultural, social, and peer influences. They will explore how to communicate openly, respect personal and others' boundaries, make informed and consensual decisions, and understand the role of consent and healthy behaviours in maintaining safe and respectful relationships, seeking support from trusted adults when needed.

3. How do we talk about contraception?

Students will learn how to discuss contraception confidently and accurately, including the different methods available, their effectiveness, and how to access professional advice. They will explore the connection between contraception, consent, sexual health, and responsibility, and understand the importance of seeking help from trusted adults or health professionals as part of safeguarding.

4. How do I recognise an unhealthy relationship?

Students will learn how to identify the signs of an unhealthy or abusive relationship, including emotional, psychological, physical, and sexual indicators. They will understand the impact of controlling behaviour, manipulation, and coercion, both offline and online, and develop strategies to protect themselves and others, as well as knowing when and how to access trusted adults and safeguarding services.

5. How do I recognise stalking and harassment in a relationship?

Students will learn what stalking and harassment in relationships are, including patterns of behaviour that may occur in person or online, and how coercion, intimidation, or persistent unwanted attention can affect safety and wellbeing. They will develop the skills to recognise warning signs, assert boundaries, protect themselves and others, and seek support from trusted adults, safeguarding services, and legal authorities when necessary.

In Year 10 online safety students consider:

1. Selfies exposed: developing a deeper understanding of why someone might take a naked selfie, why it might get shared, and what impact and consequences this could have for them. This is in order to help our students make mature and safe choices in future.

2. Developing an understanding of issues around sharing intimate pictures online, including trust, privacy, responsibility and the role of the media; knowledge of the law on sending and sharing sexual images.
3. Developing the ability to identify behaviour typical of sexual offenders on social media; understanding of the risks posed by talking to strangers online; knowledge of sources of help and support, and how to report abuse.

Year 11

Students in Year 11 review the RSE curriculum throughout the course of the year in in personal development lessons.

In **RSE** students consider the following:

1. How do I make choices about marriage?

Students will learn about the factors that influence decisions to live together in a relationship, including personal values, beliefs, readiness, consent, and equality within partnerships. They will explore how to make informed, respectful, and safe choices, recognise pressure or coercion, understand the responsibilities and challenges of cohabiting, and know where and how to seek guidance or support from trusted adults and safeguarding services.

2. How do I deal with long term relationship breakdowns?

Students will learn strategies to manage the emotional impact of long-term relationship breakdowns, including grief, stress, and changes in social support. They will explore healthy coping mechanisms, ways to maintain self-respect and wellbeing, and know how to access trusted adults and safeguarding services for guidance and support.

3. How can I recognise abusive relationships (sexual violence)?

Students will learn to identify the signs of abusive relationships, including sexual violence, coercion, and exploitation, and understand how these behaviours violate consent, autonomy, and legal protections. They will develop strategies to protect themselves and others, recognise unsafe situations, and know how to seek help from trusted adults, safeguarding services, and legal authorities.

4. How can I recognise abusive relationships?

Students will learn to recognise the signs of abusive relationships, including emotional, psychological, physical, and financial abuse, as well as coercion and manipulation. They will understand the impact of such behaviour on wellbeing, how to maintain personal boundaries, and how to seek support safely from trusted adults and safeguarding services.

5. How do I plan for the future?

Students will learn about fertility, reproductive choices, and the considerations involved in planning for parenthood, including the physical, emotional, and social responsibilities it entails. They will explore how relationships, consent, health, and wellbeing influence decisions about having children, and understand how to access accurate information, guidance, and support from trusted adults and professional services as part of safeguarding and informed decision-making.

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Sixth Form

The Sixth Form PTE Programme provides the opportunity to consider matters related to the RSE curriculum studied throughout Years 7 to 11. The lecture series presents students with contemporary philosophical and ethical issues that help them to continue to explore; our responsibility to ourselves and one another; wisdom as to how we can live in relationship with each other and how we can keep ourselves physically and emotionally safe as we they enter into adult life in full. **More details regarding this can be found in the Emmanuel College's RSE policy for the Associated Sixth Form for Emmanuel and Grace College.**