Alderman White School

A member of The White Hills Park Trust

Relationships, Sex and Health Education (RSHE) Policy

Statutory or non-statutory	**Statutory**
Author/Reviewer	**B Scurrah**
Approved by Governors	**8th July 2026**
Due for review	**July 2028**

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1. Aims

RSE and Health Education are taught within our school ethos and values and Trust Policy, and following statutory guidance. Alderman White is a "community of opportunity for all". The delivery of high quality RSE and Health Education is an important part of our provision for students.

Our school is a community. We teach our students that they have rights and responsibilities, and that their actions affect others within our community. RSE and Health Education is taught in the context of what it means to be a positive member of a community, including within a family. Our sense of community is based around our INSPIRE values including integrity, nurture, perseverance, responsibility and engagement. Every member of our school community is encouraged to embrace these values and to demonstrate them through their attitude and conduct both within school and in the wider community. These values run through our RSE and Health Education provision. Our expectations and rules enable us to demonstrate these values in the way we conduct ourselves. Politeness and respect for others are key to this. In RSE, students learn about the legal framework and potential consequences in relation to the choices they might make.

Our curriculum is ambitious and designed to give all students the essential knowledge and cultural capital they need to be educated citizens, including in RSE and Health Education. Our curriculum is based on the requirements of the Department of Education statutory guidance for RSE and Health Education for secondary schools.

We are an inclusive school that actively welcomes people with diverse identities. We take our responsibilities to eliminate discrimination, advance equality of opportunity and foster excellent relations between people with different identities within the framework of the Equality Act 2010 seriously. We provide opportunities for everyone to understand the perspective of others and to celebrate our diversity as a community, as well as understanding our British Values, including through our RSE and Health Education programme.

Our aims:

- To give our students knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to prepare them for adult life.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships.
- To build on the Relationships and Health Education taught at primary school, and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol.
- To enable students to develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- To support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- To ensure that students are prepared for the increasingly complex world we live in, equipping them with the necessary skills to manage the exciting opportunities, challenges and risks they may face, both on and offline.
- To ensure that students receive accurate and factual information, know where to find accurate information, and can identify disinformation and misinformation.
- To ensure that all subject content is age and developmentally appropriate, and taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing pupils with the knowledge they need.
- To recognise the role of parents in educating their child about RSE and health education, and to complement and build on what students learn at home within the framework of our statutory responsibilities.

Our Relationships Education, RSE and Health Education Curriculum considers students' age, developmental stage, and prior understanding. We aim to teach sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

Relationships Education, RSE and Health Education Curriculum will sit within the context of the school's broader ethos and approach to developing students socially, morally, spiritually, and culturally, as well as the pastoral care system.

1a. Guiding Principles for RSHE

Our RSHE policy is developed with the following key principles in mind:

- **Engagement with pupils** - We ensure our RSHE curriculum is informed by meaningful engagement with students to ensure content is relevant and engaging. We regularly seek student voice through surveys, focus groups, and lesson feedback to shape our curriculum delivery.
- **Engagement and transparency with parents** – We engage with parents on the content of RSHE. Parents will be informed in advance about sex education content within lessons and have the right to request to withdraw from sex education components.
- **Positivity** - We focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. We avoid language which might normalise harmful behaviour among young people, such as language which might normalise male violence or stigmatise boys.
- **Careful sequencing** - We cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Our curriculum is sequenced so that students are supported and equipped with knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- **Relevant and responsive** - Our curriculum is developed to be relevant, age and stage appropriate, and accessible to pupils at Alderman White School. Where appropriate, we work with local partners and other bodies to understand specific local issues and ensure needs are met.
- **Skilled delivery of participative education** - Our curriculum is delivered by school staff and, where we choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment. We facilitate participative and interactive education which aims to support and not to alarm pupils. Staff are trained in safeguarding and offering support, recognising the increased possibility of disclosures during RSHE lessons.
- **Whole school approach** - Our RSHE curriculum is delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies including behaviour and safeguarding policies.

2. Statutory Requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy is based on the Department for Education's statutory guidance: Relationships, Sex and Health Education (July 2025), which comes into effect from September 2026: Relationships and sex education (RSE) and health education - GOV.UK

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

This policy is also informed by:

- Keeping Children Safe in Education 2026 (statutory guidance)
- Behaviour in schools (advice for schools)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Working Together to Safeguard Children (statutory guidance)
- The Equality Act 2010

We will review this policy at least every 2 years and is response to any changes to statutory requirements to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students.

3. Links with other Policies

This policy should be read in conjunction with the following School/Trust policies, which can be found on our school website:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality and Diversity Policy

Paper copies will be made available on request from the school office.

4. Policy Review

This policy is reviewed in line with national guidance and in consultation with staff, students, and parents. The consultation and policy development process involves the following steps:

1. Review – relevant information including national and local guidance.
2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and interested parties have been invited to submit feedback about the proposed policy.
4. Student consultation – students will be invited to submit views on what they want from their RSE.
5. Ratification – once amendments are made; the policy will be shared with governors for ratification.

5. Definitions

Relationship Education gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership, or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Sex education is about ensuring that young people know what sex is, know what their rights and responsibilities are within an intimate relationship, and are able to make appropriate choices in relation to sex. Sex education will include learning about conception and pregnancy, the law in relation to consent and sexual activity, contraception and safe sex, sexual health including sexually transmitted infections (STIs), developing intimate relationships and resisting pressure to have sex (and not applying pressure). Sex education is not about the promotion of sexual activity and will be taught in a way that recognises different views and attitudes, for example to sex outside of marriage.

Health Education covers physical and mental health and wellbeing, including how to promote good health and wellbeing, how to identify a problem or issue and how to address this to seek advice or support. It includes physical health and fitness, health eating, puberty, personal hygiene, the science and facts relating to vaccinations, first aid, as well as the facts, risks and law associated with smoking, vaping, alcohol and illegal drugs, including addiction. With regard to mental health, it includes how to support wellbeing, recognise when and know how to seek support, and common types of mental ill-health, as well as healthy and unhealthy online behaviours.

RSE and Health Education are taught in an integrated way that recognises the ways in which they are linked.

6. Delivery of RSE and Health Education

RSE and Health Education is delivered predominantly in Personal Development lessons. All students in Year 7-11 have 2 Personal Development lessons each fortnight. Students in Year 7-9 are taught in tutor groups, and in Year 10-11 students are taught in groups dependent on their Specialism choices. Students are taught Personal Development usually by their tutor in Year 7 and by a specialist team of teachers from Year 8-11. Some aspects of RSHE may be delivered by outside providers.

In addition:

- Biological aspects of RSE education are taught within the Science curriculum.
- Different views and attitudes to issues such as marriage or use of contraception are included in religious education (RE) lessons.
- Aspects such as online behaviour and safety are covered in Computer Science.
- Health and healthy lifestyles are also taught as part of the PE and Food Technology curriculum.
- Other areas of the curriculum also support where appropriate to do so.
- Assemblies and tutor time are also used to deliver and support aspects of RSE and Health Education.

RSE and Health Education will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy, and prepared for life beyond school. The curriculum will complement and be supported by the School and Trust's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. The Senior Leadership Team will work closely with colleagues in related curriculum areas to ensure RSE and Health Education programmes complement each other.

Content is delivered in a sensitive and open manner. Students' age and background are considered when planning the curriculum. A safe and supportive climate is promoted, with all students' views and opinions being respected, but misconceptions dealt with appropriately. Some issues may be discussed or addressed with in smaller groups or on a one-to-one basis. Teaching will present factual, evidence-based content in line with statutory guidance, while acknowledging that individuals and families may hold a range of beliefs.

RSE and Health Education explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies, and relationships with others. As much as possible, where a question is relevant to the whole class, teachers will answer it to the whole group. There may occasionally be the need to deal with a question on an individual basis if it is not suitable for the entire class. If students ask questions outside the scope of the RSHE curriculum, teachers will respond in an appropriate manner. Questions will always be answered in an age and developmentally appropriate way, considering whether a parent/carer has requested their child to be removed from sex education lessons, and in accordance with our safeguarding procedures. School staff will not answer personal questions about themselves or ask direct personal questions of their students that could make either party vulnerable. An open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students. Discussing issues openly with trained professionals and in a safe environment better protects students from harm and abuse.

7. Curriculum

Our RSHE Curriculum is based on the content outlined in the statutory RSHE guidance.

We develop our curriculum in consultation with parents, students, and staff, considering the age, needs and feelings of students.

Teaching of RSE and Health Education will enable students:

- To distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- To be taught the facts and the law about sex, sexuality and sexual health in an age appropriate and inclusive way.
- To recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual, and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support.
- To identify grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- To recognise the physical and emotional damage caused by female genital mutilation (FGM) and where to find support, understanding that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.
- To recognise risks, harmful content and contact and how and when to report issues to keep safe online.
- To, within the law, be well equipped to make decisions about how to live, whilst respecting the right of others to make their own decisions and hold their own beliefs.

We seek to ensure that students have the knowledge, skills, attitudes, and values that will help them to:

- Understand their health (including sexual health), wellbeing and dignity.
- Build self-esteem and self-worth.
- Understand family structures, committed relationships and the legal status of different types of long-term relationships.

- Understand and make sense of the real-life issues they are experiencing in the world around them.
- Manage and explore difficult feelings and emotions.
- Consider how their choices affect their own wellbeing and that of others.
- Develop as informed and responsible citizens.
- Understand and ensure the protection of their rights throughout their lives.

Our Curriculum is planned to consider students' age, developmental stage, and prior understanding. We aim to teach RSE sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

For further information about our Relationships Education and RSE curriculum, see Appendices 1 and 2.

7a. Relationships and Sex Education (RSE):

The content that is taught is outlined in the DfE Relationships Education, Relationships and Sex Education and Health Education guidance.

We believe that high quality, comprehensive Relationships and Sex Education does not encourage early sexual experimentation but builds young people's confidence and self-esteem and helps them to understand reasons for delaying sexual activity. Evidence demonstrates that effective RSE and Health Education plays a role in behaviour change, including reducing unprotected or unwanted sexual activity and reducing harmful behaviour, including sexual harassment and sexual violence.

These areas of learning are taught within the context of family life, taking care to ensure inclusivity of different home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Please see Appendix 1 for the statutory content.

7b. Health Education

The content that is taught is outlined in the DfE Relationships Education, Relationships and Sex Education and Health Education guidance.

Students will be taught information that they need to make good decisions about their own health and wellbeing so that they recognise what is normal, when they or others may require further advice or support, and where they can get this.

Self-control and the ability to self-regulate, as well as strategies for doing so will also be explored, enabling students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant and to respond calmly and rationally to setbacks and challenges.

Please see Appendix 1 for the statutory content.

The Law

Students will be taught what the law says about sex, relationships and young people, as well as broader safeguarding issues. This will help young people to know what is right and wrong in law, and to understand different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

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

- marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act
- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility

8. An Inclusive Curriculum

We are committed to ensuring a safe, supportive and inclusive learning environment for the delivery of RSE and Health Education and delivering RSE and Health Education in a way that is relevant and makes every student feel valued and included.

RSE and Health Education will be taught in a way that is accessible for all students. The school is mindful of the preparing for adulthood outcomes as set out in the SEND code of practice. Where appropriate, content or delivery will be tailored to meet the specific needs of students. This may include adapted materials, visual scaffolds and teaching of key vocabulary.

RSE and Health Education will be delivered in a way that is compliant with the Equality Act and our Public Sector Equality Duty. Our curriculum will support students to identify and challenge discrimination, harassment and victimisation, support equality of opportunity and help foster good relations between people who share and people who do not share a protected characteristic.

The curriculum explicitly teaches about all protected characteristics in an age-appropriate way, ensuring students understand both rights and responsibilities under the Equality Act 2010. They will be taught the facts and law about biological sex and gender reassignment. This recognises that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Students will also be taught to recognise that people with protected characteristic of gender reassignment, as with other protected characteristics, have protection from discrimination and should be treated with respect and dignity. Beyond the facts and the law about biological sex and gender reassignment, there is significant debate. We will be careful not to endorse any particular view or teach contested matters as fact. For example, we will not teach that gender identity is a protected characteristic under the Equality Act 2010.

By addressing issues such as gender stereotypes, sexism, misogyny, and homophobia we will help to create a culture where they are not tolerated, and any occurrences are identified and tackled. The curriculum addresses sexual harassment and sexual violence in line with statutory guidance, ensuring that students understand that anyone can be a victim and such behaviours are always unacceptable and never the fault of the victim. Students will have opportunities to develop positive conceptions of masculinity and femininity. The curriculum also emphasises the importance of consent, respect, and healthy relationships, and equips students with the knowledge and confidence to report concerns, seek support, and challenge inappropriate behaviour.

We will ensure that all teaching is sensitive and age appropriate in approach and content and consider the religions and beliefs of students.

9. Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance (July 2025)
- Support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Are in line with the statutory DfE RSE and Health Education guidance

The main sources that we use when developing new lesson plans or resources for RSE and Health Education as part of our Personal Development lessons are:

- PSHE Association | Charity and membership body for PSHE education
- Unifrog - The universal destinations platform.*
- BBC Secondary PSHE teaching resources
- Info and advice | Childline*
- Health For Teens | Everything you wanted to know about health*

* These are resources that students may be encouraged to refer to or access independently. Parents can access these websites at home, and will be given details of how to log on to the Unifrog website.

However, at times specific resources will be taken from other sources in line with the guidance above.

When contracting with external providers, we will not agree to any contractual restrictions on showing parents any content that we will use. We communicate to providers that we are legally obliged to have regard to statutory guidance, including the expectation that all content can be shared with parents. Where contractual clauses exist that seek to prevent schools sharing any material at all with parents, they are void and unenforceable.

10. Working with External Agencies

Where appropriate we will work with appropriate external partners to enhance the delivery of RSE and Health Education through specialist knowledge. Where external agencies are used, the school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We will only work with external agencies or individuals where we have full confidence in the agency, its approach and the resources it uses.

Where using an external agency, we will:

- Check the credentials of the visiting organisation and any visitors linked to the organisation
- Know the named individuals who will be there, and follow our usual safeguarding procedures for visitors
- Conduct a basic online search and address anything that may be of concern
- Review any case study materials and look for feedback from other people the agency has worked with
- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is in line with our policy and statutory guidance
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Be clear on what they are going to say and their position on the issues to be discussed
- Ensure that the content delivered is age-appropriate and accessible for all students
- Ensure that the teaching delivered by the visitor fits with the planned programme and published policy
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Approve any materials that are used as part of the delivery in advance of the session
- Make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality and that content that does not endorse contested views as fact, particularly regarding topics where there is significant societal debate
- Ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy
- Make sure that the teacher is in the room during any sessions with external speakers
- Remind teachers that they can say "no" or, if necessary, stop a session
- Share all external materials with parents and carers on request and ensure visitors do not attempt to implement contractual restrictions preventing us from sharing materials with parents

11. Roles and Responsibilities

11.1 The Governing Body

The governing board will approve the RSE and Health Education policy and hold the Headteacher to account for its implementation. In addition, Governors will ensure:

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

11.2 The Headteacher

The Headteacher is responsible for ensuring that RSE and Health Education is taught consistently across the school, and for managing requests to withdraw students from the components of sex education within RSE up to and until 3 terms before the child turns 16. (see section 13).

They will also ensure that the quality of provision is subject to regular and effective self-evaluation, is well led, effectively managed, and well planned.

The Headteacher will also ensure that:

- Staff are informed of the policy and responsibilities included within it.

- RSE and Health Education is staffed and timetabled in a way to ensure the school fulfils its legal obligations.
- The teaching of RSE and Health Education is monitored to ensure that it is delivered in ways that are accessible to all students including those with SEND.
- The school works with stakeholders when planning and delivering RSE and Health Education.

11.3: Assistant Headteacher (Personal Development):

The Assistant Headteacher (Personal Development) will:

- Work closely with colleagues in related curriculum areas to ensure RSE and Health Education programmes in Personal Development complement, and do not duplicate, content covered in national curriculum subjects such as Science, Computing and PE.
- Ensure that clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.
- Review the RSHE policy and consult with stakeholders
- Ensure that the curriculum is reviewed in light of any changes to statutory guidance

11.4 Curriculum Leaders:

Curriculum Leaders will manage and lead the delivery of the aspects of RSE and Health Education in school that have been agreed as part of the curriculum delivery.

They will ensure that all teachers explore how new pedagogies and technology can be fully utilised to support their subject, and lead the review of the curriculum as well as monitoring that it is being delivered effectively and that students are making progress.

11.5 Teachers

Teachers are responsible for:

- Delivering RSE and Health Education in a sensitive way and promoting a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety, or breach of confidentiality.
- Modelling positive attitudes to RSE and Health Education and promoting the context of a moral framework.
- Ensuring all points of view that may be expressed during teaching are unbiased.
- Monitoring progress and ensuring that students of differing abilities, including the most able, are suitably challenged.
- Responding to the needs of individual students, including delivery in ways that are accessible to all students with SEND.
- Emphasising the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Ensuring that issues of stereotyping, equality, harassment, rights, and legislation underpin the teaching of RSE and Health Education.
- Considering whether it is appropriate or necessary to put in place additional support for students with protected characteristics.
- Where appropriate, directing students to seek advice and support from an appropriate agency or individual.

- Where a student has embarked on a course of action likely to place them at risk, ensuring that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- Responding appropriately to students whose parents wish them to be withdrawn from the components of sex education within RSE up to and until 3 terms before the child turns 16.

Teachers do not have the right to opt out of teaching RSE and Health Education. Teachers who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

11.6 Students

Students are expected to engage fully in Relationships Education, RSE and Health Education and when discussing issues, treat others with respect and sensitivity.

Student voice is central to the culture and ethos of the Alderman White School. We will use student voice to evaluate how relevant and engaging RSE and Health Education is to them.

Throughout our RSE and Health Education, we will embed student voice practices to enable students to express their views on the range of topics and issues covered and to ensure that they listen to other opinions and evidence, reflect on their own perspectives, and take a broader view.

We will ensure that all student voices are heard but that those views that are hurtful, offensive, or exclusionary do not dominate and are addressed. We wish to ensure a culture where human rights, social justice, inclusion, and diversity are promoted and respected.

Key Staff Contacts:

Curriculum Leader for Personal Development: Mr Elliott Moore
Assistant Headteacher (Personal Development): Mrs Bethan Scurrah

12. Parents and Carers

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

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of RSE and Health Education.
- Encouraged to participate in the review of our RSE and Health Education policy.
- Be able to discuss any concerns directly with the school.

12a. Parent Access to Curriculum Materials

We are committed to transparency with parents about what is taught in RSHE. We proactively engage with parents and make sure they are aware of what is being taught.

All materials used to teach RSHE are available for parents to view on request. Parents can request to view materials by emailing the school office.

When sharing materials with parents, we:

- Provide access via presentations or controlled viewing in school where possible
- Comply with copyright law when sharing materials
- Include acknowledgment of provider authorship

- Request that parents agree not to copy or share materials further except as authorised under copyright law

Where parents are unable to attend presentations, we can provide copies of materials to take home, providing parents agree to the copyright conditions outlined above.

Parents are not able to veto curriculum content, but we actively consult with parents when developing our RSHE policy and welcome dialogue about any concerns. We will always engage in meaningful discussion with parents who have questions or concerns about curriculum content.

We communicate to all external providers that all content must be available to share with parents, and we will not enter into contracts that restrict our ability to do so.

13. Parents' right to withdraw

Parents have the right to request to withdraw their child from the components of sex education within RSE up to and until 3 terms before the child turns 16. Beyond this point if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Assistant Headteacher (Personal Development) who will discuss this with the Headteacher. All requests will be discussed with parents to clarify the nature and purpose of the curriculum as well as to ensure that wishes are clearly understood. In line with the RSE and Health Education guidance, the Assistant Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The views of the young person may also be sought.

Alternative work will be given to students who are withdrawn from sex education.

If a child who has been withdrawn from sex education asks questions about sex education topics during lessons, teachers will:

- Provide factual, age-appropriate information about where accurate information can be found
- Not deliver sex education content to the withdrawn student
- Handle such situations sensitively and in line with our safeguarding procedures
- Discuss appropriate responses with parents where necessary

There is no right to withdraw from Relationships Education or Health Education, or any part of the Science National Curriculum, including that related to reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta.

**Parental Right to Withdrawal		
Subject	**Primary**	**Secondary**
Relationships Education	**No**	**No**
Sex Education	**Yes**	**Yes**
RE	**Yes**	**Yes**
Science	**No**	**No**
Collective Worship	**Yes**	**Yes**

14. Safeguarding

Any safeguarding concern or issue that arises during the delivery of our RSE or Health Education policy will be dealt with following our school Safeguarding Policy and procedures and KCSIE.

Our RSE and Health Education policy forms part of our preventative safeguarding work by teaching students the importance of respectful relationships and how to keep themselves and others safe.

15. Training

Relevant and appropriate training will be provided to all staff as appropriate in relation to planning and delivery of the RSE and Health Education curriculum.

16. Monitoring arrangements

The delivery of RSE and Health Education is monitored by Curriculum Leaders and the Senior Leadership Team through:

- Learning walks
- Work scrutiny
- Student Voice

Students' development in RSE and Health Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At each review any changes will be considered and approved by the Local Governing Body.

Appendix 1: Statutory Content of RSHE

Relationships and Sex Education

Families:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing, and their importance for bringing up children.
- Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
- That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
- How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships, including friendships:

- The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
- What tolerance requires, including the importance of tolerance of other people's beliefs.
- The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
- The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
- Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
- The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
- How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by

others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.

- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
- Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online and media:

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
- The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.9
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils

who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
- That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe:

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
- That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
- How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
- How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
- The concepts and laws relating to sexual violence, including rape and sexual assault.
- The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- The concepts and laws relating to forced marriage.
- The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or

pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health:

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
- The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
- 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.
- That some sexual behaviours can be harmful.
- The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.
- That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
- The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
- How and where to seek support for concerns around sexual relationships including sexual violence or harms.
- How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Health Education

Mental wellbeing:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
- That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.

- That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
- Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
- How to critically evaluate which activities will contribute to their overall wellbeing.
- Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
- That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
- That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online:

- About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
- The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
- How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
- The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs
- online.
- The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness:

- The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
- Factual information about the prevalence and characteristics of more serious health conditions.
- That physical activity can promote wellbeing and combat stress.
- The science relating to blood, organ and stem cell donation.

Healthy eating:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.

- The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
- The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, and tobacco:

- The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
- The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
- The dangers of the misuse of prescribed and over-the-counter medicines.
- The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
- The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health and prevention:

- Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
- How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
- The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
- The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
- The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
- How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
- The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

- How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in

unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).

- How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
- How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
- Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
- The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
- The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid:

- Basic treatment for common injuries and ailments.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators, when one might be needed and who can use them.

Changing adolescent body:

- The main changes which take place in males and females, and the implications for emotional and physical health.
- The facts about puberty, the changing adolescent body, including brain development.
- About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
- The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2. Overview of Personal Development Curriculum KS3

Red text shows elements that count as sex education

Year 7

	Focus	Lesson Content
Autumn 1	Emotional Wellbeing: managing change and transition.	• Starting secondary school • Community and belonging • Staying safe travelling to school • Understanding emotions • What affects wellbeing? • Managing worries and change
Autumn 2	Friendship and bullying	• What makes a good friend? • Unhealthy friendships • Understanding bullying • Bullying online • Peer pressure and influence • Being an upstander
Spring 1	Families and changing relationships	• Different types of families • Why families matter • Marriage, civil partnerships & the law • Healthy relationships • When relationships change • Managing endings
Spring 2	The Online World	• Life online vs real life • Social media reality • Staying safe online • Online risks and scams • AI, algorithms and influence • Healthy online habits
Summer 1	Financial Decisions and Careers	• What is money? • Spending choices • Saving and goals • Introduction to careers • How people earn money • Making informed decisions
Summer 2	Personal Safety and Managing Risk	• Assessing risk • Staying safe in public • Online harms and misinformation • Healthy lifestyles • Basic health protection • Serious risks and support

Year 8

	Focus	Lesson Content
Autumn 1	Health and Wellbeing	• What is wellbeing? • Understanding emotions & mental health • Healthy lifestyles • Healthy eating • Looking after your body • Building resilience
Autumn 2	Influences on Relationships	• What makes a healthy relationship? • Influences on relationships • Stereotypes and equality • Consent and boundaries • Peer pressure and influence

		• Relationship skills
Spring 1	Working, Belonging and Community	• What is a community? • Belonging and inclusion • Challenging discrimination • Behaviour in the workplace • Staying safe in the community • Your role in a community
Spring 2	Puberty and Keeping Safe	• Puberty recap • Reproductive and sexual health basics • Looking after your body • Healthcare systems • Consent and personal safety • Basic first aid
Summer 1	Healthy and Unhealthy Relationships	• Healthy vs unhealthy relationships • Consent in more depth • Online harms in relationships • Sexual harassment and abuse • The law and consequences • Getting help and support
Summer 2	Managing Money	• Managing money • Banking basics • Saving and borrowing • What are my skills? • What is the labour market? • Future careers and dream jobs

Year 9

	Focus	Lesson Content
Autumn 1	Mental Health and Well being	• Mental health and wellbeing • Common mental health conditions • What affects mental health • Coping strategies and resilience • Managing stress and anxiety • Seeking support
Autumn 2	Addictive Substances	• Why people use substances • Alcohol and risks • Smoking and vaping • Illegal drugs and the law • Addiction and mental health • Staying safe and making choices
Spring 1	Careers and Future Choices	• Networking (Meet the Professionals) • GCSE choices and future links • Decision-making skills • Challenging stereotypes • Your strengths and interests • Online presence and reputation
Spring 2	The Law and Protected Characteristics	• Protected characteristics • What is tolerance? • Challenging stereotypes and prejudice • Discrimination and the law • Online behaviour and the law • Exploitation and criminal behaviour
Summer 1	Intimate Relationships	• Healthy intimate relationships • Consent and pressure • Sexually explicit content-pornography

		• Sex and the law • Contraception basics • STIs and protection
Summer 2	Working Online (virtual work experience)	• Working in a digital world • AI and technology risks • Digital skills for careers • Virtual work experience • Reflecting on skills and next steps.

Appendix 3. Overview of Personal Development Curriculum KS4

Year 10

	Focus	Lesson Content
Autumn 1	Navigating the Online World	• Digital footprint and identity • Deepfakes and fake news • Online scams and exploitation- including sextortion and the dangers of sharing images • Serious online behaviour and the law • The harms of AI chatbots • Managing online wellbeing
Autumn 2	Independence, health choices and wellbeing	• Healthy lifestyles at KS4 • Substance use and risk • Sexual health influences- including the dangers of pornography • Sleep and wellbeing • Health screening and responsibility- including medical consent • Understanding menopause and reproductive cycles
Spring 1	Friendship, diversity and challenging extremism	• Respect and inclusion • Challenging prejudice • Ending relationships safely • Extremism and radicalisation • Online influence and harmful ideologies • Promoting positive communities
Spring 2	Experience of a workplace	• Preparing for work experience • Preparing for Careers Day • Health and safety at work • First aid basics • Reflecting on experience
Summer 1	Exploring consent and recognising abuse	• Consent in depth • Power and control • Sexual harassment • Sexual violence and the law • Grooming and exploitation • Getting help and support
Summer 2	Managing Influence	• Media and influence • Online subcultures • Healthy relationship behaviours • Domestic abuse awareness • Recognising manipulation • Building resilience and support networks

Year 11

	Focus	Lesson Content
Autumn 1	Personal Safety	• Assessing risk in real life • Gambling • Substances and safety • Gangs and exploitation • Knife crime awareness • Managing peer pressure- including viewing content that promotes self-arm or suicide. • Balancing revision and everything else
Autumn 2	Options and Pathways	• Post-16 options • College, apprenticeships and training • Applications and CVs • Interviews and employability skills • Financial independence • Avoiding financial exploitation
Spring 1	Safe Relationships and Sexual Health	• Healthy adult relationships • Consent and capacity • Harmful sexual behaviours • STIs and protection • Impact of substances on decisions • Accessing healthcare services
Spring 2	Families, Fertility and Pregnancy	• Family life and parenting • Fertility and reproductive health • Pregnancy choices • Contraception in depth • Forced marriage and FGM awareness • Support services
Summer 1	Life-long Wellbeing	• Managing stress and exams • Maintaining wellbeing long-term • Healthy routines for adulthood • Relationships and respect • Staying safe independently • Preparing for next steps

Appendix 4. Science Relationships, RSE & Health Education Curriculum Map

Year 7	Year 8	Year 9	Year 10	Year 11
Reproduction Topic Male & female reproductive systems Menstrual cycle Puberty Pregnancy	Healthy joints Heart health and effect of exercise on heart. Nutrients in diets	**Microbes & Disease** Antibiotics & treatments for infections Immunisation & Vaccination **Healthy Lifestyles** Balanced diets – impact on nutrient of the body & the problems associated with malnutrition Smoking – effects on the body Alcohol – effects on the body & mind Drugs categories such as legal/illegal & types of stimulants/depressants/painkillers/hallucinogenic **Genetic engineering** Natural selection-Ethics: theory vs beliefs	**Biology** Heart disease Transmission of diseases Drug development – antibiotics & painkillers Antimicrobial resistance Stem cells Antibiotics & treatments for infections Immunisation & Vaccination Heart disease and risk factors Healthy diet Body response to exercise	**Biology** Controlling fertility – reproductive hormones Contraceptive options – condoms, implant, pill, depo Antimicrobial resistance Cloning Natural selection IVF Type 1 & 2 diabetes and risk factors.

Appendix 5. Physical Education (PE) Relationships & Health Education Curriculum Map

Year 7	Year 8	Year 9	Years 10 & 11
Leadership How to stretch How to exercise safely The benefits & importance of physical exercise & time outdoors on mental wellbeing & happiness Personal hygiene, & prevention of infection Exercise effects on the body short/long term	Leadership How the body systems react to different kinds of exercise Positive associations between physical activity & promotion of mental wellbeing, including as an approach to combat stress How to maintain healthy eating and the links between a poor diet and health risks	Leadership Maintaining a healthy weight, including the links between an inactive lifestyle and ill health/weight gain Health, Fitness & wellbeing Lifestyle choices Energy, nutrition & hydration Extrinsic v intrinsic motivation Effects of self-confidence on performance	Leadership Basic treatment for common injuries Life-saving skills, including how to administer CPR The purpose of defibrillators and when one might be needed Health, Fitness & Wellbeing Nutrition Impact of sport & activity on the body Psychological influence of motivation, self-confidence, and anxiety

Appendix 6. Religious Studies Relationships & Health Education Curriculum Map

Year 7	Year 8	Year 9	Years 10 & 11
The beliefs, teachings & practices of the 3 monotheistic religions (Judaism, Christianity & Islam) **<u>Spring term</u>** In the religion of Islam – students are taught about how Islam promotes equality and unity for others	**<u>Autumn Term</u>** The "A life for a Life" unit is taught. Within the topic a lesson on forgiveness for others is delivered. This is taught from a Christian Buddhist and non-religious perspective	All lessons are taught from a Christian, Muslim & non-religious perspectives where applicable **<u>Autumn and Spring Term</u>** Different types of families within the UK and the varying parental roles within the family unit Marriage and its legal status Difference between forced & arranged marriage in Islam and challenging misconceptions and enforcing the illegal status of forced marriage in the UK Divorce & remarriage within society & religion The roles and responsibilities of parents raising children The roles of men & women within society The differing attitudes to homosexuality Christian, Muslim & non-religious views on contraception Consensual Sex and positive relationships The different types of contraception, their efficiency & options available. Choices in pregnancy – medical & legally accurate information on all options. Importance about medical testing for STI's & STD's and where to get access	All lessons are from a Christian, Muslim and Humanist perspectives **<u>Autumn Term</u>** Abortion- medical options available within the UK. Arguments for Pro-Life and Pro-choice. and UK guidance regarding abortion and the different medical options of abortion Euthanasia- the UK law and guidance Different types of euthanasia e.g. Active, Passive, involuntary etc.. Arguments for and against the legal stance of Euthanasia- using the 2024 house of commons debate

Appendix 7. KS3 Computer Science Relationships and Health Education Curriculum Map

Year 7	Year 8	Year 9
How information and data is generated, collected, shared online. Digital Literacy	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. Digital Literacy. Phishing and Smishing scams – understood and ways to stay safe	How to keep safe online, Malware and viruses. Digital Literacy. AI - the use and the ethics of
What to do and where to get support to report material or manage issues online.	Rights, responsibilities, and opportunities that exist online, including that the same expectations of behaviour apply in all contexts, including online.	What is Fake News, Deep fakes, how it is created and why? How to spot it and react to it. Ethically use of AI and related apps.
Cross year group themes: These include being safe online, constant reminders of the dangers of social media and how their behaviour can affect how people see them now.		

Appendix 8. Food Technology Relationships and Health Education Curriculum Map

Year 7	Year 8	Year 9	KS4 Food Preparation & Nutrition
Cooking with fruit & vegetables. Eatwell guide and recommendations for a healthy lifestyle. Nutritional content of recipes and adapting recipes to make them more nutritional. Function of nutrients in our body.	Increasing the use of fruit & vegetables. Cooking techniques to reduce fat content. The nutrient groups and their functions in the diet - which foods they can be found in, adapting recipes to include more nutrients and food groups. Designing and making dishes that promote a healthy balanced lifestyle. Cooking techniques required to produce healthy meals. Cooking for special dietary needs and understanding the impact on diet and health e.g., Vegetarian, Coeliac.	Dietary needs for individual conditions and life stages. Adapting dishes to fit different dietary requirements. Food mileage and seasonality. Environmental concerns in food.	Healthy eating – what it means and how to adapt recipes accordingly.

Appendix 9. Parent form: Withdrawal from non-statutory sex education within RSE

TO BE COMPLETED BY PARENTS:			
Name of Child		**Tutor Group**	
Name of Parent		**Date**	
Content I wish to withdraw my child from:			
Any other information you would like the school to consider:			
Signature of parent:		**Date:**	

TO BE COMPLETED BY THE SCHOOL
Agreed actions following discussion with parents:
Name: Date: