



Relationships, Sex and Health Education Policy

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Revisions Log

Date	Pages/Whole Document	Description of Change	Origin of Change (e.g. Routine Update, request for Review)
09/09/26	Whole	Reflect changes to updated DFE guidance	Routine update
09/09/26	Whole	Reflects changes to PD Curriculum – rebranded as CARE Curriculum	Review of curriculum intent and implementation in line with new PD staff team
09/09/26	Appendix 1	Curriculum Map updated – reflects new Spiral Curriculum and updates in line with DFE guidance	Review of curriculum in line with new PD staff team and to reflect updates in DFE guidance (informed by the PSHE Association)

Contents

1. Aims.....	3
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition.....	3
5. Curriculum.....	4
6. Delivery of RSHE.....	4
7. Use of external organisations and curriculum materials.....	8
8. Roles and responsibilities.....	9
9. Parents’ right to withdraw.....	11
10. Training.....	11
11. Monitoring arrangements.....	11
Appendix 1: Curriculum map.....	13
Appendix 2: By the end of secondary school pupils should know.....	26
Appendix 3: Parent/carers form requesting their child’s withdrawal from sex education within RSHE.....	35



1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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 and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies
- In line with the school's ethos, RSE is delivered as part of a comprehensive Personal Development curriculum that promotes our CARE values (Curiosity, Ambition, Resilience and Empowerment), British Values, Careers Education and respect for others. The curriculum supports students to develop the knowledge, understanding and skills needed to maintain healthy relationships, make safe choices, respect protected characteristics and prepare successfully for adult life. It encourages students to have the courage to CARE about themselves, others, their school, their community, society, their future and the environment and to take all opportunities that come their way.

2. Statutory requirements

As a secondary academy, we must provide RSHE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

At Congleton High School, we teach RSHE as set out in this policy.

3. Policy development

This policy is reviewed regularly by school leaders and governors. Where significant changes are made, the school will seek the views of staff, students and parents/carers as part of the review process.

4. Definition

For the purpose of this policy:

Relationships, sex and health education will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on pupils having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary. It is informed by the use of guidance and resources from the PSHE Association, which is endorsed by the DFE

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

Full details of what is covered within the RSE curriculum can be found within the PSHE/RSHE mapping document at the end of this policy.

6. Delivery of RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Congleton High School and Sixth Form College, RSHE is delivered through the school's wider CARE and Personal Development curriculum. Students in all years receive two Personal Development sessions across a two-week timetable (one 60-



minute lesson and one 30-minute registration session), one 30-minute Careers session a fortnight and one 30-minute Reflection session a fortnight. Learning is further reinforced through assemblies, enrichment activities and external speakers where appropriate. The RSHE curriculum (as part of the PD Spiral Curriculum) is carefully sequenced to ensure that knowledge and skills are revisited and developed throughout a student's time at our school.

In line with the school's values and our PD CARE values, RSHE supports students to develop curiosity, courage, ambition, resilience and empowerment. The curriculum promotes healthy relationships, respect for diversity, personal safety and responsible decision-making, preparing students for life in modern Britain and beyond.

Age-appropriate sex education is delivered as part of the RSHE curriculum during Key Stages 3 and 4. Content is carefully planned to reflect students' age, maturity and understanding and is delivered through identified curriculum units focusing on healthy relationships, consent, sexual health, contraception, reproduction and the law. Curriculum sequencing ensures that students receive this learning at an appropriate stage in their development and before relevant issues are likely to be encountered in their lives.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- “Over blocking” by the school’s filtering and monitoring system doesn’t lead to unreasonable restrictions as to what children can be taught

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Health education will build on the primary health and wellbeing curriculum content.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff and external speakers.

Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will consider using approaches such as

distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all pupils are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity
- Avoid:
 - Any language or activities that repeat or enforce gender stereotypes
 - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Assessment of Resources and Materials Prior to Use

- The Academy is committed to ensuring that all resources, teaching materials and external content used within the PSHE, RSHE, Personal Development and Careers curriculum are accurate, age-appropriate, inclusive and aligned with statutory guidance.
- Prior to use, all resources will be reviewed and approved by the Senior Leadership Team member responsible for Personal Development. Resources will be evaluated against the following criteria:
 - Compliance with current Department for Education statutory guidance and safeguarding requirements.
 - Accuracy, currency and reliability of information.
 - Suitability for the age, maturity, SEND needs and developmental stage of pupils.
 - Promotion of equality, diversity and inclusion, including compliance with the Equality Act 2010.
 - Sensitivity to the needs, backgrounds and beliefs of the school community.
 - Alignment with the school's values, curriculum intent and Personal Development objectives.
 - Appropriateness of language, images, videos and digital content.
- Where external organisations, visiting speakers or agencies contribute to curriculum delivery, any materials used will be reviewed in advance by the Academy. External contributors must work within the school's safeguarding procedures; curriculum aims; and statutory responsibilities. The Academy retains overall responsibility for the content delivered to pupils.
- Resources will be reviewed periodically to ensure they remain relevant, accurate and consistent with any updates to legislation, statutory guidance or local safeguarding priorities

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Assessment of Learning

- Learning is assessed through a combination of baseline and end-point reflection activities, retrieval practice, class discussion, questioning, self-assessment and teacher assessment. At the beginning and end of each learning sequence, students evaluate their understanding against clearly identified learning objectives, enabling both students and staff to identify progress over time.
- Teachers use ongoing formative assessment to monitor students' understanding, identify misconceptions and adapt teaching accordingly. Assessment focuses on students' acquisition of knowledge, understanding and skills relating to relationships, sex, health and wellbeing, rather than their personal beliefs, attitudes, values or experiences. Information gathered through assessment is used to inform

future planning and ensure that curriculum content remains relevant, age-appropriate and responsive to the needs of students.

- The effectiveness of the RSHE programme is further evaluated through student voice activities, surveys, focus groups and feedback from staff, parents/carers and external partners. Student leadership groups are regularly consulted to provide insight into students' experiences of relationships education, inclusion, respect, equality, wellbeing and belonging within the school community.

It is important for secondary pupils to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- 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
- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes 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
- The protected characteristics
- The age of criminal responsibility

For more information about our RSHE curriculum, see Appendices 1 and 2.

The school will continue to develop knowledge of topics specified for primary schools as required and in addition cover the content specified for secondary schools.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

The school will ensure that RSHE is accessible to all pupils, including those with special educational needs and disabilities (SEND). SEND staff and teachers will adapt teaching, resources and learning activities as appropriate to meet individual needs while maintaining high expectations. Where necessary, content will be broken down into smaller steps, supported through visual aids, pre-teaching, adapted materials and additional adult support to ensure all pupils can access the curriculum and make progress.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- 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

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials:

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Are accessible for all pupils, including those with SEND
 - Are sensitive to pupils' needs
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson
 - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

8.3 Staff

The strategic leadership of Relationships, Sex and Health Education (RSHE) sits with the Senior Leadership Team Lead for Personal Development. The RSHE curriculum is delivered by a range of appropriately trained staff. The majority of RSHE lessons are delivered by form tutors as part of the school's wider Character and Personal Development programme, although some aspects of the curriculum may be delivered by teaching staff with specific subject expertise or by carefully selected external providers. Regardless of who delivers the curriculum, the school retains overall responsibility for the planning, quality assurance and evaluation of RSHE provision.

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, age-appropriate, inclusive and of a high quality.
- Modelling positive attitudes towards RSHE and healthy relationships.
- Monitoring students' progress and understanding.
- Responding to the needs of individual students.
- Creating a safe, respectful and inclusive learning environment.
- Modelling positive behaviour and avoiding language that may perpetuate harmful stereotypes.

- Challenging sexism, misogyny, misandry, homophobia, biphobia, sexual harassment and discriminatory behaviour when encountered.
- Where harmful or discriminatory views are expressed, challenging the ideas appropriately while maintaining respectful dialogue.
- Reporting any safeguarding concerns or disclosures in line with the school's safeguarding procedures to the Designated Safeguarding Lead (DSL)
- Participating in relevant training to ensure they remain confident and competent in delivering RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss these with the Headteacher and the Senior Leadership Team Lead for Personal Development.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of the non-statutory sex education content delivered as part of RSHE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this. We will make sure that pupils know they have this option. This right does not apply to Relationships Education, Health Education or any content delivered through the National Curriculum for Science, including puberty, reproduction and human development. Examples of non-statutory sex education may include learning about sexual relationships, contraception, sexual health and associated decision-making within intimate relationships.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The effectiveness of the Relationships, Sex and Health Education (RSHE) programme is regularly monitored and evaluated to ensure that it remains relevant, effective, age-appropriate and responsive to the needs of students.

The delivery of RSHE is monitored by Miss J Boulton – AHT for Personal Development and PD Lead, Adam Barrass.

The school gathers evidence through a variety of methods, including:

- Student voice activities, surveys and focus groups.
- Feedback from staff, parents/carers, governors and external partners.
- Assessment information and evaluation of learning outcomes.
- Curriculum reviews and quality assurance activities.
- Monitoring of attendance, behaviour, safeguarding and wellbeing trends where appropriate.

Student Leadership groups are regularly consulted to provide insight into students' experiences of relationships, inclusion, equality, respect, wellbeing and belonging within the school community.

The Senior Leadership Team Lead for Personal Development is responsible for overseeing the quality and effectiveness of RSHE provision. Monitoring activities may include:

- Learning walks and curriculum reviews.
- Work scrutiny and review of curriculum materials.
- Review of student assessment information.
- Student, parent/carers and staff feedback.
- Evaluation of the impact of external speakers and providers.
- Review of safeguarding, attendance and behaviour data to identify emerging themes and areas for development.

Findings from monitoring and evaluation activities are used to inform curriculum planning, staff training and policy review, ensuring that RSHE provision continues to meet statutory requirements and the needs of Congleton High School's community.



Through the RSHE curriculum, students develop the knowledge, understanding and skills needed to build healthy and respectful relationships, make informed decisions, stay safe, respect diversity and prepare successfully for adult life. In line with the school's values, our CARE curriculum aims to develop respectful, resilient, responsible and empowered young people who are equipped to thrive in modern society and make the most of opportunities that come their way.



YEAR GROUP	TERM	THEME	TOPIC DETAILS
Year 7	HT1 - Autumn 1	Health and Wellbeing	Registration - What is Personal Development - CARE principles
			How to improve study skills - memorisation and British Values
			How to manage identify, express and manage emotions in a constructive way - kindness and empathy (MW1) (MW7) (RR2) (RR5)
			Thriving in Secondary school - How to manage the challenges of moving to a new school - independence and responsibilities (MW4) (MW6) (WM7) (F6)
			Establishing and managing friendships (RR1) (RR7) (RR5)
			Personal safety strategies and travel safety e.g. road, rail and water (PS1) (BS4)
			Support networks (RR5) (RR6) (BS16)
			How to respond in an emergency situation (BFA2)
Year 7	HT2 - Autumn 2	Living in the Wider World	Introduction to Unifrog
			Unifrog - Identification of personal strengths and areas for development / exploring careers (Careers education)
			Link between career options and values, including British Values (Careers education)
			What is diversity? Protected Characteristics (RR2) (RR9)



			Equality of Opportunity (RR2) (RR9)
			How to be enterprising
			Reflection and assessment
			Reflection and assessment
Year 7	HT 3- Spring 1	Relationships	Identity, rights and responsibilities - living in a diverse society - Protected characteristics recap (RR2) (RR9)
			What are stereotypes, prejudice, and discrimination? (RR9)
			How to challenge prejudice, stereotypes and discrimination (RR9)
			Signs and effects of bullying including online (RR6) (WO3) (OSA10)
			How to respond to bullying, including online and how to support others (RR6) (WO3) (OSA10)
			Reflection and assessment
Year 7	HT4 - Spring 2	Health and Wellbeing	How to make healthy lifestyle choices - diet, physical activity and sleep (PHF1) (PHF3) (HE1) (HE2) (HPP6) (MW2)
			How to make healthy lifestyle choices - dental health and personal hygiene (HPP1) (HPP2) (HPP4) (HPP5)
			How to manage influences relating to caffeine, smoking and alcohol (DATV1) (DATV3) (DATV6) (DATV7)



			FGM and how to access help and support (BS13)
			Managing physical and emotional changes during puberty e.g. understanding menstruation (DB1) (DB2) (DB3)
Year 7	HT5 - Summer 1	Relationships – Building Relationships	How to develop self-worth, self-esteem and self-efficacy (RR3)
			Qualities and behaviours relating to different types of healthy versus unhealthy relationships and recognising these (RR1) (RR3) (ISR3) (F8)
			How to challenge media stereotypes with regard to relationships (RR11) (RR12) (WO2)
			How to evaluate expectations and for romantic relationships (RR1) (RR3) (ISR3)
			Consent and how to seek and assertively communicate consent - recap (RR8) (RR10) (BS1)
			The importance of friendship and changing friendships (RR7) (RR5) (MW3)
			Reflection and assessment
Year 7	HT6- Summer 2	Living in the Wider World	How to make safe financial choices - saving, budgeting and debt (Not statutory RSHE)
			Ethical and unethical business practices and consumerism (Not statutory RSHE)
			Making financial choices - value for money (WO4)
			Risk versus Reward (PS1) (PS2) (PS3) (WO4)



			Reflection and assessment
Year 8	HT1 - Autumn 1	Health and Wellbeing	Habit versus dependence (DATV1) (MW9)
			Study Skills and Memorisation - Topic - Citizenship - British Values - link to habit
			Overconsumption of energy drinks (DATV1) (HE2)
			Vaping, E-cigs, recreational drugs, alcohol and nicotine (DATV5)
			Medicinal drugs - using safely (DATV5)
			Influences and Substance use - resisting these (DATV1) (DATV4) (PS2) (PS3)
			Laws around substance misuse and consequences (DATV1) (DATV2)
			Support for substance misuse/ promoting positive attitudes and social norms (DATV4)
	HT2 - Autumn 2	Living in the Wider World	Recap on British values - how are laws made? Link to workplace (Not statutory RSHE)
			Protected characteristics / equality of opportunity in life and work - challenging stereotypes and expectations that limit choices (RR2) (RR9)
			What is a good employer? What is a good employee? Rights versus responsibilities (Not statutory RSHE)
			Challenging inequality and harassment in the workplace (RR2) (RR9)



HT 3- Spring 1	Relationships	Role of volunteering / being an active citizen - benefits to self and others (MW2)
		Employment and self-employment - differences / laws / CV - transferable skills needed for both (Not statutory RSHE)
		Reflection and assessment
		Developing self-worth and confidence (RR3)
		Group think and persuasion including online (OSA1) (OSA3) (PS2)
		How to manage influences on beliefs and decisions - tackling peer pressure (PS2) (PS3) (BS2)
		Hate crime in the UK: - What is the law? / Recap on protected characteristics / link to LGBTQ (transphobia and sexual orientation) / Recognising and challenging (RR9)
		Race / Religion - Link to Holocaust (RR9)
		Reflection and assessment
HT4 - Spring 2	Health and Wellbeing	Daily wellbeing - What is a healthy / unhealthy lifestyle? (PHF1) (HE1)
		Attitudes towards mental health / body confidence (MW1) (MW4)
		Water Safety (PS1) (BS4)
		Challenging myths and stigmas relating to emotional wellbeing (MW1) (MW4) (MW5)
		Healthy and unhealthy coping strategies (MW5) (MW7)



HT5 - Summer 1	Relationships – Building Relationships	Recap on identity - e.g. gender, sexual orientation, class (RR1) (RR3)
		Recap on consent - laws around consent / harmful sexual behaviour (RR8) (BS1) (BS5) (BS6) (BS7)
		Mental Health Awareness Week (MW2) (MW4)
		What makes a healthy / unhealthy relationship? (RR1) (RR3) (ISR3) (F8)
		Practicing safe sex - contraception (ISR6) (ISR12)
		Sexting (OSA4) (OSA5) (OSA6)
		Reflection and assessment
HT6 – Summer 2	Living in the Wider World – Financial Decision Making	How to recognise bias and misinformation online (WO5) (OSA3)
		Online financial harms - managing risk - gambling and micro transactions (WO4)
		Media literacy - interpreting information online / using online networks safely (know age restrictions) (WO5) (OSA3) (OSA1)
		How to critically assess different media (WO5) (OSA3)
		Radicalization / Extremism (RR4) (RR9) (RR12) (OSA8)
		Reflection and assessment
		Recognising harmful online content and how to report (OSA6) (OSA8) (OSA11) (WO7)



Year 9	HT1 - Autumn 1	Health and Wellbeing	Recap on Group Think
			Study Skills and Memorisation - Topic - Citizenship - British Values
			What makes a healthy relationship? (RR1) (RR3) (ISR3) (F8)
			How to recognise passive aggressive and assertive behaviour and how to communicate assertively (RR5) (RR8)
			Assessing and managing risks and managing influences including online (PS1) (PS2) (PS3) (OSA2) (OSA4)
			Knife Crime and Gangs (PS5) (PS6) (BS11)
			Gangs – follow up (PS6) (BS11)
			Alcohol and drugs – risks, addiction, dependence and positive norms (DATV1) (DATV4) (MW9)
	HT2 - Autumn 2	Living in the Wider World	Recap - What is a skill? What is a quality? What are transferable skills?
			Teaching how to research careers / entry requirements for courses. Preparing for options - Tracking back - Unifrog / UCAS / A Levels / Colleges / GCSE Options
			Recap on Employment and Careers - Transferable Skills
			Work Experience Project Launch
			Managing feelings relating to the future – employment skills for decision making (MW6)



		Work Experience Project Day - Day 1
		Reflection on Work Experience Project Day - Day 1
HT 3- Spring 1	Relationships	Different types of families and parenting, including single parents, same-sex parents, blended families, adoption and fostering (F1) (F2) (F3) (F4) (F7)
		Positive relationships in the home (F2) (F7) (F8)
		Conflict and causes in different relationships (family/friends) and conflict resolution strategies (RR5) (RR7) (F8)
		How to access support services (RR5) (RR6) (BS16) (ISR11)
		How to manage relationship and family changes including separation and divorce (F6)
		Young carers (F6)
HT4 - Spring 2	Health and Wellbeing	Healthy lifestyles – the relationship between physical and mental health (PHF1) (MW2)
		Taking responsibility for health – making independent health choices (HPP3) (HPP8)
		Healthy lifestyles – achieving balance (PHF1) (HE1) (MW2)
		Learn how to make informed healthy eating choices (HE1) (HE2) (HE3)
		Managing influences on body image and self-esteem / self-examination for cancers (WO2) (HPP4)



HT5 - Summer 1	Relationships	Myths and misconceptions relating to consent, right to withdraw, consent and capacity to consent (RR8) (BS1)
		Readiness for sexual activity – choice to delay sex, enjoy intimacy without sex (ISR2) (ISR3)
		Consequences of unprotected sex – pregnancy (ISR7) (ISR9)
		Consequences of unprotected sex – STIs, condoms and safer sex (ISR6) (ISR8) (ISR9)
		Securing personal information online (OSA4) (OSA12) (OSA13)
		Sex, relationships and the media (RR11) (RR12) (OSA11)
		Reflection and assessment
HT6- Summer 2	Living in the Wider World	Strategies to support progress – Revision and habits (MW7)
		What is an entrepreneur? / Skills for employment and entrepreneurship (RR3) (MW7)
		Working, earning and managing money – employment rights and responsibilities including managing personal brand online (OSA1) (OSA4)
		How to give and act on constructive feedback (RR5)
		Summer Market Prep - link to entrepreneurship / employability skills
		Summer Market Prep - link to entrepreneurship / employability skills



			Customer service skills – how to look after customers / managing relationships in the workplace (RR2) (RR5)
Y10	HT1 - Autumn 1	Health and Wellbeing	Acting on constructive feedback / reframing thinking
			Study Skills and Memorization - Topic - Citizenship - British Values
			Signs of emotional or mental ill health (MW5)
			How to manage challenges during adolescence / strategies to promote mental health and wellbeing (MW4) (MW6) (MW7)
			Portrayal of mental health in the media (MW1) (MW4) (WO2)
			How to access support / treatment (MW5) (RR6) (BS16) (ISR11)
			Challenging stigma / stereotypes / misinformation (MW1) (MW4) (MW5)
			Sexting / nudes / semi-nudes (OSA4) (OSA5) (OSA6)
	HT2 - Autumn 2	Living in the Wider World	Misinformation / finances / cybercrime (OSA14) (OSA3) (WO5)
			How data is generated, collected and shared; influence of targeted activities (OSA12) (OSA13)
			How data is generated, collected and shared; influence of targeted activities
			How to manage and prevent debt, including understanding credit ratings and payday lending (WO4)



HT 3- Spring 1	Relationships	Risks / susceptibility to gambling, thinking errors, gamblers fallacy (WO4) (MW8)
		Relationship between gambling and debt / strategies to manage influences related to gambling, including online (WO4) (MW8)
		How to manage risk in relation to gambling (WO4) (MW8)
		Myths and assumptions, misconceptions and social norms around sex, gender and relationships; media influence; opportunities and risks of forming relationships online (RR1) (RR9) (OSA1) (OSA2) (RR12)
		Reminder – staying safe online (OSA2) (OSA4) (OSA6)
		Relationship values and the role of pleasure in relationships; recognising and responding to pressure, coercion and exploitation (ISR1) (RR8) (RR10) (BS2)
		Difference between online and face-to-face relationships; consent and reality versus hyperreality (OSA1) (WO2) (RR8)
		Managing the impact of media and pornography on sexual attitudes, expectations and victim blaming (RR11) (RR12) (OSA11)
		Asexuality, abstinence, celibacy / coming out (RR1) (RR3) (ISR3)
HT4 - Spring 2	Health and Wellbeing	Positive and negative role models / evaluating influence of role models / media impact on perceptions of gang culture (RR12) (PS6)
		Work Experience Week



HT5 - Summer 1	Relationships	How drugs and alcohol affect decision making / impact on personal safety, families and wider communities (DATV4) (ISR10) (PS1)
		How to keep self and others safe and how to seek help for substance use and addiction (DATV4) (BS16) (MW9)
		Revision for mocks - reminders; test on British Values
		Communities, inclusion, respect and belonging (RR2) (RR4)
		Police – Risks of sending, sharing and passing on images (OSA4) (OSA5) (OSA6)
		How social media may distort, misrepresent or target information to influence beliefs and opinions (WO5) (OSA3) (OSA13)
		Challenging discrimination online (RR9) (OSA10)
		Modern Day Slavery (BS8) (BS16)
		Recognising and responding to extremism / radicalization (RR4) (RR9) (RR12) (OSA8)
HT6- Summer 1	Living in the Wider World	Reflection and assessment
		CV Writing
		CV Writing



			Managing a personal presence online - digital footprint and Instagram Generation (OSA1) (OSA4)
			Opportunities for learning and working / continued CPD - courses on Unifrog
			Understanding a payslip
			Responsibilities in the workplace – managing practical problems and health and safety (RR2) (RR5) (PS1)
Y11	HT1- Autumn 1	Health and Wellbeing	Managing the judgment of others (RR3) (MW4) (MW6)
			Balancing unrealistic expectations and ambition (MW4) (MW6) (MW7) (RR3)
			Developing self-efficacy, motivation and self-perseverance (RR3) (MW7)
			Maintaining a healthy self-concept (RR3) (MW4)
			The nature and causes of stress (MW4) (MW6) (MW7)
			Stress management techniques (MW7)
			Balancing time online (WO1) (WO3)
			Positive and safe ways to manage online content (WO1) (WO2) (OSA8)
	HT2 - Autumn 2	Living in the Wider World	How to balance work/life (MW2) (MW6)
			Rights, responsibilities and challenges when working and studying (RR2) (RR5)



			Post 16 options and pathways (Diversity week)
			How to set and achieve SMART targets (MW7)
			Using feedback constructively (MW7)
			Application process, writing CV's, personal statements etc (RR3) (MW7)
			How to maximise employability, including managing online presence and broadening experience (OSA1) (OSA4)
	HT 3- Spring 1	Relationships	Core values and emotions (RR3) (MW1)
			Gender identity, expression and sexual orientation (RR1) (RR3)
			Forms of relationship abuse / signs of unhealthy relationships (BS9) (BS16)
			Accessing support for those in abusive/challenging relationships (RR6) (BS16) (ISR11)
			How to communicate wants and needs / communicating assertively (RR5) (RR8)
			Dealing with unwanted attention (including online) / how to challenge unwanted attention (BS10) (OSA10) (BS16)
	HT4 - Spring 2	Health and Wellbeing	Positive and negative role models / evaluating influence of role models / media impact on perceptions of gang culture (RR12) (PS6)
			Work Experience Week



			How drugs and alcohol affect decision making / impact on personal safety, families and wider communities (DATV4) (ISR10) (PS1)
			How to keep self and others safe and how to seek help for substance use and addiction (DATV4) (BS16) (MW9)
			Revision for mocks - reminders; test on British Values
	HT5 - Summer 1	Relationships	Communities, inclusion, respect and belonging (RR2) (RR4)
			Police – Risks of sending, sharing and passing on images (OSA4) (OSA5) (OSA6)
			How social media may distort, misrepresent or target information to influence beliefs and opinions (WO5) (OSA3) (OSA13)
			Challenging discrimination online (RR9) (OSA10)
			Modern Day Slavery
			Recognising and responding to extremism / radicalization (RR4) (RR9) (RR12) (OSA8)
			Reflection and assessment
	HT6 – Summer 2	Living in the Wider World	CV Writing
			CV Writing
			CV Writing



			Managing a personal presence online - digital footprint and Instagram Generation (OSA1) (OSA4)
			Opportunities for learning and working / continued CPD - courses on Unifrog
			Understanding a pay slip
			Responsibilities in the workplace – managing practical problems and health and safety (RR2) (RR5) (PS1)
Year 12	HT1- Autumn 1	Emotional Wellbeing	Expectations during Registration
			Articulating relationship values and meeting new people respectfully (RR1) (RR5)
			Managing personal safety in new relationships, including online (RR5) OSA1) (OSA2)
			Accessing support for mental health and emotional wellbeing (MM5) (MW7)
			Understanding inclusion and belonging (RR2) (RR9)
			Setting boundaries online and identifying misinformation (OSA1) (OSA3) (WO5)
	HT2 - Autumn 2	Living in the Wider World	Sleep, wellbeing and the teenage brain (MW2) (MW4) (MW7)
			Navigating work, study and careers (RR2) (RR5) (MW6)



			British Values
			Online financial exploitation and financial safety (WO4) (OSA3) (OSA14)
			Alcohol safety and binge drinking (DATV1) (DATV4)
			Human Rights (RR2) (RR4) (RR9)
	HT 3- Spring 1	Relationships	Ending relationships respectfully and understanding forced marriage (RR5) (RR8) (BS12)
			Fertility changes and reproductive health (Those not attending) (DB4) (HPP7)
			Choices about pregnancy and parenthood (ISR7) (F7)
			Recognising harassment and abuse (BS9) (BS10) (BS16)
	HT4 - Spring 2	Health and Wellbeing	Sleep wellbeing (MW2) (MW4) (MW7)
			Work experience conversations and planning
	HT5 - Summer 1	Relationships	Exam support
			UCAS preparation
			Exiting aggressive social situations safely (BS2) (PS1) PS2)



			White Ribbon – violence against women, misogyny, and the manosphere (RR9) (RR12) (BS9) (BS10)
	HT6 – Summer 2	Living in the Wider World	Protecting your finances (WO4) (OSA14)
			Preparation for Work Experience
Y13	HT1- Autumn 1	Emotional Wellbeing	Preparing for Sixth Form
			Relationship values and respecting others (RR1) (RR5)
			Recognising personal strengths and assets (RR3) (MW7)
			Mental health: accessing support (MW5) (MW7)
			Body Enhancements
			Preparing for Exams
			Understanding online misinformation (OSA3) (WO5)
			UCAS/Apprenticeship/Mock Preparation
	HT2 - Autumn 2		Exam Support
			British Values



			Online financial exploitation (WO4) (OSA3) (OSA14)
			Being Responsible during Sexual Activity (ISR1) (ISR6) (ISR7) (ISR8) (ISR9)
	HT 3- Spring 1	Relationships	Understanding forced marriage (RR8) (RR9)
			Fertility changes (DB4)
			Intersectionality, marginalisation and privilege (RR2) (RR9)
			Sexual Health (ISR6) (ISR8) (ISR9) (ISR11) (ISR12)
	HT4 - Spring 2	Health and Wellbeing	Recognising harassment and abuse (BS9) (BS10) (BS16)
			Student Finance (WO4)
			Managing aggressive or unsafe social situations (BS2) (PS1)
	HT5 - Summer 1	Relationships	Protecting your finances and financial independence (WO4) (OSA14)
			Drug Use (DATV1) (DATV4) (DATV5) (MW9)



Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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 marriage 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	• About 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 and 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 okay
- 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 • 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 safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About 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. They should also understand the difference between public and private online spaces and related safety issues • 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 • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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 • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI generated imagery). The potentially serious consequences of acquiring or generating images, indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also 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



- 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
- 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
- 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 glamourise 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That 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 (for example, to enable targeted advertising)
- That criminals can operate online scams, such as 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. That 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. About ways of seeking help when needed and how to report harmful behaviour. 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. About the importance of trusting their instincts when something doesn't feel right, and they 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 or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts, laws and where to find support relating to: - o Sexual violence, including rape and sexual assault

- o 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
 - o Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
 - o Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation
 - o Forced marriage
 - o 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 or 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
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- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed
 - 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 • About 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, such as the law, their 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/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About 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 • About 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
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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 • 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
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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 • About 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 • About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online • About 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 • About the impacts of alcohol on diet and unhealthy weight gain
Drugs, alcohol, tobacco and vaping	• 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 • About the law relating to the supply and possession of illegal substances • About 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 • 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 • About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency • About 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 protection and prevention, and understanding the healthcare system	• 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
Developing bodies	• 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 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

Parent/carer signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. E.g: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom