

Garstang Community Academy

PSHE and Relationship and Sex Education Policy



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The updated statutory Relationships, Sex and Health Education (RSHE) guidance was published by the Department for Education (DfE) in July 2025 and becomes legally mandatory in all English schools by September 2026. It replaces the previous 2019 framework.

The new content includes AI literacy, while personal safety now extends to topics such as knife crime and conflict resolution. There's a much stronger focus on tackling misogyny, incel culture, and their influence on attitudes toward women and girls, as well as recognising how these issues can negatively affect boys and young men. The guidance also explores the impact of pornography and introduces more detailed learning about menstrual and gynaecological health, including conditions like endometriosis and menopause. Finally, there's a greater emphasis on equipping pupils with the skills and confidence to access healthcare services when they need them

1. Vision & Objectives

1.1 Vision and Intent

At Garstang Community Academy we believe in creating inspirational learning experiences to enable all of our students to achieve individual excellence and thrive as happy, independent and responsible young adults. A strong PSHE curriculum plays an important role in helping pupils develop into these well-rounded members of society, preparing them for the opportunities, responsibilities and experiences of life.

Our PSHE curriculum is strongly interlinked to our RSE and health education delivery, but there are also some cross-curricular links within the RE and Science curriculum. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. It is the lifelong learning about physical, moral, social and emotional development.

We are committed to the important role that RSE plays in pupils' holistic education and we aim to build on the RSE programmes covered in Primary School. Effective RSE is achieved through successful relationships between health services, up-to-date information, understanding current trends and liaising with a range of agencies for better outcomes for pupils.

1.2 Objectives

At Garstang Community Academy our **PSHE Programme** seeks to:

- 1.2.1. Be age appropriate and differentiated to the needs of the pupils including SEN, visually impaired pupils and any other disabilities that require a bespoke curriculum
- 1.2.2 Present information in an objective, balanced and sensitive manner
- 1.2.3 Prepare pupils for the journey from adolescence to adulthood
- 1.2.4 To enable all pupils to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- 1.2.5 To allow pupils to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- 1.2.6 To develop appropriate skills in literacy and numeracy.
- 1.2.7 To develop programmes of study and experiences which will enhance pupil's self-respect and confidence and encourage them to take responsibility for themselves and their actions.

- 1.2.8 To provide pupils with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- 1.2.9 To develop a curriculum which enhances pupil's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- 1.2.10 To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- 1.2.11 To equip pupils for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- 1.2.12 To encourage appreciation of, and concern for, the environment.
- 1.2.13 To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- 1.2.14 To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- 1.2.15 To provide pupils with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- 1.2.16 To enable pupils to make informed choices when considering the development of a healthy and safer lifestyle.
- 1.2.17 To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff

At Garstang Community Academy our **RSE Programme** seeks to:

- 1.2.18 Encourage the development of robust social skills and emotional regulation strategies—including managing disappointment, hurt, and rejection—to actively reduce the risk of exploitation, peer-on-peer abuse, and misunderstanding.
- 1.2.19 Ensure an inclusive environment that respects all pupils regardless of gender or sexual orientation, while fostering an understanding and respect for a diverse range of family structures, in line with the Equality Act 2010.
- 1.2.20 Develop a legally and socially precise understanding of consent; ensuring pupils know how to explicitly give, withdraw, ask for, and recognize consent, alongside the legal implications of non-consent.
- 1.2.21 Reinforce the importance of stable, loving relationships rooted in mutual respect, care, and long-term commitment.
- 1.2.22 Explore the practical, emotional, and financial skills required for effective parenting, and equip pupils to critically assess readiness for parenthood.
- 1.2.23 Represent diverse family structures factually and explore the different legal and medical pathways for starting a family.
- 1.2.24 Ensure pupils can confidently identify the distinct characteristics of healthy versus unhealthy relationships, with explicit training on recognizing coercive control, misogyny, and incel culture.
- 1.2.25 Provide clear, actionable guidance on how, when, and where to seek confidential help or report abuse if experiencing an unhealthy, manipulative, or abusive relationship.
- 1.2.26 Enable pupils to examine the physical, legal, and emotional implications of sexual behaviour, providing a balanced exploration of the positive reasons and arguments for delaying sexual activity.
- 1.2.27 Provide a safe, respectful environment to learn about sexual orientation and the legal protections regarding gender reassignment under the Equality Act 2010. Teaching will focus on biological sex, the law, and mutual respect, presenting contested views on gender identity neutrally and factually while actively tackling homophobia, biphobia, transphobia, and harmful stereotypes.

- 1.2.28 Ensure a comprehensive, scientifically accurate understanding of human sexual and reproductive biology, fertility, and the transmission, prevention, and treatment of sexually transmitted infections (STIs).
- 1.2.29 Ensure pupils understand the differing risks associated with various types of sexual activity, equipping them with factual knowledge of contraception, barrier methods, and preventative healthcare (such as PrEP) to ensure safe choices.
- 1.2.30 Place paramount importance on online safety, explicitly teaching the legal and emotional risks of using social media, apps, and the internet for sexual purposes, including the dangers of sexting, grooming, deepfakes, and AI-generated explicit content.
- 1.2.31 Develop pupils' critical media literacy regarding the distortions, dangers, and legal realities of pornographic material, challenging its impact on expectations of intimacy and relationships.

2. Legal Requirements and Key Responsibilities

2.1 Legal Requirements

Under the **Education Act (1996/2002)**, all schools are legally required to maintain an up-to-date, written statement of policy regarding Relationships and Sex Education (RSE) and make it fully accessible to parents upon request.

This policy is written in strict compliance with the Department for Education's (DfE) updated statutory guidance: **"Relationships Education, Relationships and Sex Education (RSE) and Health Education"** (published July 2025, with full mandatory implementation by September 2026). This updated framework supersedes all previous guidance (including the 2000 and 2019 frameworks) to address the contemporary digital, social, and emotional realities facing young people.

See appendix 1 and 2 for further information on curriculum content.

2.2 Key Roles and Responsibilities

- 2.2.1 The Governing body has overall responsibility for the implementation of the school's PSHE and SRE Policy.
- 2.2.2 The Governing body has overall responsibility for ensuring that the PSHE and RSE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.2.3 The Head Teacher has overall responsibility for reviewing the PSHE and RSE Policy annually.
- 2.2.4 The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.2.5 The Head Teacher will be responsible for the day-to-day implementation and management of the PSHE and RSE Policy.
- 2.2.6 The PSHE and RSE Co-Ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE and SRE education that achieves the aims laid out in this policy.
- 2.2.7 The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

- 2.2.8 The school will work with parents to ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- 2.2.9 The school ensures that pupils are also involved in the creation of this policy through pupil voice and evaluation.

3. Course Content and Assessment

3.1 Content & Definitions

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

This policy also covers the Physical Health and Mental Wellbeing elements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective September 2026. Physical Health and Mental Wellbeing is about giving students the information they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Our PSHE curriculum is published on our school website (Appendix 2) and detailed content of the Relationships & Sex curriculum will be made available to parents on request.

Relationships and Sex Education...

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

Physical health and mental wellbeing...

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Basic first aid
- Developing bodies

3.2 Assessment

- 3.2.1 The school maintains the same high expectations for the quality of pupils' work, engagement, and academic rigor in RSHE as it does for all other core and foundation subjects across the curriculum.
- 3.2.2 The RSHE curriculum is systematically sequenced to build progressively upon the knowledge pupils have previously acquired, creating clear cross-curricular links with subjects such as Science, Computing, and PE. Learning is designed to move pupils from initial awareness to a deep, age-appropriate understanding of concepts, laws, and safeguarding practices.

- 3.2.3 Pupils build a workbook of their learning journey over time. While there is no formal summative grade reported to parents and carers, these workbooks serve as a cumulative record of progress and are readily available for parents/carers to review upon request.
- 3.2.4 In-Lesson Formative Assessment: To check for understanding and inform future responsive planning, pupils complete targeted, age-appropriate tasks during every lesson.
- 3.2.5 Collaborative Learning Strategies: Much of the RSHE curriculum is delivered through structured collaborative learning—including scaffolded group debates, pair-work, scenario analysis, and role-play. These strategies encourage peer-to-peer reflection, empathy, and communication skills in a safe environment.
- 3.2.6 The "Green Pen" Misconception Protocol: To ensure safety and factual accuracy (particularly regarding the law, biology, and online safety), robust in-class feedback is prioritized.
- 3.2.7 Teachers actively monitor collaborative activities and review workbooks to capture any misunderstandings.
- 3.2.8 Pupils are given dedicated time to use green pens in their workbooks to correct misconceptions, update factual details, and expand their reflections based on teacher or peer feedback.
- 3.2.9 The Subject Leader for PSHE is responsible for the effective delivery of PSHE. This will be through the school's Quality Assurance procedure.
It is the Subject Leader's responsibility to:
 - Ensure that RSE is delivered in the school's curriculum during PSHE lessons
 - Monitor the use of teaching and learning styles
 - Monitor the use of teaching materials
 - Evaluate the effectiveness of the school's programme

4. Sensitive or Controversial Topics

- 4.1 During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- 4.2 If a pupil asks a question that is deemed too explicit, age-inappropriate, or outside the scope of the planned curriculum, the teacher will not answer it within the whole-class setting. The teacher will acknowledge the question respectfully, validate the pupil's curiosity, and address it individually outside the lesson or signpost the pupil to appropriate, safe support structures.
- 4.3 Teachers should establish a set of ground rules so that young people are aware of parameters.
- 4.4 To protect the privacy and emotional safety of all students:
 - 4.4.1 Pupils must never be asked or pressured to disclose their own sexual orientation, gender identity, or any personal information about themselves, their families, or their peers.
- 4.5 Teachers and pupils will foster an environment of universal respect for all individuals, regardless of gender, sexual orientation, or family structure. In line with the Equality Act 2010, the school will actively challenge discrimination, bullying, and harmful stereotypes, ensuring every student feels valued and safe.
- 4.6 Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
- 4.7 Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- 4.8 Content regarding HIV/AIDS, Hepatitis, and other sexually transmitted infections will be delivered strictly as factual, objective medical and scientific information.
 - 4.8.1 Lessons will cover the methods of transmission, prevention, and modern medical treatments (such as PrEP and PEP) neutrally.

- 4.8.2 Teachers will actively challenge historical stigmas, prejudices, and misconceptions surrounding HIV/AIDS, ensuring teaching is rooted in contemporary medical science
- 4.9 In strict compliance with statutory guidelines and suicide prevention frameworks, the school takes a carefully managed, preventative approach to the topics of self-harm and suicide:
 - 4.9.1 Strictly Preventative: Materials and instruction must focus entirely on support, resilience, and intervention, and must never be instructive.
 - 4.9.2 No Detailed Methods: Teachers will never describe, explain, or hint at specific methods, locations, or mechanisms of suicide or self-harm.
 - 4.9.3 Media Restrictions: The use of highly emotive language, dramatic videos, or graphic imagery associated with self-harm or suicide is strictly prohibited.
 - 4.9.4 Safe Signposting: Every lesson touching upon these themes will conclude with explicit, accessible signposting to internal school support (such as school counsellors or the DSL) and certified external helplines

5. Organisation

- 5.1 Relationships & Sex Education is taught within PSHE lessons, through assemblies and tutor time.
- 5.2 All pupils within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities
- 5.3 Identified SEN pupils will receive a differentiated RSE programme as required.
- 5.4 Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy.
- 5.5 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.
- 5.6 We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

6. Delivery

6.1 Students with SEN

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEN or pupils who have been identified as likely to need social, emotional and mental health (SEMH) support with RSE will either receive the support of a Teaching Assistant during their RSE lessons. Alternatively, arrangements will be made for specific pupils to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme delivered within the SEND (Special Educational Needs Department). The SENCO and Subject Leader for PSHE will make the relevant plans at the start of each academic year, in consultation with parents.

6.2 The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

All health professionals and external visitors contributing to the Relationships, Sex, and Health Education (RSHE) curriculum must conform to the following standards:

6.2.1 Formal Invitation: Visitors contribute strictly at the invitation of the school and must possess the verified qualifications necessary to make an appropriate, safe, and age-appropriate contribution.

6.2.2 Staff Presence: A qualified teacher or appropriate member of school staff must remain present throughout the session to oversee classroom management, manage follow-up learning, and address questions outside the lesson scope.

6.2.3 Policy Alignment: Visitors must fully align with, agree to, and support the aims and values of the school's statutory RSHE policy.

6.2.4 Safeguarding Protocols: Visitors must strictly adhere to the school's child protection and safeguarding procedures if a disclosure occurs during a session.

6.2.5 Curriculum Integration: Visitors must understand exactly where their contribution fits within the wider PSHE framework and the school-provided health services.

6.3 Approved External Providers

The school partners with vetted external agencies to enrich curriculum delivery. Our current approved partners include:

Lancashire County Council (Pedestrian Road Safety theatre presentation, Streetwise, and Passenger Safety theatre presentation, YOLO)

Lancashire Fire and Rescue (Safety, risk awareness, and emergency prevention)

Lancashire Police (Personal safety, online safety, and the law)

NHS School Nurse (General health, development, and well-being support)

NHS Sexual Health Nurses (Clinical guidance, sexual health, and relationships education)

School Consent Programme (Specialist workshops on consent and healthy boundaries)

Smoke Free Lancashire (Smoking and vaping cessation, prevention, and education)

6.4 Support

Pupils may be referred to the Counsellor, School Nurse or other appropriate professionals. These services are available following consultation with the Pastoral Co-Ordinator and parents may also contact the PC to make an appointment with the Counsellor or other agencies.

It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct. Health professionals such as School Nurses can:

- Give one-to-one advice or information to a pupil on a health-related matter including contraception
- Exercise their own professional judgement as to whether a pupil has the maturity to consent to medical treatment including contraceptive treatment 4.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils.

7. Working with Parents

7.1 Parental support

Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters

Our RSE programme is outlined on our school website and parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials.

7.2 Parental right to withdraw

Parents/carers have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum.

Parents/carers with concerns or considering withdrawing their child for RSE should in the first instance write a letter to the Head Teacher. When the Head Teacher receives such a letter, he, or a designated member of SLT, will invite the parent/carer to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE.

7.3 Confidentiality

Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and, in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.

When a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

8. Linked Policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

This policy will be adhered to in conjunction with the following school policies:

- Complaints Procedures Policy
- SEND Policy
- SMAC Policy
- Transgender Policy
- Behaviour for Learning Policy
- Bullying Policy
- Drugs Education Policy and Confidentiality
- Child Protection and Safeguarding Policy

Appendix 1: Statutory RSE curriculum from

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

Relationships and Sex Education

By the end of secondary school:

Families	Pupils should know: 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. 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. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. 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. 8. 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	Pupils should know: 1. 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. 2. 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. 3. 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. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. 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. 6. 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. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. 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. 9. 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. 10. 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. 11. 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. 12. 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 safety and awareness	Pupils should know 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. 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. 3. 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. 4. 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. 5. 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. 6. 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. 7. 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. 8. 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. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

	10. 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. 11. 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. 12. How information and data is generated, collected, shared and used online. 13. 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). 14. 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. 15. 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	Pupils should know 1. 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. 2. 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. 3. 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. 4. 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. 5. 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. 6. 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. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. 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. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

	12. The concepts and laws relating to forced marriage. 13. 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. 14. 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. 15. 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. 16. 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	Pupils should know 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. 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. 3. 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. 4. 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. 5. That some sexual behaviours can be harmful. 6. 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. 7. 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. 8. How the different sexually transmitted infections (STIs), including HIV/AIDs, 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 9. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. 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.

Appendix 2: Statutory Health curriculum from

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

Mental wellbeing	Pupils should know 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. 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. 4. 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. 5. 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. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. 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. 8. 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. 9. 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	Pupils should know 1. 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. 2. 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. 3. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. 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. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. 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	Pupils should know 1. 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. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should know 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	Pupils should know 1. 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. 2. The law relating to the supply and possession of illegal substances. 3. 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. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. 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. 7. 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	Pupils should know 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. 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. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. 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. 6. 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. 7. 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. 8. 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. 9. 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	Pupils should know 1. 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). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. 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. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. 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). 6. 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	Pupils should know 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR.¹¹ 3. The purpose of defibrillators, when one might be needed and who can use them
Changing adolescent body	Pupils should know 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. 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. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2: GCA Curriculum Overview

Year 7	Term 1		Christmas	Term 2		Easter	Term 3	
One lesson per week	Health & Wellbeing	Relationships		Living in the wider world	Health & Wellbeing		Health & Wellbeing	Health & Wellbeing
	Introduction to PSHE. Proud to be GCA. Transition Talking about emotions Growth Mindset Introduction to mental health Dealing with worries Stress and relaxation methods	Personal qualities and self-esteem Respectful relationships Anti-bullying week - peer to peer abuse. Managing online relationships and cyberbullying Characteristics of healthy relationships Exploring family life and managing conflict		Marriage and committed Relationships Tackling discrimination Public Perception Stereotypes Citizenship & the Local community Our community- Looking after our environment	Rules, laws and the justice system Government, Political parties and voting Difference of opinion and conflict Budgeting		Dental hygiene Puberty. What happens and when. Menstrual Health Personal hygiene & healthy bodies Healthy lifestyle choices Tobacco and e-cigarette/vape use	Introduction to drugs (illegal and legal) Alcohol and energy drinks Wellbeing & lifestyle choices Road safety Water Safety Summer Safety

Year	Term 1		Christmas	Term 2		Easter	Term 3	
8								
One lesson per week	Relationships	Relationships		Living in the wider world	Health & Wellbeing		Health & Wellbeing	Health & Wellbeing
	Ambition- Goal Setting Mindfulness Emotions and anger management Managing Peer Pressure Managing conflict and running away from home Tolerance Being a bystander	County Lines Anti-social behaviour Harmful behaviours online First romantic relationships Intro to sex inc age of consent Loneliness		Step into NHS- Job description Step into NHS- Job advert Step into NHS- Competition Entry Money and work Transferable skills	Importance of sleep How to be mentally well Illegal drug use and misconceptions Anxiety Local healthcare systems and Gillick competence		Food affects everything Ultra-processed food Sugar Mental health and lifestyle Be fuelled, not fooled Food smart	Equality Act 2010 Social Media Medical Treatment First aid: Intro, bleeding, bones, muscle and head injuries First aid: Breathing and heart problems. Inc. CPR. Fractures

Year	Term 1		Christmas	Term 2		Easter	Term 3	
9								
One lesson per week	Relationships	Health & Wellbeing		Relationships	Relationships		Living in the wider world	Living in the wider world
	Positive Relationships with ourselves Online Data Collection and use Deepfakes and AI AI Chatbots Online Scams Online Gambling Alcohol and Relationships	Serious Health Conditions <i>Smoke Free Lancashire</i> <i>WithYou - Alcohol & Drugs</i> Vapes, illegal, synthetic & cannabis Spreading of germs Revision & Study Skills		Healthy relationships, sex & consent Harassment- what is it? Sexting & Grooming FGM, Equality, and Respect Marriage	Relationship breaks ups Pregnancy & Parenting Inequalities of power within relationships Forced Marriages		Law and Order Human Rights UK Gov & Beyond Multiculturalism - identity and diversity First Aid & Common Ailments Lifesaving inc CPR	Being enterprising Enterprise Project- Product ideas Enterprise Project-market research Enterprise Project-Promotion Enterprise Project-Pitching Planning a CV personal statement Contingency -

Year	Term 1		Christmas	Term 2		Easter	Term 3	
10								
One lesson per week	Living in the wider world	Relationships		Relationships	Religious Education Curriculum		Religious Education Curriculum	Religious Education Curriculum
	GCSE - Goal Setting	Radicalisation		Forced Marriages				
	The right career for me	Radicalisation - incels		Marriage and Civil Partnerships				
	Post-16 options	Misogyny		Misconceptions				
	Apprenticeships	Extremism, Radicalisation - The Law						
	LMI and higher education	Sextortion						
	Competency questions - STAR technique	Pornography						
	Creating a CV							

Year	Term 1		Christmas	Term 2		Easter
11						
One lesson per week	Living in the wider world Health & wellbeing Post - 16 Pathways & SMART target setting Preparing for interviews What makes a good employee & employment law? Quitting smoking & Vaping Misuse of prescribed & over the counter medicine Health Screening Vaccinations & Immunisations	Relationships Long term Alcohol Concerns Unhealthy relationships & Domestic Abuse Sexual Harassment The law related to sexual violence Virginity Testing and hymenoplasty Pregnancy choices inc. abortion Readiness for parenthood & birth		Health & wellbeing Gynaecological Health Fertility & Menopause	Living in the wider world GSCE preparation	