LOSTOCK HALL ACADEMY

Relationships, Sex and Health Education Policy

Date effective from	September 2026
Date approved by Trustees	May 2026
Review Frequency	Annually
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Contents

Section	Page
1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition	4
5. Curriculum	4
5.1 Curriculum	4
5.2 Curriculum organisation	4
6. Delivery	4
6.1 Delivery	4
6.2 Curriculum Links	5
6.3 Staff delivery and teaching materials	5
6.4 Assessment	6
6.5 Content	6
6.6 Inclusivity	7
6.7 Use of resources	8
7. Use of external organisations and materials	8
8. Roles and Responsibilities	9
8.1 The Senior Leadership Team	9
8.2 Principal	9
8.3 Subject Leader	9
8.4 Designated Safeguarding Lead (DSL)	10
8.5 Staff	10
8.6 SENDCO	11
8.7 Students	11
9. Working with Parents/Carers	11
9.1 Working with Parents/Carers	11
9.2 Parents'/Carers' right to withdraw	12
10. Training	13
10.1 Training	13
10.2 Dealing with difficult questions	13
11. Monitoring arrangements	13

Appendices

1. Appendix 1 Curriculum map
2. Appendix 2 By the end of secondary school students should know
3. Appendix 3 Parent/carer form requesting their child's withdrawal from sex education within RSHE

1. Aims

The aims of relationships and sex education (RSHE) at the academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

At Lostock Hall Academy we have a culture of core values (accountability, citizenship, commitment, integrity, respect and teamwork) and the way our curriculum, including RSHE, is taught, delivered and assessed, contributes towards the ethos of the school and student development.

2. Statutory requirements

As a secondary academy, we must provide RSHE to all students under section 34 of the Children and Social Work Act 2017. At Lostock Hall Academy, we teach RSHE as set out in this policy.

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

3. Policy development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

- A senior leader and the lead for Personal Development (PD) pulled together all relevant information including relevant national and local guidance
- School staff were given the opportunity to look at the policy and make recommendations
- Parents/carers were invited to view and comment on the policy
- Student voice is undertaken in PD to seek student views on RSHE
- Once amendments were made, the policy was shared with trustees and ratified

4. Definition

For the purpose of this policy:

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

5. Curriculum

5.1 Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

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

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

5.2 Curriculum organisation

The RSHE programme is delivered through a variety of opportunities including:

- Personal Development curriculum lessons (1 hour per week for KS3/4)
- Use of external visiting agencies and services
- School ethos, including the House System
- Small group work
- Cross-curricular links
- Assemblies
- Ready to Thrive Tutor Time Activities
- Enrichment days or weeks
- Residential visits

6. Delivery of RSHE

6.1 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) and Beliefs, Philosophy and Ethics (BPE).

The academy will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work

- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations

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

6.2 Curriculum Links

RSHE complements several other curriculum subjects. Where appropriate, the academy will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance students' learning. RSHE will be linked to the following subjects:

- **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **Computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – students can develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **Personal Development/PSHE** – students learn about respect and difference, values, and characteristics of individuals. They learn about citizenship; students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.

6.3 Staff Delivery and Teaching Materials

The RSHE curriculum will be delivered by appropriately trained members of staff. Those teachers will make sure that students understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on students of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

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 students' 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 students.

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 academy will make sure that all teaching and materials are appropriate for the ages and needs of the students including any additional needs, such as special educational needs and disabilities (SEND). Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the academy's Online Safety Policy, and the ICT Acceptable Use Agreement for Students.

Resources will be selected as approved by Life Lessons, the PSHE Association, Oak Academy, Unifrog and other quality resources, which will be reviewed prior to use.

At all points of delivery of the curriculum, the academy will consult parents and carers, and their views will be valued. What will be taught and how will be planned taking account of the views of parents and carers.

6.4 Assessment

Students will be assessed in lessons as well as through written work completed. The academy will have the same high expectations of the quality of students' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities and prior attainment.

Assessments are used to identify where students need extra support or intervention. There are no formal examinations for RSHE; however, to assess student outcomes, the academy will capture progress in the following ways:

- Formative assessments in class
- Summative assessments, including using Microsoft Forms
- Self-evaluations

The RSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject.

The RSHE subject leader will create annual subject reports for the Principal and Board of Trustees to report on the quality of the subject. They will also work regularly and consistently with the Principal and link Trustee, to evaluate the effectiveness of the subjects and implement any changes.

6.5 Content (full details in curriculum map Appendix 1)

It is important for secondary students to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help students 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, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Students 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.

We may amend our curriculum content to respond to the needs and context of our students, 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 the academy, 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.

6.6 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that students 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

- Carefully consider the level of differentiation needed

6.7 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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

We will facilitate any requests from parents/carers to provide examples of the resources that the academy plans to use.

7. Use of external organisations and materials

We will make sure that an 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 students' developmental stage
    - 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 that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- 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 academy is legally obliged to share all content with parents and carers
- Make all external materials available with parents and carers, upon request

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

8. Roles and responsibilities

8.1 Senior Leadership Team

The Senior Leadership Team will approve the RSHE policy and hold the principal to account for its implementation.

8.2 Principal

The Principal will be responsible for:

- The overall implementation of this policy.
- Ensuring that RSHE is taught consistently across the academy
- Ensuring all teaching staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents and carers are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the student if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents and carers to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the Senior Leadership Team on the effectiveness of this policy and the curriculum.

8.3 Subject Leader

The RSHE subject leader will be responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.

- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum. Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Principal.

8.4 Designated Safeguarding Lead (DSL)

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum. To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSHE.
- Organising a safe space for students to go should they need additional support or time to talk after an RSHE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable students who may have Adverse Childhood Experiences or potential triggers related to the material.

8.5 Staff

Staff are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Responding to the needs of individual students
- Liaising with the SENDCO to identify and respond to individual needs of students with SEND.

- Liaising with the RSHE subject leader on key topics, resources and support for individual students.
- Monitoring student progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE to the RSHE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.
- Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their students as far as is possible. Teachers will, however, understand that some aspects of RSHE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

8.6 SENDCO

The SENDCO will be responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

8.7 Students

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

9. Working with Parent/Carers

9.1 Working with Parents/Carers

The academy understands that parent/carers' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents/carers as far as possible in their children's learning. This will include providing parents/carers with frequent opportunities to understand and ask questions about the academy's approach to RSHE.

The academy will consult closely with parents/carers when reviewing the content of the academy's RSHE curriculum and give them regular opportunities to voice their opinions and concerns. The

academy will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will made by the academy.

When in consultation with parents/carers, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents'/carers right to withdraw their child from non-statutory elements of RSHE.

Indeed, every year, parents/carers are sent the following message via Synergy broadcast:

Dear Parents/Carers,

Lostock Hall Academy delivers a comprehensive and thorough Personal Development programme to all students on a weekly basis covering many statutory topics such as British Values, Work Related Learning, Healthy Lifestyles and Enterprise skills.

Another area that Year 7 will be covering this term is Relationship & Sex Education (RSHE). This important topic prepares our students for the world of relationships and will be including lessons on Puberty, Self-Esteem, Healthy Relationships, Online Safety, Age of Consent and risk taking behaviours associated with drinking alcohol.

We hope you can see the value in these lessons and it is our duty as a school to deliver these in a controlled and appropriate manner. If for any reason you want to discuss the content of these lessons, please contact the RSHE subject lead through Synergy and they will be happy to answer any questions that you have.

The academy will remain aware that the teaching of some aspects of the curriculum may be of concern to parents/carers. If parents/carers have concerns regarding RSHE, they will submit these to **admin@lostockhallacademy.org**, or contact the academy via Synergy or by phone to arrange a meeting with the Principal on 01772 336293.

9.2 Parents'/Carers' right to withdraw

Parents/carers have the right to request to withdraw their child from the non-statutory components of sex education within RSHE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the academy will arrange this.

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

A copy of any withdrawal requests will be placed in the student's educational record. The Principal 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 student's specific vulnerability, the Principal can refuse a request to withdraw the student from sex education. The Principal will explain decisions made.

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

10. Training

10.1 Training

The RSHE subject leader will ensure that any non-specialist is provided with training and support in how to teach the curriculum.

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

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

10.2 Dealing with difficult questions

It is important that all staff feel comfortable to take RSHE classes and answer questions from students. If the teacher does not feel confident leading discussions, then that is likely to be recognised by the students, and their learning will be compromised.

The academy provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader.

11. Monitoring arrangements

The delivery of RSHE is monitored by the Senior Leadership Team through learning walks and planned QA activities.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Principal annually. At every review, the policy will be approved by the Senior Leadership Team.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Students will learn through 3 main themes:

1. Understanding myself
2. Understanding myself with others
3. Understanding myself within the world

Some topics will be taught in other curriculum areas for example reproduction in science and online safety in computing.

Resources for the majority of lessons are sourced through Life Lessons (https://lifelessons.co.uk/) with Careers through Unifrog (https://www.unifrog.org/). Other resources are from the PSHE Association.

Below is the curriculum plan with lessons being taught in this approximate order.

Resources linked to careers may be taught at a different time to fit in with work experience.

Secondary PSHE Curriculum

Theme	Transition	Understanding myself											
	Navigate and prepare for change	Looking after my wellbeing and staying safe											
Unit	Transition	Wellbeing			Healthy choices			My body & Me					
Strand	Transition	Emotions, mental health and mental wellbeing	Mental strength, self-esteem and resilience	Physical health	Drugs, alcohol, tobacco and vaping	Safety in public spaces, gangs and exploitation	Life-saving skills	Puberty	Body image	Female & male health	Reproductive health & parenthood	Looking after our health and navigating healthcare systems	Sexual health & contraception
Y7	How does it feel to start secondary school?	What are my emotions telling me?	How can we build a positive relationship with ourselves?	How do exercise and sleep impact our physical health?	What are the facts about smoking and vaping?	How can we stay safe in different environments?	How can we perform first aid?	How do our bodies change during puberty, how does it feel, genitals and reproductive systems and changes?		What support might females need during their period?			
		How can we make healthy choices for our mental wellbeing?	How can we build our resilience to challenges?	How do I keep my body and teeth clean?				Genitals and reproductive systems and how do our genitals change?					
Y8		How can we talk about our mental health?	How can we develop a positive mindset?	How does our diet affect our physical health?	What are the facts about alcohol?	How can we manage risks while trying new things?		How can people understand their sexual desires?	How can we all love the body we have?	The importance of genitals (including FGM)		The importance of vaccination and healthcare	What happens during sexual intercourse?
			Who am I?	How can we overcome barriers to physical exercise?	What are the facts about legal and illegal drugs?								What choices do people make around using condoms?

Secondary PSHE Curriculum

Theme		Understanding myself											
		Looking after my wellbeing and staying safe											
Unit		**Wellbeing**			**Healthy choices**			**My body & Me**					
Y9		Self-regulation techniques	Why can it be hard to talk about our feelings?		How could someone respond to drug-related emergencies?	How can we stay safe in public spaces?			How can we support everyone to have positive body image?	How are people affected by hormonal and mood cycles?		How can we check our own health?	How can people protect themselves and others from STIs?
		Experiencing complex emotions (including mental ill-health)			How can people stay safe around alcohol?	How can we avoid criminal exploitation?						How can blood, organ and stem cell donation save lives?	
Y10		Healthy and unhealthy coping strategies	How can we improve our self-esteem?	How can we overcome barriers to a healthy lifestyle?	How can someone stop smoking or vaping?	How can we manage powerful influence?	What life saving and first aid skills do I need?		How does the media affect body image and the way we relate?		Pregnancy and healthy foetal development		How can people make healthy choices around contraception?
		Techniques for improving mental health and reducing low-mood			What are the effects of drugs on the body and mind?						What does it mean to become a parent?		
Y11	How does it feel to complete secondary school?	Balancing everyday pressures and opportunities	How can we build resilience and overcome challenges?		How does addiction impact mental health?	How can we avoid exploitation and radicalisation?			How can people make healthy choices about cosmetic procedures?	What health issues can affect people with female bodies?	What does it mean to become a parent?	How can we access the healthcare we need?	How can we test for, and protect each other from, STIs?
						How can I feel when confident and safe meeting new people?					Fertility, infertility and miscarriage and the choice to continue or end a pregnancy		

	Secondary PSHE Curriculum									
Theme	Understanding myself with others									
	Having healthy and fulfilling relationships with the people around me.									
Unit	Healthy Relationships					Healthy Intimate Relationships				
Strand	Identifying healthy and unhealthy relationships	Maintaining positive relationships	Pressure and boundaries	Responding to bullying	Change, separation and grief	Marriage, civil-partnerships and forced marriage	Romantic and sexual relationships	The effect of pornography and online cultures on sexual behaviour	Identifying, responding to harmful sexual behaviour and harassment	How to identify abuse and controlling behaviour
Y7	What do we need from a healthy relationship?	How can we keep our friendships healthy?	How do we have healthy boundaries with our friends?	How do we identify and challenge bullying?					What is sexual harassment and how can we stop it?	
		How can we balance our needs, with our friends'?	What rights do we have to privacy and our bodies?							
Y8	What roles do we play in relationships?	How can families have healthy relationships?	How do power dynamics affect us?	How can we be active bystanders?	How can we end relationships with kindness?		What is a healthy way to express romantic feelings?	What could be the impact of viewing pornography?	What are the links between sexism, harassment and harm?	How can someone respond to controlling behaviour?
		How can we manage conflicts with friends?					How can people make healthy choices about sex and intimacy?		How can we create a school free from sexual harassment?	
Y9			How can we manage peer influence?				Why is sexual consent so important?		What are the warning signs of unhealthy sexual behaviour?	
							Why is attunement important in sexual situations?			

	Secondary PSHE Curriculum									
Theme	Understanding myself with others									
	Having healthy and fulfilling relationships with the people around me.									
Unit	Healthy Relationships					Healthy Intimate Relationships				
Y10	When does showing vulnerability in a relationship make you stronger?	How can we manage conflict healthily?	How can we help our friends to have healthy boundaries?			Why do some people have civil partnerships or marriages?	How can someone understand sexual pleasure and desire?	How can we respond to sexual behaviour online?	How do gender stereotypes influence sexual violence?	How can someone identify and seek help for relationship abuse?
							How can someone communicate choices about sex and intimacy?		What are the effects of sexual harassment on men and women?	How can we ensure that our own behaviour is healthy and never controlling?
							What expectations exist about sex and intimacy?			
							How can romantic relationships be impacted by technology?			

	Secondary PSHE Curriculum									
Theme	Understanding myself with others									
	Having healthy and fulfilling relationships with the people around me.									
Unit	Healthy Relationships					Healthy Intimate Relationships				
Y11	How can you tell if a friendship is positive?	What affects our ability to connect to others?			How can we deal with grief and loss?		What are our responsibilities around sex and intimacy?	How do online cultures and content affect sexual relationships	What support do the survivors of sexual violence and harassment need?	
							How can someone deal with romantic rejection?			
							How does power affect consent?			
							How can we avoid putting romantic and sexual pressure on other people?			
							How can people heal from sexual harm?			
							What can be the impact of combining alcohol and drugs with intimacy?			

	Secondary PSHE Curriculum									
Theme	**Understanding myself within the world**									
	Understanding how to live happily and compassionately within the wider world									
Unit	**Identity & community**			**Digital Lives**				**Aspiration & money**		
Strand	**Identities, stereotypes and respect**	**Belonging and community building**	**Rights and discrimination**	**Online wellbeing**	**Online sharing and behaviour**	**Online influence**	**Data, money and misinformation**	**Careers and goals**	**World of Work**	**Personal finance**
Y7	What does identity mean to you?	Is it easy to find a feeling of belonging?	What can be the impact of discrimination?	How can we have a healthy relationship with our devices?	How can we take control of our privacy online?	How can online content affect us?	Who decides what we view online?	Ambitions and goals		
	How can we reduce harmful stereotypes?	What does a community need to be healthy?	How does the Equality Act protect everyone in the UK?		How do we choose what to share online?		How does money affect the online world?	Developing our strengths and interests		
			How can we create a world free from sexism?					Taking control of our learning		
								What aspirations do we have for the world?		

	Secondary PSHE Curriculum									
Theme	**Understanding myself within the world**									
	Understanding how to live happily and compassionately within the wider world									
Unit	**Identity & community**			**Digital Lives**				**Aspiration & money**		
Strand	**Identities, stereotypes and respect**	**Belonging and community building**	**Rights and discrimination**	**Online wellbeing**	**Online sharing and behaviour**	**Online influence**	**Data, money and misinformation**	**Careers and goals**	**World of Work**	**Personal finance**
Y8		What does heritage mean to you?	How can we create a world where people can feel free to love who they love?	How can the internet impact our wellbeing?	Why do people sometimes behave differently online?		How can algorithms unite or divide us?		Preparing for the world of work	Budgeting for teenagers
		What do the Fundamental British Values mean to you?	How can we create a world where disabled people thrive?	Can the internet improve our lives?	What can be the impact of sharing intimate content?		How can we know what is real online?			How do we avoid losing our money? (gambling, loot boxes and advertising manipulation)
			How can we create a world free from racism?							

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Y9	What influences our sense of identity?	How do we build a feeling of belonging?	What is the impact of sexism?	What impact can our online choices have?	What can be the impact of deepfakes?	How can we respond to online influence?	Why can being online feel addictive?	Pathways to the future that I want		Making financial decisions that work for me
	How are stereotypes used to spread hate and make money?	How can healthy communities make our lives better?	Why does sexism still exist today?					Setting high expectations for the future		How do we avoid financial scams and exploitation?
			How can we create an anti-discrimination school?					How do successful people achieve their goals?		
			How can we talk about transgender people with respect?							
			What are my rights?							

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Y10	How do we measure our worth?	What would our world be like if there was more tolerance?	Why is talking about discrimination complex?	How might AI affect our lives?	How can we create a positive reputation online?		Why can extremism spread online?	How can my strengths, interests and education help me decide where to go?	Finding work locally and internationally	Saving money and budgeting wisely
	How do gender norms influence the way we behave?	What is it like to live in Britain?	What is the social model of disability?					Making decisions about the future		
			How easy do people find it to express their religion or beliefs?							
			How important is money for happiness?							

	Secondary PSHE Curriculum									
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	Understanding how to live happily and compassionately within the wider world									
Unit	**Identity & community**			**Digital Lives**				**Aspiration & money**		
Y11	How do values influence our decisions?	Why do humans need to feel like they belong?	What does it mean to be anti-racist?	What would you change about the online world?		How can we promote equality and respect online?	How is data used to make money and influence us?	How the internet can help me achieve my goals	What are my rights and responsibilities at work	Making financial decisions that work for me
								How we tackle challenges to our goals and dreams		Gambling: making healthy choices

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

TOPIC	STUDENTS 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 students 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, students 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. Students 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. Students 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 students 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

TOPIC	STUDENTS SHOULD KNOW
	• 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. Students 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. Students 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, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Students 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 that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed 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. Students 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. Students 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

TOPIC	STUDENTS SHOULD KNOW
	• 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). That there are potentially serious consequences of acquiring or generating these images. 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. Students 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

TOPIC	STUDENTS SHOULD KNOW

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 and laws relating to:
	  ○ Sexual violence, including rape and sexual assault
	  ○ 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
	  ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
	  ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation
	  ○ Forced marriage
	  ○ Female genital mutilation (FGM), virginity testing and hymenoplasty
	• 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

TOPIC	STUDENTS SHOULD KNOW
	• 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. Students 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

TOPIC	STUDENTS SHOULD KNOW
	• 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 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENT/CARER			
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	