



Relationships and Sex Education (RSE) & Health Policy

July 2026



Policy owner	Principal / Assistant Principal responsible for Personal Development
Operational lead	Personal Development / RSE Lead: Mr G Stevens
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Approved by	Academy Council / Governing Body:
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1. Introduction and aims

Madeley School is committed to providing high-quality Relationships and Sex Education (RSE) and Health Education as part of a broad, balanced and carefully planned Personal Development curriculum. RSE helps pupils understand healthy relationships, personal safety, respect, consent, sexual health, emotional wellbeing and the responsibilities that come with growing up. The school's approach is factual, age-appropriate, inclusive, safeguarding-led and grounded in the school's values.

The aims of this policy are to:

- set out the school's approach to teaching RSE and Health Education;
- explain how curriculum content is planned, sequenced, delivered and reviewed;
- make clear how pupils are supported to keep themselves and others safe, including online;
- explain the roles of staff, leaders, governors, pupils, parents and carers;
- set out how parents and carers can access curriculum information, raise questions and request withdrawal from sex education where the law allows;
- ensure that RSE is delivered in a way that respects pupils' dignity, protects pupils from harm and complies with equality and safeguarding duties.

2. Statutory requirements and guidance

As a secondary academy in England, Madeley School must provide Relationships and Sex Education and Health Education to pupils. In doing so, the school has regard to statutory guidance and relevant legislation, including:

- Education Act 1996, including sections 403 and 405;
- Education Act 2002, including section 80A;
- Children and Social Work Act 2017;
- Equality Act 2010;
- SEND Code of Practice: 0 to 25 years;
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance, including the revised guidance for implementation from 1 September 2026;
- Keeping Children Safe in Education, currently the 2025 statutory guidance and any subsequent update in force at the time of review;
- Working Together to Safeguard Children, currently the 2026 statutory guidance and any subsequent update in force at the time of review.

The school will review this policy and the curriculum if statutory guidance, safeguarding expectations or local safeguarding issues change before the scheduled review date.

3. Definitions

Relationships and Sex Education (RSE) is teaching that helps pupils understand relationships, personal safety, emotional wellbeing, sexual health, consent, respect and the law. It includes learning about families, friendships, committed relationships, online relationships, intimate relationships, sexual health, contraception, pregnancy, sexually transmitted infections and how to seek help.

Health Education includes teaching about physical health, mental wellbeing, puberty, the changing adolescent body, personal hygiene, risk, online harms, drugs and alcohol, and where to access support.

Personal, Social, Health and Economic education (PSHE) is the broader programme through which pupils learn about themselves, others and society. RSE and Health Education sit within the school's Personal Development curriculum, but this policy focuses specifically on the statutory RSE and Health Education content.

RSE is not about promoting sexual activity. Teaching is factual, balanced and designed to support pupils to make safe, informed and responsible decisions now and in adult life.

4. Policy development and consultation

This policy is developed and reviewed through consultation with pupils, parents and carers, staff, senior leaders and governors. Consultation should be meaningful and proportionate, and should focus on the purpose, content, sequencing and delivery of RSE and Health Education.

The review process includes:

reviewing national statutory guidance, safeguarding expectations, equality duties and local safeguarding information;

reviewing curriculum content, lesson sequencing, resources and pupil need;

seeking staff feedback from those who deliver or support RSE;

seeking pupil voice on the relevance, accessibility and impact of the curriculum;

sharing the policy and curriculum information with parents and carers and inviting feedback;

considering feedback and making appropriate amendments;

approval by the Academy Council or Governing Body, with the approval date and minute reference recorded.

Records of consultation, responses and amendments will be retained as evidence for governors, trustees and inspectors.

Before approval, the school will record the dates of parent/carer consultation, the method used to consult, the main themes in feedback and any changes made as a result.

5. Links with other policies

This policy should be read alongside the following school and trust policies, as applicable:

Safeguarding and Child Protection Policy;

Behaviour Policy;

Anti-Bullying Policy;

Online Safety / E-Safety Policy;

Equality Information and Objectives;

SEND Policy and Accessibility Plan;

Personal Development / PSHE Policy;

Mental Health and Wellbeing Policy;

Drugs Education / Substance Misuse Policy;

External Visitors Policy;

Teaching and Learning Policy.

6. Curriculum intent, content and sequencing

The RSE and Health Education curriculum is designed to be developmental, sequenced and responsive to pupils' needs. It builds on prior learning from primary school and revisits key safeguarding concepts so that pupils can apply them with increasing maturity.

The curriculum covers, as appropriate to age and stage:

families, friendships and committed relationships, including marriage and civil partnership;
healthy and unhealthy relationships, boundaries, trust, respect, equality, consent and communication;
online relationships, media literacy, online safety, harmful content, image sharing and reporting concerns;
puberty, body image, emotional wellbeing, menstrual health and the changing adolescent body;
sexual health, contraception, safer sex, sexually transmitted infections, pregnancy, reproductive health and where to get confidential advice;
the law relating to consent, sexual violence, sexual harassment, exploitation, grooming, domestic abuse, coercive control, forced marriage, honour-based abuse and FGM;
diversity, inclusion, protected characteristics, stereotypes, discrimination and respectful discussion;
local and national sources of help, including trusted adults, safeguarding staff, health services and specialist agencies.

Curriculum content is taught through weekly Personal Development lessons at Key Stage 3 and through planned Personal Development lessons, assemblies, tutor activities and/or drop-down days at Key Stage 4. Where the timetable model changes, leaders will ensure that pupils still receive a coherent and equivalent curriculum entitlement.

The curriculum map is set out in Appendix A. Leaders will keep a more detailed scheme of work, lesson sequence and resource bank under review. Parents and carers may request to see curriculum information and teaching materials, subject to safeguarding, copyright and data protection considerations. Requests should be made to the Personal Development / RSE Lead via the school office.

7. Teaching, delivery and safe practice

RSE and Health Education are delivered by trained staff, usually form tutors and/or staff within the Personal Development programme. Specialist staff or external visitors may support delivery where this adds value, but responsibility for the curriculum remains with the school.

Teaching will be:

age-appropriate, developmentally appropriate and carefully sequenced;
factual, balanced and evidence-informed;
inclusive of all pupils and adapted where required;
sensitive to pupils' experiences and safeguarding needs;
delivered in a safe classroom environment with clear ground rules;
clear about the law, rights, responsibilities and sources of support.
Staff will establish ground rules before sensitive topics are taught. These will include listening respectfully, using appropriate language, not asking personal questions of staff or pupils, and understanding that staff cannot promise absolute confidentiality where a safeguarding concern is raised.

Pupils will be able to ask questions, including anonymously where appropriate. Staff will answer questions in a factual, age-appropriate way. Where a question is beyond the planned learning, raises a safeguarding concern or requires specialist advice, staff will follow the agreed safeguarding and curriculum procedures.

Teaching materials will be quality assured by the Personal Development / RSE Lead. Materials will be checked for accuracy, age-appropriateness, inclusivity, safeguarding sensitivity and consistency with statutory guidance and this policy.

Staff delivering RSE will receive appropriate training and updates at least annually, and before teaching new or significantly revised content.

8. Equality, inclusion, religion and belief

The school will comply with the Equality Act 2010 and will ensure that RSE and Health Education are taught in a way that respects pupils and families from all backgrounds. Pupils will be taught that everyone has the right to dignity, safety and respect.

Curriculum planning will consider protected characteristics, including disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Teaching will challenge stereotypes, prejudice and harmful behaviour while recognising that pupils and families may hold different religious, cultural or philosophical views.

Where faith perspectives are relevant, they may be acknowledged appropriately. Teaching will remain factual, balanced, inclusive and compliant with the law. No pupil should be made to feel isolated, shamed or targeted because of their family background, beliefs, identity or personal circumstances.

Where topics relating to biological sex, sexual orientation, gender reassignment or gender-questioning pupils arise, teaching will be age-appropriate, factual, respectful and consistent with statutory guidance. Pupils will be taught the law relating to protected characteristics, including sex, sexual orientation and gender reassignment, and will learn that all people should be treated with dignity and respect.

The school will not endorse contested views as fact. In line with statutory guidance, teaching will distinguish between the facts of biological sex, the law relating to gender reassignment, and areas where there is wider public debate. Teaching will avoid reinforcing gender stereotypes and will not suggest that social transition is a simple solution to distress or discomfort.

Pupils who are gender-questioning, or who have any protected characteristic, will be treated with dignity and respect. Bullying, harassment, discriminatory language or disrespectful behaviour will not be tolerated and will be addressed through the school's behaviour, safeguarding and equality procedures.

Any individual request relating to social transition, including a request about names, pronouns, uniform, facilities or participation in activities, will be considered carefully and on a case-by-case basis. Decisions will be safeguarding-led, will consider the pupil's individual needs and best interests, and will involve parents and carers unless doing so would create a significant risk of harm. The school will seek appropriate advice where needed.

9. Pupils with SEND and additional needs

RSE and Health Education will be accessible to all pupils, including pupils with special educational needs and disabilities. Leaders and teachers will consider pupils' cognitive development, communication needs, emotional maturity, vulnerability and prior knowledge.

Reasonable adjustments may include:

adapted resources and reading levels;
pre-teaching key vocabulary and concepts;
additional adult support or smaller group work where appropriate;
visuals, social stories or structured scenarios;
additional time to process sensitive material;
liaison with the SENDCo, pastoral staff, parents/carers and external professionals where needed;
careful consideration of pupils who may be vulnerable to exploitation, abuse, bullying or misunderstanding.

Adaptation must not remove pupils' entitlement to safeguarding knowledge. Instead, staff will ensure that essential safety messages are taught in ways pupils can understand and use.

10. Roles and responsibilities

10.1 Academy Council / Governing Body

The Academy Council / Governing Body will approve this policy, monitor its implementation, hold the Principal to account and ensure that the school meets its statutory responsibilities. Governors should receive appropriate information about curriculum content, consultation, monitoring and any significant issues arising from RSE delivery.

10.2 Principal

The Principal is responsible for ensuring that RSE and Health Education are taught consistently, safely and effectively. The Principal is also responsible for managing requests for withdrawal from sex education, supported by the Personal Development / RSE Lead and other staff as appropriate.

10.3 Personal Development / RSE Lead

The Personal Development / RSE Lead is responsible for curriculum planning, sequencing, resource quality assurance, staff support, liaison with external visitors, monitoring delivery, responding to feedback and preparing reports for senior leaders and governors.

10.4 Designated Safeguarding Lead

The Designated Safeguarding Lead will advise on safeguarding themes, support staff in managing disclosures and ensure that curriculum planning reflects relevant local and school-specific safeguarding risks.

10.5 Staff

Staff delivering RSE will follow this policy and the agreed scheme of work. They will create a safe learning environment, use approved resources, manage sensitive questions appropriately, report safeguarding concerns promptly and seek support where needed. Staff do not have the right to opt out of teaching RSE. Staff with concerns about delivery should speak to the Principal or Personal Development / RSE Lead.

10.6 Pupils

Pupils are expected to engage with RSE and Health Education, listen respectfully, use appropriate language and follow classroom ground rules. Pupils will be reminded how to seek help from trusted adults if learning raises questions or concerns.

11. Parents and carers

Parents and carers are the first educators of their children and play an important role in supporting pupils' understanding of relationships, safety, health and growing up. The school will work in partnership with parents and carers while meeting its statutory duties.

The school will:

publish this policy on the school website and provide it free of charge on request;
make curriculum information available to parents and carers;
provide reasonable opportunities for parents and carers to understand the purpose and content of RSE and Health Education;
invite feedback as part of policy review and curriculum development;
respond professionally to questions or concerns;
explain clearly the right to request withdrawal from sex education where the law allows.

12. Right to request withdrawal from sex education

Parents and carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of RSE, except for content that forms part of the National Curriculum for Science or other statutory Relationships Education and Health Education content.

There is no right to withdraw from:

Relationships Education content, including healthy relationships, respect, consent as a safeguarding concept, online safety, equality, abuse, exploitation and where to seek help;
Health Education content, including puberty, menstrual wellbeing, mental wellbeing and physical health;
National Curriculum Science content, including reproduction where it is taught as part of science.
The school will consider requests relating to specific sex education content, such as teaching about sexual intimacy, contraception, safer sex, sexually transmitted infections, pregnancy choices and sexual health, where this goes beyond the science curriculum and statutory relationships or health content.

The withdrawal process is as follows:

1. The parent/carers submits a written request using the form in Appendix C.
2. The Principal or delegated senior leader meets with the parent/carers, and where appropriate the pupil, to understand the request and explain the curriculum purpose and content.
3. The school records the discussion, the decision and any agreed actions.
4. Except in exceptional circumstances, the school will respect the parent/carers request up to and until three school terms before the pupil turns 16.
5. From three school terms before the pupil turns 16, if the pupil wishes to receive sex education, the school will make arrangements for this to happen during one of those terms.

6. Where withdrawal is agreed, the pupil will receive appropriate, purposeful supervised education during the withdrawal period.

Withdrawal does not remove the school's safeguarding responsibilities. If a pupil raises a safeguarding concern before, during or after RSE teaching, staff will follow the Safeguarding and Child Protection Policy.

13. Working with external agencies

External agencies may be used where they bring specialist expertise, credibility or additional support to the curriculum. External visitors supplement but do not replace the school's responsibility for RSE and Health Education.

Before delivery, the school will ensure that:

the purpose and content of the session are agreed in advance;
materials are reviewed and approved by the Personal Development / RSE Lead;
content is age-appropriate, accessible and aligned with this policy;
visitors understand safeguarding, confidentiality and reporting procedures;
appropriate checks, supervision and risk assessments are in place;
pupil and staff feedback is gathered where appropriate.

Agencies that may support delivery include health services, mental health organisations, community safety partners, specialist safeguarding education providers and other approved organisations. The list of providers may change according to pupil need, availability, quality assurance and local safeguarding priorities.

14. Safeguarding, reports of abuse and confidentiality

Safeguarding is central to RSE and Health Education. Effective teaching helps pupils understand healthy and unhealthy relationships, recognise risk, seek help and report concerns about themselves or others.

Staff will make clear to pupils that they cannot promise absolute confidentiality. If a pupil discloses abuse, risk of harm, exploitation, neglect, sexual violence, sexual harassment or any other safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and report the concern to the Designated Safeguarding Lead or deputy without delay.

RSE may increase disclosures because pupils become more able to recognise unsafe situations. The school will ensure that staff are prepared for this, know how to respond calmly and sensitively, and understand the requirement to record and report concerns.

The Designated Safeguarding Lead will support curriculum planning so that teaching reflects relevant school, local and national safeguarding issues. This may include online harms, image sharing, peer-on-peer abuse, child-on-child sexual harassment, exploitation, domestic abuse, harmful sexual behaviour, FGM, forced marriage and other forms of abuse.

15. Monitoring, evaluation and review

The Personal Development / RSE Lead will monitor the quality and impact of RSE and Health Education. Monitoring will be proportionate and may include:

curriculum review and sequencing checks;
learning walks or lesson visits;
review of teaching resources;
pupil voice;
staff feedback after delivery;
review of assessment or reflection activities;
analysis of safeguarding themes where appropriate;
parent/carer feedback during consultation or in response to specific concerns;
reports to senior leaders and the Academy Council / Governing Body.

This policy will be reviewed every two years, or earlier if statutory guidance, safeguarding guidance, school context or curriculum arrangements change. Each review will be approved by the Academy Council / Governing Body and recorded with the date and minute reference.

Appendix A: Curriculum overview by year group

Year	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Transition, belonging, emotions, trusted adults and school community	Friendships, conflict, bullying, group chats and online privacy	Puberty, hygiene, routines, nutrition and help-seeking	Rights, British values, diversity, sustainability and contribution	Needs/wants, budgeting, aspirations, careers and stereotypes	Listening, presentation, goal-setting, reflection and confidence
Year 8	Identity, self-esteem, emotional regulation, peer pressure and online identity	Equality, stereotypes, protected characteristics, discrimination, consent and boundaries	Cyberbullying, algorithms, influencers, misinformation and digital reputation	Body image, vaping, smoking, alcohol awareness and coping strategies	Saving, budgeting, consumer choices and scams	Skills, employability, teamwork and presentation
Year 9	Mental wellbeing, anxiety, body image, difficult conversations and GCSE options	Healthy relationships, consent, sexual harassment, grooming and assertiveness	Image sharing, pornography, misogyny, harmful influencers and misinformation	Human rights, Equality Act, hate crime and democracy	Gambling, substance misuse, risk assessment and peer influence	Employability, labour market and careers pathways
Year 10	Stress management, mental health support, difficult conversations and post-16 pathways	Intimate relationships, consent, contraception, pregnancy choices, marriage and law	Coercive control, domestic abuse, FGM, strangulation risks and online sexual harm	Parliament, government, extremism and political literacy	Wages, tax, credit, debt, renting, CVs and interviews	Goal-setting, next steps and personal development review
Year 11	Revision planning, stress management, applications and interviews	Budgeting, banking, travel, housing costs and digital reputation	Adult relationships, consent, support services and civic participation	AI, deepfakes, workplace rights and employment law	Wellbeing, reflection, results preparation and staying safe	—

Appendix B: Curriculum coverage map

DfE coverage item / revised detail	Compass Mapping	Why it fits there
Common-law marriage myth	Y10 HT2 — Sexual Health & Relationships	This unit already includes marriage and law
Marriage and civil partnership legal protections	Y10 HT2	Already linked to marriage and law
Forced marriage and marriage under 18 are illegal	Y10 HT2 / Y10 HT3 — Abuse & Safeguarding	Fits both legal relationships and safeguarding
Parenting responsibilities and early years brain development	Y11 HT3 — Adult Relationships & Society	Best placed in adult responsibilities and future relationships
Consent is not enough: kindness, care and ethics	Y9 HT2 — Relationships & Consent / Y10 HT2	Consent is already a core strand
Power dynamics in relationships	Y9 HT2 / Y10 HT2 / Y10 HT3	Links to consent, coercion and safeguarding
Ending relationships kindly	Y8 HT2 — Equality & Respect / Y9 HT2	Builds from friendships into romantic relationships
Incel ideology / harmful sexual subcultures	Y9 HT3 — Online Harm & Influence	Existing unit includes misogyny and harmful influencers
Misogyny and online influencers	Y9 HT3	Already named in Compass
Pornography and distorted sexual norms	Y9 HT3 / Y10 HT3 — Abuse & Safeguarding	Pornography appears in Y9; safeguarding consequences fit Y10
Fake accounts and AI-generated content	Y11 HT4 — Technology, Work & Rights / Y9 HT3	Y11 includes AI and deepfakes; Y9 includes online influence
Deepfakes: prevalence, harms and identification	Y11 HT4 / Y9 HT3	Explicitly named in Compass
AI chatbots, fake intimacy and harmful advice	Y11 HT4	Most natural fit with AI and employment/digital rights
AI-generated sexual images of under-18s	Y9 HT3 — Online Harm & Influence / Y10 HT3	Fits image sharing, online sexual harm and safeguarding
Image sharing law	Y9 HT3 / Y10 HT3	Image sharing is already in Y9; online sexual harm in Y10
Sextortion	Y10 HT3 / Y9 HT3	Best placed under online sexual harm and exploitation
Online sexual scams	Y10 HT3 / Y8 HT5 — Finance & Enterprise	Links safeguarding and scams
Targeted advertising and online data use	Y8 HT3 — Online Lives / Y11 HT4	Y8 already includes algorithms and digital reputation

DfE coverage item / revised detail	Compass Mapping	Why it fits there
Public/private online spaces	Y7 HT2 — Friendships & Online Conduct / Y8 HT3	Builds from privacy and passwords into digital reputation
Conspiracy theories and disinformation	Y8 HT3 / Y9 HT3	Current curriculum includes misinformation
Harmful online content: self-harm, suicide, violence, weapons	Y9 HT3 / Y11 HT4	Fits online harm and technology rights
Social media escalating conflict	Y8 HT3 / Y9 HT5 — Risk & Decision-Making	Links cyberbullying, peer influence and risk
Technology used in coercive/control behaviour	Y10 HT3	Fits coercive control and online sexual harm
Public sexual harassment	Y9 HT2 / Y10 HT3	Current map includes sexual harassment and safeguarding
Upskirting	Y9 HT2 / Y10 HT3	Fits sexual harassment and image-based abuse
Rape and sexual assault law	Y10 HT3	Best placed in abuse/safeguarding
Harmful sexual behaviour among young people	Y9 HT2 / Y10 HT3	Fits sexual harassment, consent and safeguarding
Victim-blaming explicitly challenged	Y9 HT2 / Y10 HT3	Should sit wherever abuse/harassment is taught
Children as victims of domestic abuse in their own right	Y10 HT3	Current unit includes domestic abuse
Economic abuse	Y10 HT3 / Y11 HT2 — Independent Living	Fits domestic abuse and financial independence
Stalking / fixated behaviour	Y10 HT3	Natural fit with coercive control and safeguarding
Criminal exploitation	Y10 HT3 / Y9 HT5	Fits grooming, risk and safeguarding
Financial exploitation	Y10 HT3 / Y11 HT2	Links safeguarding and adult financial independence
Virginity testing	Y10 HT3	Fits FGM and abuse/safeguarding
Hymenoplasty	Y10 HT3	Same safeguarding/legal cluster as virginity testing
Failure to protect from FGM	Y10 HT3	FGM already named
Strangulation offence even without injury	Y10 HT3	Strangulation risks already named
Suffocation / covering mouth and nose	Y10 HT3	Same lesson as strangulation

DfE coverage item / revised detail	Compass Mapping	Why it fits there
Sex can be positive when ready and over age of consent	Y10 HT2 / Y11 HT3	Fits intimate relationships and adult relationships
Intimacy without sex	Y10 HT2 / Y11 HT3	Fits readiness and relationship choices
Age of consent	Y10 HT2	Core sexual health/relationships content
Withdrawing consent at any time	Y9 HT2 / Y10 HT2	Consent progression
Full range of contraception	Y10 HT2	Already includes contraception
Pregnancy options: parenting, adoption, abortion	Y10 HT2	Pregnancy choices already included
STI prevalence, testing and stigma	Y10 HT2	Sexual health unit
PrEP and PEP	Y10 HT2	Best placed with HIV/STI prevention
Confidential sexual health services	Y10 HT2 / Y11 HT3	Links sexual health and support services
Countering sexual health misinformation	Y10 HT2 / Y11 HT4	Links sexual health and online misinformation
Normal worry/low mood vs mental ill health	Y7 HT1 / Y9 HT1 — Mental Wellbeing & Identity	Fits emotional literacy and anxiety
Anxiety and depression characteristics	Y9 HT1 / Y10 HT1 — Wellbeing & Independence	Existing wellbeing sequence
Loneliness and connection	Y7 HT1 / Y8 HT1 / Y9 HT1	Fits belonging, identity and wellbeing
Volunteering / acts of kindness and wellbeing	Y7 HT4 — Citizenship & Community / Y9 HT1	Links community contribution and wellbeing
Gambling and mental health harms	Y9 HT5 — Risk & Decision-Making / Y8 HT5	Gambling already in Y9; finance in Y8
Higher-risk gambling products	Y9 HT5	Same gambling lesson
Alcohol/drug use and poor mental health link	Y8 HT4 — Health Choices / Y9 HT5	Current units include alcohol and substance misuse
Stopping smoking can reduce anxiety	Y8 HT4 / Y9 HT5	Fits smoking/vaping content
Self-harm support routes	Y9 HT1 / Y10 HT1	Best placed in mental wellbeing units

DfE coverage item / revised detail	Compass Mapping	Why it fits there
Suicide prevention	Y10 HT1 / Y11 HT1 — Exam Wellbeing & Transition	Better suited to older pupils and transition pressure
Eating disorders	Y8 HT4 — Body Image / Y9 HT1	Body image and mental wellbeing
Online comparison and body image	Y8 HT3 — Online Lives / Y8 HT4	Both units already fit
Over-reliance on online relationships	Y8 HT3 / Y9 HT3	Fits online lives and influence
Online gambling / gaming monetisation	Y8 HT3 / Y8 HT5 / Y9 HT5	Links algorithms, finance and gambling
Drug/knife supply online	Y9 HT3 / Y9 HT5 / Y10 HT3	Online harm, risk and exploitation
Active lifestyle and cardiovascular health	Y7 HT3 — Health & Wellbeing / Y8 HT4	Existing health units
Healthy weight without stigma	Y7 HT3 / Y8 HT4	Nutrition and health choices
Serious health conditions	Y10 HT1 / Y11 HT5	More mature health literacy
Blood donation	Y10 HT1 / Y11 HT3	Fits adult health responsibility
Organ donation	Y10 HT1 / Y11 HT3	Same as above
Stem cell donation	Y10 HT1 / Y11 HT3	Same as above
Tooth decay and oral health	Y7 HT3	Fits hygiene and healthy routines
Poor diet and cardiovascular disease	Y7 HT3 / Y8 HT4	Nutrition and health choices
Alcohol impact on diet/weight	Y8 HT4 / Y9 HT5	Alcohol awareness and risk
Illegal drugs and drug law	Y9 HT5	Substance misuse and risk
Synthetic drugs added to illegal drugs	Y9 HT5 / Y10 HT3	Fits substance risk and safeguarding
Illicit vapes containing drugs	Y8 HT4 / Y9 HT5	Vaping starts in Y8, risk deepens Y9
Counterfeit medicines	Y9 HT5 / Y11 HT2	Risk and independent living
Misuse of prescription/OTC medicines	Y9 HT5	Substance misuse
Nicotine pouches	Y8 HT4	Fits vaping/smoking lesson
Vapes as adult smoking cessation vs youth harm	Y8 HT4	Vaping lesson
Drink spiking	Y9 HT5 / Y11 HT5 — Exams & Next Steps	Risk decision-making and post-16 transition
Methanol poisoning	Y9 HT5 / Y11 HT5	Fits alcohol risk and safety

DfE coverage item / revised detail	Compass Mapping	Why it fits there
Antibiotics	Y7 HT3 / Y10 HT1	Hygiene/health protection
Antimicrobial resistance	Y10 HT1	More appropriate for older pupils
Vaccination and immunisation	Y7 HT3 / Y10 HT1	Health protection
Self-examination and screening	Y10 HT1 / Y11 HT5	Independence and adult health responsibility
Pharmacists and self-care for minor ailments	Y11 HT2 — Independent Living / Y10 HT1	Practical adulthood and healthcare independence
Navigating local healthcare system	Y11 HT2 / Y11 HT3	Independent living and support services
Gillick competence	Y10 HT2 / Y11 HT3	Medical consent links sexual health and adult support
Medical consent age 16	Y10 HT2 / Y11 HT3	Same cluster
Capacity to make medical decisions over 16	Y11 HT3	Adult responsibilities/support services
Pre-conception health and folic acid	Y10 HT2 / Y11 HT3	Pregnancy choices and adult relationships
Pelvic floor health	Y10 HT2 / Y11 HT3	Fits reproductive health
Miscarriage and pregnancy loss	Y10 HT2 / Y11 HT3	Pregnancy choices and support
Fertility	Y10 HT2 / Y11 HT3	Reproductive health
Menopause	Y11 HT3 / Y10 HT2	Adult reproductive health
PMS	Y7 HT3 / Y8 HT4	Puberty and body image/health choices
Heavy menstrual bleeding	Y7 HT3 / Y8 HT4	Same as above
Endometriosis	Y8 HT4 / Y10 HT2	Better revisited when older
PCOS	Y8 HT4 / Y10 HT2	Same as above
Correct anatomical terms	Y7 HT3	Puberty and safeguarding
Adolescent brain development	Y9 HT1 / Y10 HT1	Identity, risk and independence
Road safety	Y7 HT1 / Y9 HT5 / Y11 HT5	Transition, risk and independence
Railway and level crossing safety	Y7 HT1 / Y11 HT2	Transition and independent living
Water safety code	Y7 HT3 / Y9 HT5	Health and risk
Unfamiliar social/work settings safety	Y10 HT5 — Finance & Employability / Y11 HT2	Fits interviews, work, travel and independence
Knife law	Y9 HT5 / Y10 HT4 — Democracy & Society	Risk, law and citizenship

DfE coverage item / revised detail	Compass Mapping	Why it fits there
Violence prevention without fear-based teaching	Y9 HT5 / Y10 HT4	Risk and society
Trusted adults for violence/knife crime concerns	Y7 HT1 / Y9 HT5	Trusted adults and risk
Conflict prevention skills	Y7 HT6 — Confidence & Communication / Y8 HT6 / Y9 HT5	Communication, teamwork and risk
Emergency calls	Y7 HT3 / Y9 HT5	Health/help-seeking and risk
Do not film incidents; report them	Y8 HT3 / Y9 HT5	Online conduct and risk
Common injuries and ailments	Y7 HT3	Health and wellbeing
CPR	Y8 HT4 / Y9 HT5	Usually appropriate after age 12
Defibrillators	Y8 HT4 / Y9 HT5	Same as CPR

Withdrawal note: Parents/carers may request withdrawal only from sex education content where the law allows. There is no right to withdraw from Relationships Education, Health Education or National Curriculum Science. Parent-facing curriculum information will identify any lessons or parts of lessons where withdrawal may be considered.

Appendix C: Parent request form for withdrawal from sex education

This form should be completed by a parent/carer who wishes to request withdrawal from sex education within RSE. The form does not apply to Relationships Education, Health Education or National Curriculum Science.

Name of pupil	
Year group / tutor group	
Name of parent/carer	
Date of request	
Specific lesson(s) or content from which withdrawal is requested	
Reason for request	
Any information the school should consider	
Parent/carer signature	

To be completed by the school following discussion:

Date of meeting	
Staff present	
Pupil consulted, where appropriate	
Decision and agreed actions	
Alternative supervised education arrangements, if applicable	
Date parent/carer informed	
Principal / delegated senior leader signature	

Appendix D: Evidence checklist for governors and inspectors

The following evidence should be retained and available for governor oversight, trust review and inspection as appropriate:

Evidence item	Owner	Location / note
Current approved policy, including approval date and review date	Principal / Clerk	Website and policy folder
Academy Council / Governing Body approval minutes	Clerk	Governance records
Parent/carer consultation records	Personal Development / RSE Lead	Consultation folder
Pupil voice records	Personal Development / RSE Lead	Curriculum review folder
Staff feedback and training records	Personal Development / RSE Lead	CPD records
Curriculum map and detailed scheme of work	Personal Development / RSE Lead	Curriculum folder - TBC following curriculum review
Quality assurance of teaching materials	Personal Development / RSE Lead	Resource review records
External provider agreements and checks	Personal Development / RSE Lead / DSL	Visitor records
SEND adaptations and reasonable adjustment planning	SENDCo / RSE Lead	SEND and curriculum records
Monitoring and evaluation reports	Personal Development / RSE Lead	SLT/governor reports
Withdrawal request forms and records	Principal	Confidential pupil records

References

Department for Education: Relationships Education, Relationships and Sex Education and Health Education statutory guidance, including the revised guidance for introduction from 1 September 2026.

Department for Education: Keeping Children Safe in Education statutory guidance.

Department for Education: Working Together to Safeguard Children statutory guidance.

Equality Act 2010 and DfE advice for schools on the Equality Act.