



Relationship, Sex and Health Education (RSHE) Policy 2026-2027

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1. Aims

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

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

2. Statutory requirements

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

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Northwood School we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – the PSCH Coordinator pulled together all relevant information including relevant national and local guidance, as well as model policies, to draft this policy. The draft policy was reviewed by the Leadership Group.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to comment on the policy
4. Pupil consultation – we investigated what pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

- RSHE is about the emotional, social and cultural development of pupils, 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.
- RSHE involves safeguarding pupils from harm.

5. Curriculum

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

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

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

6. Delivery of RSHE

RSHE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. RSHE complements several other curriculum subjects, such as science, sport and food. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

In the delivery of RSHE, the school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

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

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

The programme will be designed to focus on the needs of boys and girls equally, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). Where capacity allows, Learning Support Assistants will support the delivery of PSHCE. The PSHCE coordinator will work alongside the SENDCo and Heads of Years to identify and support pupils who may benefit from further teaching around RSHE.

All resources and materials will be assessed for suitability prior to use by the PSHCE Coordinator.

At all points in the delivery of the curriculum, we value feedback from parents and will use parental views to inform planning of the curriculum. Delivery of PSHCE is communicated to parents via pro-active texts or letters regarding enrichment of RSHE and PSHCE curricula, retro-actively through the termly 'Northwood News' newsletter and informally via social media posts. Parents can communicate their feedback of views via email to the school office For the Attention Of (FAO) the PSHCE Curriculum Coordinator.

Parents have the right to view materials used to teach RSHE. Should parents wish to view material or resources, they should contact the office via email. The email should be For The Attention (FOA) PSHCE Curriculum Coordinator and request a meeting to view the materials for their child's upcoming RSHE units of learning in PSHCE. The Curriculum Coordinator will then arrange a meeting. We have chosen to share materials and resources in person via a meeting so that the context, delivery and purpose can be communicated. We will refrain from sending resources by email without context or professional dialogue.

Pupils will be informally assessed in lessons. This may be through reflection statements, "I can..." self-assessment statements and/or before and after mind-maps. Formal written assessments are not used in PSHCE or RSHE. In line with whole-school policy, form tutors will report on pupils' Attitude to Learning (ATL) at each data drop. ATL marks will be communicated to parents via tracking reports.

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

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

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

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

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

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

7. Use of external organisations and materials

Where external organisations or materials are used, 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 pupils' 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 school is legally obliged to share all content with parents and carers if requested
- Share all external materials with parents and carers if requested

We **will not**, 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 The governing board

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

8.2 The headteacher

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

8.3 PSHCE Curriculum Coordinator

The PSHCE Curriculum Coordinator is responsible for:

- Developing the RSHE curriculum, updating resources and ensuring appropriate sequencing
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Monitoring RSHE/PSHCE across the school
- Evaluating RSHE/PSHCE implementation and impact across the School

8.4 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for their class/group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL - Niall McManus)

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

At Northwood, form tutor staff are responsible for teaching PSHCE and RSHE to their form group. Lessons are prepared and planned by Ms Searle, PSHCE Curriculum Coordinator. Learning Support Assistants assist PSHCE lessons, including RSHE lessons, where capacity allows.

8.5 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to request to withdraw their child from the non-statutory components of RSHE. These are lessons classified as 'sex education' only. Parental right to withdraw their children is available up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing via email to the school office, for the attention of (FAO) the PSHCE Coordinator and the Headteacher. The written request should contain the relevant information set out in Appendix 3 of this policy. Following the written request, the PSHCE Coordinator will contact parents/carers to discuss the request. Should parents/carers remain resolved to withdraw their child from the non-statutory sex education topics, alternative schoolwork and study location will be given to pupils who are withdrawn from sex education. The pupil will be informed of the alternative location and schoolwork directly.

A copy of any withdrawal requests will be placed in the pupil's educational record. The PSHCE Curriculum Coordinator or member of leadership will discuss the request with parents/carers and take appropriate action.

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

RSHE complements several other curriculum subjects, such as science, sport and food. Where statutory curriculum subjects (such as science or geography) covers RSHE topics (for example contraception or HIV) students cannot be withdrawn. The right to withdraw pupils from RSHE coverage of these topics remains, as per section 9, due to the different approach to teaching and information provided in science and RSHE.

In our current curriculum (outlined in appendices 1 and 2), all lessons are statutory relationships, health and safeguarding education, except:

- Year 9: 1 lesson - relationships and sex online and in the media (pornographic imagery)
- Year 10: 5 lessons - contraception, Sexually Transmitted Infections (STIs), being ready for sexual and intimate relationships, consent, intimacy and pleasure in relationships, coercion and pressure in intimate relationships.
- Year 11: 3 lessons - contraception and STIs, consent, intimacy and pleasure in relationships, coercion and pressure in intimate relationships.
- Year 12 and 13: variable number of lessons and content, mirroring Year 10 and Year 11 lessons.

10. Training

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

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

11. Monitoring arrangements

The delivery of RSHE is monitored by Ms Searle, PSHCE Curriculum Coordinator, through:

- Centralised curriculum planning
- Curriculum reviews and curriculum audits
- Learning walks
- Book looks
- Student voice

Pupils' development in RSHE is monitored by class teachers. A comment is made in every child's end of year report about their engagement, participation and development in PSHCE. Additionally, in data tracking reports students' Attitude to Learning (ATL) is reported.

This policy will be reviewed by the PSHCE Curriculum Coordinator and the Leadership Group annually. At every review, the policy will be approved by The Headteacher and Leadership Group.

12. UNICEF Rights' Respecting School

The delivery of RSHE relates to the United Nations Convention on the Rights of the Child (UNCRC). We are a UNICEF Rights' Respecting School. We are committed to supporting pupils' rights through the delivery of high-quality Relationships, Sex and Health Education (RSHE).

The RSHE curriculum contributes to the school's commitment to creating a safe, inclusive and rights-respecting environment in which all children are valued, listened to and supported to develop healthy relationships, positive wellbeing and the knowledge and skills required to keep themselves safe.

The teaching of RSHE particularly supports the following articles of the UNCRC:

- **Article 2** – the right to non-discrimination
- **Article 3** – the best interests of the child
- **Article 12** – the right to be heard
- **Article 13** – the right to receive and share information
- **Article 16** – the right to privacy
- **Article 17** – the right to access reliable information
- **Article 19** – the right to protection from abuse, violence and neglect
- **Article 24** – the right to the best possible health
- **Article 28** – the right to education
- **Article 29** – education that develops respect, responsibility and understanding
- **Article 34** – protection from sexual exploitation and abuse

Through RSHE, pupils are supported to understand their rights and responsibilities, develop respect for themselves and others, celebrate diversity, and build the knowledge and confidence needed to make informed and safe choices now and in the future.

The delivery of RSHE also supports the principles of the [UNICEF UK Rights Respecting Schools Award](#) by promoting pupil voice, inclusion, wellbeing, dignity, equality and safeguarding across the school community.

Appendix 1: Curriculum map

Relationships, sex and health education curriculum map

For where specific curriculum points are taught, please see appendix 2.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring Term	Health Education - Mental Health and Wellbeing	Peer Education Project and in-house resources
Year 7	Spring Term	Health Education - Physical health: diet/exercise, dental health vaccinations, caffeine, tobacco, vaping, alcohol	PSHE Association and in-house resources
Year 7	Summer Term	Relationships Education - families, friendships, online, consent	PSHE Association and in-house resources
Year 7	Summer Term	Health Education - gambling/gaming, personal hygiene, puberty, FGM, rail/road/bike/water safety	NHS, PSHE Association and in-house resources
Year 8	Spring Term 1	Health Education - Drugs, first aid, sleep	NHS, EC Publishing, PSHE Association and in-house resources
Year 8	Summer Term	Relationships Education - respectful relationships (families, friends, relationships), relationships/friendships online (pressure / images), Disrespect Nobody (consent, abuse, pressure)	PSHE Association, Child-Net, and in-house resources
Year 9	Summer Term	- Relationships Education: Respectful relationships, being safe, consent, body image - Sex Education: relationships online and in the media (pornography) - Health Education: Eating disorders, FGM, organ/stem cells/blood donation, Loss and bereavement, first aid, safety recap.	PSHE Association, NHS, and in-house resources
Year 10	Spring Term	Health Education: Mental wellbeing	PSHE Association and in-house resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer Term	- Relationships Education: Respectful relationships, how relationships change over time, body image, sextortion deep fakes and youth produced sexualised imagery - Sex Education: being ready for sexual and intimate relationships, contraception, STIs, consent and intimacy, consent pressure and coercion in intimate relationships - Health Education: Reproductive health, including fertility, miscarriage and menopause, routes to parenthood (including IVF and adoption), and pregnancy choices (including termination/abortion)	NHS, PSHE Association, Brook Education, and in-house resources
Year 11	Autumn / Spring Term	- Relationships Education: Relationships, coercive control, relationships and advice in the online sphere (including YPSI, Sextortion, harmful advice via chatbots, misinformation), INCELS and the manosphere - Sex Education: Contraception and STIs recap - Health Education: cancer and self-examination, reproductive health recap	NHS, PSHE Association, Brook Education, and in-house resources
Year 12 and 13	Across KS5	- Relationships Education: Healthy and unhealthy relationships, consent, coercive control - Sex Education: Contraception and STIs recap	NHS, PSHE Association, Brook Education, and in-house resources

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships (relationships education - Year 7, Year 10) • How these relationships might contribute to wellbeing, and their importance for bringing up children (relationships education - Year 7, Year 10) • 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 (relationships education - Year 7, Year 10) • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children (relationships education - Year 10) • That forced marriage and marriage before the age of 18 are illegal (relationships education - Year 7, Year 9, Year 10) • How families and relationships change over time, including through birth, death, separation and new relationships (relationships education - Year 10) • 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. (relationships education - Year 7, Year 10) • 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 (relationships and safeguarding education - Year 7, Year 8, Year 9, Year 10, Year 11)
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships (relationships education - Year 7, Year 8, Year 9, Year 10, Year 11, Year 12 and 13) • 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 (relationships education - all years. Emphasised in Year 8 and Year 9). • 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 (relationships education - all years. Emphasised in Year 8 and Year 9). • What tolerance requires, including the importance of tolerance of other people's beliefs (relationships education - all years)

TOPIC	PUPILS SHOULD KNOW
	• 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 (relationships education - all years) • 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 (relationships and safeguarding education - Year 7, Year 8, Year 9) • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration (relationships education - Year 8, Year 10) • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay (relationships education - Year 8, Year 9, Year 10, Year 11, Year 12 and 13) • 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). Pupils should be equipped to recognise misogyny and other forms of prejudice (relationships education - Year 8, Year 9, Year 10, Year 11) • 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 (relationships education - Year 8, relationships education and sex education - Year 9, Year 10, Year 11, Year 12 and 13) • 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 (sex education - Year 9) • 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 (relationships education - Year 11)
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online (relationships education - all years) • About online risks, including that any material they provide 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 (relationships education - Year 7, Year 8, Year 10, Year 11) • 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

TOPIC	PUPILS SHOULD KNOW
	controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images (relationships and safeguarding education - Year 8, Year 9, Year 10, Year 11) • 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 (relationships and safeguarding education - Year 8, Year 9, Year 10, Year 11) • 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 (relationships and safeguarding education - Year 8, Year 9, Year 10, Year 11) • 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 (relationships and safeguarding education - Year 8, Year 9, Year 10, Year 11) • 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 (relationships and safeguarding education - Year 7, Year 8, Year 9, Year 10, Year 11) • 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 (relationships and safeguarding education - Year 9, Year 10, Year 11) • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons (relationships and safeguarding education - Year 9, Year 10, Year 11) • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong (relationships and safeguarding education - all years) • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice (relationships education - Year 7, Year 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 (relationships and safeguarding education - all years) • 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 (sex education - Year 9)

TOPIC	PUPILS SHOULD KNOW
	• How information and data is generated, collected, shared and used online (relationships and safeguarding education - Year 7, Year 9) • 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) (relationships and safeguarding education - Year 7, Year 9) • 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 (relationships and safeguarding education - Year 10, Year 11) • 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 (relationships and safeguarding education - Year 11)
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 (relationships and safeguarding education - Year 8, Year 9, Year 10, Year 11, Year 12 and 13) • 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 (relationships education, sexual pressure covered in KS4 sex education - Year 8, Year 9, Year 10, Year 11, Year 12 and 13) • 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 (relationships and safeguarding education - all years) • 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 (relationships and safeguarding education - Year 7, Year 8, Year 9, Year 10, Year 11) • 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 (relationships and safeguarding education - Year 8, Year 9, Year 10, Year 11, Year 12 and 13) • 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 (relationships and safeguarding education- Year 8, Year 9, Year 10, Year 11, Year 12 and 13) • About concepts and laws relating to (relationships and safeguarding education):

TOPIC	PUPILS SHOULD KNOW
	○ Sexual violence, including rape and sexual assault (Year 8, Year 9, Year 10, Year 11, Year 12 and 13) ○ 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 (Year 8, Year 9, Year 10, Year 11, Year 12 and 13) ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour (Year 9, Year 10) ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation (Year 8, 9, 10) ○ Forced marriage (Year 7, Year 9, Year 10) ○ Female genital mutilation (FGM), virginity testing and hymenoplasty (Year 7, Year 9) ● That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed (relationships and safeguarding education - Year 7, Year 8, Year 9, Year 10, Year 11, Year 12 and 13) ● That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury (relationships and safeguarding education - Year 9, Year 10, Year 11) ● 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 (relationships and safeguarding education - Year 9, Year 10, Year 11) ● 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 (sex education - Year 9, Year 10, Year 11) ● 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 (relationships and safeguarding education - Year 7, Year 8, Year 9, Year 10, Year 11)
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 (sex education - Year 10, Year 11, Year 12 and 13) ● 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 (Relationships education: law around consent - all years, sex education: intimate and romantic relationships without sex - Year 10, Year 11) ● 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 (relationships education - Year 10, Year 11)

TOPIC	PUPILS SHOULD KNOW
	• 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 (sex education - Year 10, Year 11) • That some sexual behaviours can be harmful (relationships and safeguarding education - Year 8, Year 9, Year 10, Year 11) • 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 (sex education - Year 10, Year 11, Year 12 and 13) • 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 (health education - Year 10, Year 11) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) (sex education - Year 10, Year 11, Year 12 and 13) • 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 (sex education - Year 10, Year 11, Year 12 and 13) • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment (sex education - Year 10, Year 11, Year 12 and 13) • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour (sex education - Year 10, Year 11) • How and where to seek support for concerns around sexual relationships including sexual violence or harms (relationships and safeguarding education - Year 8, Year 9, Year 10, Year 11, Year 12 and 13) • 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 (sex education - Year 10, Year 11, Year 12 and 13)
Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. (health education - Year 7, Year 10) • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. (health education - all years) • 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. (health education - Year 7, Year 10) • 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. (health education - Year 7, Year 10)

TOPIC	PUPILS SHOULD KNOW
	• 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. (health education - Year 10) • How to critically evaluate which activities will contribute to their overall wellbeing. (health education - Year 7, Year 10) • 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. (health education - Year 7, Year 10) • 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. (health and safeguarding education - Year 7, Year 8) • 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. (health education - Year 10)
Wellbeing online	• About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (health education - Year 7, Year 10, Year 11) • 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. (health education - all years) • 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. (health and safeguarding education - all years) • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. (health and safeguarding education - Year 7, Year 8) • 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. (health and safeguarding education - Year 8, Year 9, Year 11) • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. (health and safeguarding education - Year 8, Year 10) • 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. (health and safeguarding education - Year 11)
Physical health and fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. (health education - Year 7, Year 9)

TOPIC	PUPILS SHOULD KNOW
	• Factual information about the prevalence and characteristics of more serious health conditions. (health education - Year 7, Year 10) • That physical activity can promote wellbeing and combat stress. (health education - Year 7, Year 9, Year 10) • The science relating to blood, organ and stem cell donation. (health education - Year 9)
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. (health education - Year 7) • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. (health education - Year 7) • The impacts of alcohol on diet and unhealthy weight gain. (health education - Year 7, Year 10)
Drugs, alcohol, tobacco and vaping	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. (health education - Year 8) • The law relating to the supply and possession of illegal substances. (health and safeguarding education - Year 8) • 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. (health and safeguarding education - Year 7, Year 11) • The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. (health education - Year 7, Year 11) • The dangers of the misuse of prescribed and over-the-counter medicines. (health education - Year 8) • 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. (health education - Year 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 education - Year 7)
Health protection and prevention, and understanding the healthcare system	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. (health education - Year 7) • 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. (health education - Year 7) • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. (health education)

TOPIC	PUPILS SHOULD KNOW
	• The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. (health education - Year 9, Year 11) • 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. (health education - Year 7) • 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. (health education - Year 7, Year 8, Year 10) • 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. (health education - Year 11) • 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. (health education - Year 9, Year 10) • The concept of Gillick competence. That the legal age of medical consent is. 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. (health education - Year 10, Year 11)
Personal safety	• How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). (health and safeguarding education - Year 7, Year 9) • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. (health and safeguarding education - Year 7, Year 8, Year 9, Year 10, Year 11) • 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. (health and safeguarding education - Year 8, Year 9) • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. (health and safeguarding education - Year 8, Year 10) • 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). (health and safeguarding education - Year 8, Year 10) • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern. (relationships and safeguarding education - Year 9, Year 10)

TOPIC	PUPILS SHOULD KNOW
Basic first aid	• Basic treatment for common injuries and ailments. (health education - Year 8, Year 9) • Life-saving skills, including how to administer CPR. (health education - Year 8, Year 9) • The purpose of defibrillators, when one might be needed and who can use them (health education - Year 8, Year 9)
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health. (health education - Year 7) • The facts about puberty, the changing adolescent body, including brain development. (health education - Year 7) • 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. (health education - Year 7, Year 10, Year 11) • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women. (health education Year 10, Year 11)

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	