

South Shore Academy

Relationships and Sex Education Policy



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1. Vision

Our School vision is the foundation upon which our RSHE curriculum is built. Our School values of Ambition, Purpose & Achievement are woven throughout the curriculum and are explicitly taught in spiritual moments that enable pupils to:

- reflect on the person there are or want to be (mirrors)
- look outwards to the world and ask questions about the meaning and purpose of life (windows)
- gain knowledge that will help them make informed decisions that will open the doors to a brighter future. (doors)

The fundamental purpose of RSHE is, through appreciating the school's values, all members of South Shore are encouraged to be aspirational and impact positively upon each other and society so that we can contribute to the world.

The aims of relationships and sex education (RSE) at our school are to:

- 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; emphasise the importance of respecting themselves and their own body
- Create a positive culture around issues of sexuality and relationships; raise the awareness of the importance of safety and sexual health
- Promote responsible behaviour and the ability to make informed decisions; help young people cope with the physical and emotional challenges of growing up.
- Help a young person develop healthy and respectful friendships and relationships
- Foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework
- Help a young person come to value family life and marriage
- Appreciate the responsibilities of parenthood
- Promote an appreciation of the value of human life and the wonder of birth.

Spirituality through RSHE

- Will promote self esteem and emotional health and well being
- Will help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- Will enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others.
- Will explore values and attitudes and enable pupils to consider how they, and others, are affected by them.
- Will appreciate the value of stable family life, marriage, permanent loving relationships and the responsibilities of parenthood.
- Will recognize the positive benefits of seeking sexual fulfilment within a permanent, committed relationship with one person.

RSE at South Shore will complement our ethos & school values by ensuring all pupils show respect and understanding for each other and the world around them.

2. Statutory requirements

As a secondary academy, we must provide RSE 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 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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

This policy has been developed with regard to:

- DfE statutory guidance: **Relationships Education, Relationships and Sex Education (RSE) and Health Education** (2020, updated 2021)
- DfE guidance: **Plan your relationships, sex and health curriculum** (2020)
- Keeping Children Safe in Education (KCSIE) 2024
- The Children and Social Work Act 2017
- Sections 406 and 407 of the Education Act 1996
- The Equality Act 2010, Part 6, Chapter 1
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)

At South Shore Academy, we teach RSHE as set out in this policy

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and Sex Education (RSE) is learning about the emotional, social, cultural and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian ethos.

Health Education is learning about physical health and mental wellbeing, giving pupils the information they need to make good decisions about their own health and wellbeing.

Together, RSE and Health Education:

- Are statutory requirements for all secondary schools
- Involve sharing information and exploring issues and values
- Help pupils develop skills to make informed decisions
- Are not about promoting sexual activity
- Are taught in a way that is appropriate to the age and maturity of pupils

RSE and Health Education complement and support each other, and are taught as part of our PSHE curriculum.

5. Curriculum

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

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

Health Education

In addition to RSE, we are required to teach Health Education, which includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Our Health Education curriculum is integrated into our PSHE programme and is mapped in Appendix 1.

6. Delivery of RSE

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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

LGBT+ Inclusive RSE

Our RSE curriculum is LGBT+ inclusive. We will teach about:

- Different types of families, including those with LGBT+ parents
- Different types of relationships, including same-sex relationships
- Gender identity and sexual orientation
- The importance of respect and acceptance for all people, regardless of sexual orientation or gender identity
- The Equality Act 2010 and protected characteristics

This content will be taught in an age-appropriate way and integrated throughout the curriculum.

All content will be taught in a factual, non-judgmental way that respects the backgrounds and beliefs of all pupils and their families, while also complying with the Equality Act 2010.

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 RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our 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

6.3 Safeguarding

RSE plays an important role in safeguarding pupils by teaching them about:

- Healthy and unhealthy relationships
- Consent and boundaries
- How to recognise abuse, exploitation, and grooming
- Where to get help and how to report concerns

This policy should be read alongside our **Child Protection and Safeguarding Policy**.

Staff delivering RSE should be aware that:

- Pupils may disclose abuse or harmful experiences during RSE lessons
- All disclosures must be reported immediately to the Designated Safeguarding Lead (DSL) following our normal safeguarding procedures
- Staff should not promise confidentiality if a pupil discloses abuse
- RSE lessons may be distressing for some pupils, particularly those who have experienced abuse or trauma
- Staff should be vigilant for signs of distress and offer appropriate support

If a pupil makes a disclosure during an RSE lesson, staff should:

1. Listen carefully and take the pupil seriously
2. Not ask leading questions or investigate
3. Reassure the pupil that they have done the right thing by telling someone
4. Explain that the information must be passed to the DSL
5. Record the disclosure accurately and pass to the DSL immediately
6. Follow up with the pupil to ensure they are receiving appropriate support

The DSL is: **Danny Mulholland** (danny.mulholland@cidari.co.uk)

See our Child Protection and Safeguarding Policy and KCSIE 2026 for more information.

6.4 Confidentiality and Safeguarding

Teachers cannot offer or promise absolute confidentiality. If a pupil discloses information that suggests they or another person is at risk of harm, the teacher must follow our safeguarding procedures and report to the DSL.

Pupils will be informed at the start of RSE lessons that:

- The classroom is a safe space for discussion
- Everyone's contributions should be respected
- Teachers cannot promise complete confidentiality
- If a pupil shares something that suggests they or someone else is at risk, the teacher will need to pass this information to the DSL

If a pupil makes a disclosure or asks for confidential advice, staff should:

- Listen and take the pupil seriously
- Explain the limits of confidentiality
- Encourage the pupil to speak to a trusted adult
- Signpost to appropriate support services (e.g. school nurse, counsellor, external services)
- Follow safeguarding procedures if necessary

Pupils can access confidential sexual health advice from:

- School nurse:
- Brook (under-25s sexual health service): 0808 802 1234
- Childline: 0800 1111

See our Child Protection and Safeguarding Policy for more information.

6.5 Sensitive and Controversial Issues

RSE involves discussion of sensitive and sometimes controversial topics. We will approach these topics in a balanced, factual, and age-appropriate way that:

- Respects the backgrounds and beliefs of all pupils and families
- Complies with the Equality Act 2010
- Provides accurate, evidence-based information
- Encourages critical thinking and respectful discussion
- Does not promote any particular lifestyle or belief

When teaching about sensitive topics, we will:

- Use correct terminology and avoid euphemisms
- Present a range of views and perspectives
- Create a safe environment for questions and discussion
- Use distancing techniques (e.g. case studies, scenarios) where appropriate
- Be mindful of pupils who may have personal experience of the topic
- Signpost to sources of further information and support

Staff will use their professional judgment to respond to questions in an age-appropriate way. If a question is too explicit or inappropriate for the group, staff may:

- Acknowledge the question
- Offer to discuss it privately after the lesson
- Signpost to appropriate resources
- Discuss with the RSE lead or DSL if there are safeguarding concerns

Ground Rules for RSE Lessons

At the start of each RSE topic, teachers will establish ground rules with pupils, which typically include:

- Respect each other's views and experiences
- Use correct terminology
- Don't make assumptions about people's experiences or beliefs
- Ask questions appropriately (e.g. no personal questions)
- Listen without judgment
- Maintain confidentiality (but understand its limits)
- It's okay to pass on a question or activity
- Challenge ideas, not people

These ground rules help create a safe, respectful environment for learning.

RSE contributes to pupils' mental health and wellbeing by:

- Building self-esteem and body confidence
- Teaching about healthy relationships
- Addressing issues such as body image, peer pressure, and identity
- Signposting to mental health support

See our Mental Health and Wellbeing Policy for more information

Supporting Pupils with SEND

We will ensure that RSE is accessible to all pupils, including those with SEND. We will:

- Differentiate content and resources
- Use visual aids, concrete examples, and practical activities
- Provide additional support from TAs where appropriate
- Work with the SENCO to identify and meet individual needs
- Liaise with parents/carers about specific concerns or adjustments
- Use age-appropriate rather than ability-appropriate content (pupils with SEND have the same right to RSE as their peers)

Some pupils with SEND may be more vulnerable to exploitation and abuse, so RSE is particularly important for them.

Supporting Looked After Children and Previously Looked After Children

We recognise that Looked After Children and Previously Looked After Children may:

- Have experienced trauma, abuse, or neglect
- Be at higher risk of sexual exploitation
- Have gaps in their RSE knowledge
- Need additional support to access RSE

We will:

- Liaise with the Designated Teacher for LAC and social workers
- Provide sensitive, trauma-informed RSE
- Offer additional support where needed
- Be mindful of triggers and distressing content

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE 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

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

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

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

Mrs V Danson, Deputy Headteacher is responsible for the strategic overview of the RSE curriculum and the quality assurance of its implementation.

Miss S Cheston, Head of RE is responsible for the planning and delivery of the RSE curriculum to all year groups.

Miss K Lewis, Inclusion Lead, is responsible for the planning and delivery of the RSE curriculum to pupils in the appropriate provision unit.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the **sex education** components of RSE (but not from relationships education or health education) **until three terms before the child turns 16.**

Once a pupil is within three terms of turning 16, they have the right to opt in to receiving sex education, even if their parents have previously withdrawn them. The school will make arrangements to provide sex education to pupils who opt in.

Parents **cannot** withdraw their child from:

- Relationships education
- Health education
- The biological aspects of sex education taught in science

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

10. Training

All staff involved in delivering RSE receive training that includes:

- The content of the RSE curriculum
- How to deliver sensitive topics in an age-appropriate way
- Safeguarding procedures and how to respond to disclosures
- How to handle difficult questions
- Understanding of the Equality Act 2010 and protected characteristics
- How to create an inclusive, safe learning environment

Training is provided:

- As part of staff induction
- Through annual refresher training
- Through subject-specific CPD sessions
- By external specialists (e.g. school nurse, sexual health professionals)

The RSE lead (Miss S Cheston) is responsible for coordinating staff training and ensuring all staff are confident and competent to deliver RSE.

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

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs V Danson, Deputy Headteacher, through:

- Planning scrutiny (termly)
- Learning walks and lesson observations (at least annually)
- Work scrutiny (termly)
- Pupil voice surveys and focus groups (annually)
- Staff feedback and evaluation (annually)

The RSE lead (Miss S Cheston) will report to the governing board annually on:

- The implementation of the RSE curriculum
- Quality of teaching and learning
- Pupil outcomes and feedback
- Staff training and development
- Any concerns or issues
- Proposed changes or developments

The governing board will review this policy annually and ensure that RSE is being delivered effectively and in line with statutory requirements.

Pupils' progress in RSE is not reported in the same way as other subjects, but concerns about a pupil's understanding or engagement will be discussed with parents/carers and appropriate support put in place.

This policy will be reviewed by Mrs V Danson, annually. At every review, the policy will be approved by the headteacher Mr N Kay

Appendix 1: Curriculum map

PD Curriculum Term 1.1					
Year	7	8	9	10	11
Topic	Respectful friendship	Respectful Relationships and being safe	Intimate relationships and being safe	Relationships, media and being safe	Next steps
Sessions	• Keeping children Safe • What makes a good friend? • Is fitting in more important than being unique? • How can I manage peer pressure? • How do I maintain positive relationships with people who are different to me? • How can I keep my online identity and relationships safe? • How can I avoid conflict on social media?	• Keeping children Safe • What are the characteristics of healthy relationships? • What boundaries are in all types of relationships? • What can I do if a relationship changes in a way I don't like? • What does the law say about consent? • Why is consent important and how do I assert it? • What is sexting and how do I ensure I am safe?	• Keeping children Safe • Is peer approval important? • How can peer pressure negatively impact children my own age? • Why is risky experimentation a problem? • What is sexual exploitation and grooming? • Charlene's Story • What do I do if I think someone I know is displaying unsafe, risky behaviours?	• Keeping children Safe • What are the features of safe relationships online? • How can I tell if a relationship is unhealthy? • Why do I need to take care with what I share online? • What is consent and why can I give it? • What do I do if an image is shared without my consent? • How can I foster healthy relationships?	• What are effective revision techniques and strategies? • What are my options post-16 and career pathways? • What are the application processes? Including writing CVs, personal statements and interview technique • How to develop self-efficacy? including motivation, perseverance and resilience • What can cause stress? • What stress management strategies are there? Including maintaining healthy sleep habits • How do I stay safe with content online and the opportunities this offers? • How do I balance time online?

PD Curriculum Term 1.2					
Year	7	8	9	10	11
Topic	Respectful relationships and being safe	Respectful relationships and being safe	Respectful relationships and being safe	Respectful relationships and being safe	Respectful relationships and being safe
Sessions	• What is prejudice and discrimination? • What are the protected characteristics and how can we support them in school? • How diverse is Britain today? • What are stereotypes and why can they be damaging? • How does bullying affect young people? • What should I do if I see people treating others badly? • How do I repair or end a friendship positively?	• What makes our uniqueness special? • How do we prevent protected characteristics from prejudice and discrimination? • Hate crimes- how do they affect our local community? • How is banter a form of verbal bullying? • How can I recognise injustice and avoid being a bystander? • Do my own perceptions of others affect how much respect I show them?	• What is sexism and homophobia? • Why does stereotyping affect people negatively? • What is racism? • How can I recognise prejudice and avoid being a bystander? • How can we spot extremist views online? • What does the law say about extremist views and radicalisation? • What is PREVENT?	• What does equality mean to me? • Do we have equality in society yet? • What should equality in the workplace look like? • What should equality in relationships look like? • How can I safely challenge discrimination, including online • What are forced and arranged marriages? • What is honour based violence and	Keeping children Safe • How do we ensure that we have healthy attitudes towards sex and relationships? • How do I handle unwanted attention, including online? • How do I challenge harassment and stalking, including online? • How do we communicate about sex and consent? • Sexual protections- what are the options? Whose responsibility? • How do we recognise and challenge intolerance? what are the consequences? • STI- treatment, response and breaking the stigma of HIV • Fertility and our reproductive health recap • Pregnancy - what are the options?

PD Curriculum Term 2.1					
Year	7	8	9	10	11
Topic	Health	Health	Health	Careers- work experience	Staying healthy and Being Safe
Sessions	• What happens to my body during puberty? • What happens when someone is expecting or is on their period? • What changes are there for boys during puberty? • How do we manage physical and emotional changes during puberty? • How do we manage unwanted contact? • How do some culture try to control puberty – FGM and breast ironing. Booklet on puberty for PE	• What triggers stress and how can I manage stress? • Is my diet impacting my happiness? • What are some of the misconceptions around addictions? • What does the law say about substance misuse? • What are the risks of alcohol, tobacco, nicotine and vaping? • How can we promote positive social norms and attitudes? Booklet on drugs/alcohol for PE	• Body image- how do I feel about myself? • What are the facts about self harm and suicide? • Eating disorders- what are they? • Depression and anxiety- what to do if I am feeling like this? • How can I access mental health support? Booklet on mental wellbeing?	• What are my strengths and interests in relation to career development? • What opportunities are there in learning and work? • What strategies can I use for overcoming challenges or adversity? • What responsibilities will I have in the workplace? • How do I manage practical problems and health and safety? • How do I maintain a positive personal presence online? • How to evaluate and build on the learning from work experience	• What impact does alcohol have on your physical and mental health? • What impact do drugs have on your physical and mental health? • Sexual encounters when under the influence –how to stay safe. • Walking alone at night – know how to keep yourself safe. • County Lines in Blackpool – how to stay safe. • Who can I turn to if I feel out of control?

PD Curriculum Term 2.2					
Year	7	8	9	10	11
Topic	Relationships	Relationships	Relationships	Relationships	Revision
Sessions	• What do we mean by self worth? • What are positive qualities in a relationship? • What do we mean by unhealthy relationships? • How does the media portray different stereotypes and how should we challenge them? • What are the expectations of a romantic relationship? • What is consent and how can we assertively communicate consent?	• What are positive behaviours in a relationship? • What type of different relationships are there? • What is gender and sexuality? • What is consent (recap) and how do I positively assert it? • What is the moral duty with the seeker of consent? • How can I judge if someone is trustworthy? • How do we manage peer pressure?	• Am I ready for sexual activity and what are my choices? • What are the facts and misconceptions relating to consent? Including the continuous right to withdraw consent and capacity to consent • How do I keep myself safe during sexual activity? • What are the risks if I'm not safe? STIs and the consequences of unprotected sex, including pregnancy • How are relationships portrayed in the media and pornography? • How do I assess and manage risks of sending, sharing or passing on sexual images?	• What relationship values are important to me? • What misconceptions and social norms are there around sex, gender and relationships? • What is manipulation, coercion, and capacity to consent? • How do I recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • How do I recognise and challenge victim blaming? • What is asexuality, abstinence and celibacy?	• Mental health and well being • Exam Preparation • How to revise • How to handle the pressure of exams

PD Curriculum Term 3.1					
Year	7	8	9	10	11
Topic	Families	Online safety	Families	Families	Exams
Sessions	• How and why are families different? • How can I improve my family relationships? • What different types of committed stable relationships are there? • Why do some people choose to marry? • Diversity and relationships	• How do we communicate online? • How do I keep my apps safe? • How do I recognise and understand online grooming? • Where can I find support? • How do I recognise misleading or biased information online? • How do I know when content is publicly shared or private?	• What different types of families are there? • How can I keep my relationships at home positive? • How do I manage conflict in different contexts? • What strategies can I use to resolve conflicts? • How do I manage changes in relationships and family? (Divorce, separation etc) • What services are available to me?	• What are the different types of families and changing family structures? • How will I know when I am ready for parenthood? • What are positive parenting qualities? • What do we mean by fertility, including how it varies and changes • What happens in pregnancy, birth and miscarriage? • What are the options with an unplanned pregnancy? Including abortion • How do I manage change, loss, grief and bereavement?	

PD Curriculum Term 3.2					
Year	7	8	9	10	11
Topic	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing	
Sessions	• How do we keep ourselves safe on roads? • How do we keep ourselves safe on railways? • How do we keep ourselves safe on the coast? • How should we respond in emergency situations? • What is basic first aid?	• How can I take personal responsibility for my health? • What is mental health? • What stigmas are there about mental health? • What strategies can we use for positive mental health? • How do we develop digital resilience? • How can I stay safe online? • Private and public settings	• How do I distinguish between healthy and unhealthy friendships? • How do I assess risks and manage influences around me?, including online • How do I recognise passive, aggressive and assertive behaviour?, • What are gangs and what risks do they pose? • What is the law on carrying a knife? • What are the legal and health risks in relation to drug and alcohol use, including addiction and dependence • What are county lines?	• What challenges might I face as I get older? • How can I reframe negative thinking? • What strategies can I use to look after my mental health and emotional wellbeing? • What are the signs of emotional or mental ill-health? • How do I access support and treatment for mental health? • How is mental health shown in the media? • What do I do to challenge stigma, stereotypes and misinformation?	

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

RSE expectations: secondary

Here's what pupils should cover during secondary school, as well as continuing to develop knowledge on the topics they're expected to study at primary school. These are the expectations set by the Department for Education.

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including its legal status (e.g., that marriage carries legal rights and protections not available to couples who are
- cohabiting or who have married, for example, in an unregistered religious ceremony)
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting

How to:

- Determine whether other children, adults or sources of information are trustworthy
- Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)
- Seek help or advice, including reporting concerns about others if needed

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different
- (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others and that, in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the
- Equality Act 2010) and that everyone is unique and equal

Online and media

- 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 someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they wouldn't want shared further, and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content

- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- 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)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy, including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing

- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment

Source:

These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education

Appendix 3 : Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
TO BE COMPLETED BY PARENTS			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			