



Relationships, Sex and Health Education Policy

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Relationships, Sex and Health Education Policy

Linked Policies:

Safeguarding and Child Protection Policy, SMSC Policy, Prevent Duty Guidance, Teaching and Learning Policy, Behaviour Policy, Anti Bullying, Equality and Diversity Statement, Equal Opportunities, E-Safety and Online Safeguarding and Educational Visits.

Below is a link to the DfE policy document outlining the statutory content necessary in schools which has been used to inform the writing of this policy:

Introduction:

Relationships, Sex and Health Education at the Ridgeway School aims to support young people through their physical, emotional and moral development from childhood to adolescence and into adulthood. We believe that Relationships, Sex and Health Education is an essential part of a broad and balanced curriculum. It is delivered to all students in accordance with the school's Equal Opportunities Policy and the requirements of recent Government guidance

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Purpose:

Relationships and Sex Education and Health Education (RSHE) is lifelong learning about wellbeing, health and relationships. It involves building students' self-efficacy and enabling them to make sound decisions when facing risks, challenges and complex contexts. RSHE will help students to develop resilience, to know how and when to ask for help, and to know where to access support. It will also prepare young people for the opportunities, responsibilities and experiences of adult life. It will also support them in forming positive beliefs, values and attitudes.

Young people need to learn to respect themselves and others as they move with confidence through adolescence and the opportunities, responsibilities and experiences of adult life. It is about the understanding of the importance of marriage for family life, stable loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity; this would be inappropriate teaching.

We aim to support and empower young people to make safe and informed choices about and sexual activity. Consequently, students will reduce their change of health inequalities that result from unsafe sexual relationships and unprotected sex; therefore, enhancing their life chances and long-term health.

Aims: We aim to:

- develop self-esteem, self-awareness and communication skills
- provide a secure environment where issues can be explored
- provide a framework in which sensitive discussions can take place
- encourage them to respect the needs and rights of others
- foster a sense of moral responsibility
- give all students objective and accurate information concerning sexual relationships
- equip them to make considered decisions about their own relationships
- provide a knowledge of how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them
- develop the skills to avoid unwanted sexual experiences
- provide opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
- encourage students to accept that others' sexuality may be different from their own
- teach students about aspects of the law regarding sexual relationships and sexuality
- create a positive culture around issues of sexuality and relationships
- provide support and information for young people and their parents

Core Areas of PSHE/RSE:

- **Health and Body Development:** This includes learning about puberty, physical development, personal hygiene, and menstrual health.
- **Sexual Health:** Covering topics like reproduction, contraception, sexually transmitted infections (STIs), and the physical and emotional aspects of sexual health.
- **Healthy Relationships:** Focusing on building strong, positive relationships, understanding consent, the importance of trust and communication, and recognizing abusive or coercive behavior.
- **Safety and Risks:** Educating young people on online safety, the dangers of pressure, grooming, sexual exploitation, and the effects of drugs and alcohol on relationships.
- **Emotional and Mental Wellbeing:** Supporting pupils in understanding and managing their mental health and how to seek help when needed.
- **Diversity and Inclusion:** Teaching about gender identity, same-sex relationships, and ensuring the curriculum is inclusive and age-appropriate for all pupils.

How are topics covered?

In the UK, Relationships and Sex Education (RSE) and Relationship Education are compulsory in secondary and primary schools respectively, building on the compulsory health education that is required for all schools. The depth and scope of topics increase with age, with more detailed discussions on intimate relationships and sexual health in KS4. The school's RSHE programme is taught as part of the RSHE curriculum throughout all year groups (See Appendix 1: By the end of secondary school pupils should know). The time allocated to RSHE is listed below:

- Year 7-11: Students receive one 1hr lesson of RSHE per week as part of a spiral curriculum.
- Year 7-13: Students also receive RSHE through discreet lessons taught through the mentoring programme. For Years 7-10 they receive three sessions per week, each session lasting 25 minutes. Year 11-13 receive two sessions per week. Assemblies may also be used to support and reinforce the curriculum.
- An additional full school day immersion day may be dedicated to RSHE content for each year group where possible.
- Some elements of RSHE are taught through Science lessons, R.E lessons, Computing lessons and P.E. lessons.
- For the content of the Relationships, Sex and Health Education programme, see the government statutory guidance and Appendix 1 in this policy.

How will we ensure inclusion and differentiate learning for all pupils including those with SEND?

We will ensure that all students' needs are understood. The RSHE Scheme of Learning and resources will be shared with all staff. Learning Support Assistants (LSAs) including those who work in the Specialist Resource Provision (SRP) will ensure that students are fully prepared for upcoming topics and will, if necessary, support the student in advance of accessing the lessons/accompanying resources.

We will plan differentiated learning to ensure the students successfully engage with the curriculum.

We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be a priority for some students, for example those with Social, Emotional and Mental Health needs or learning disabilities. For some students, there may be a need to tailor content and teaching to meet the specific needs of children at different developmental stages.

The Vice Principle responsible for Personal Development, the SMSC Co-ordinator and the Subject Leader of RE and RSHE will ensure that LGBT+ content is fully integrated into the RSHE curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity. We will answer questions and offer support. Young people, whatever their developing identity and sexuality, need to feel that RSHE is relevant to them. We will require students to respect and appreciate many different viewpoints and use these to inform their own decisions. All staff teaching RSHE will be expected to do the same.

The Involvement of Parents and Carers

We are committed to working with parents and carers. We acknowledge the key role that parents/carers play in the development of their children's understanding of relationships and health. We will offer support by:

- Making this document available on the school website and by providing hard copies if requested.
- Explaining our RHSE policy at the Year 7 Parents Welcome Evening.
- Ensure the RSHE curriculum is represented on the Virtual Learning Environment (VLE)
- Welcoming any feedback from parents via email.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until 3 terms before the child turns 16 (see Appendix 2). After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. This process is the same for pupils with SEND. However there may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision. There is no right to be automatically withdrawn from Relationships Education or Health Education. Instead the parent can request withdrawal by contacting the Principal. Before granting any such request, the Principal may want to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

Requests for withdrawal should be put in writing, using the form in Appendix 3 and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Appropriate work will be given to pupils during the period of withdrawal.

Information on RSHE delivery across the school is made available on the school website. Parents are encouraged to discuss at any time the content and delivery of the RSHE programme with the Subject Leader of RE and RSHE and to let the Subject Leader of RSHE Or the Vice Principle responsible for Personal Development know by email if they have any concerns about their child being taught RSHE.

How will we ensure the curriculum is balanced?

Consistent with the values already described, we will ensure that students are offered a balanced programme that includes many different viewpoints in particular situations. When looking at particular issues (such as contraception), students will be taught that different groups (religions, cultures etc) have different principles. Exploring different viewpoints does not mean that the school supports that viewpoint.

How will we ensure that our equalities obligations are fulfilled?

Under the Equalities Act 2010, The Ridgeway School must strive to do the best for all students, irrespective of age, sex, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As well as being given knowledge and information, students will be encouraged to respect diversity.

Staff teaching Relationships and Sex Education will be expected to do the same. They will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies.

We will review this policy every year or in light of issues that come up in the local area or in light of national or legal considerations.

Who will be responsible for teaching the programme?

The responsibility of the programme will be led by the Subject Leader of RE and PSHE. Responsibility for the effective delivery of this programme in the classroom lies with the class/group teacher and mentors. The responsibility for the development of a programme which meets all legal requirements as well as the needs of young people lies in a liaison between the Subject Leader of RE and RSHE, the SMSC Co-Ordinator and the Vice Principle responsible for Personal Development.

The staff who deliver the RSHE programme will be sympathetic to the sensitivity of RSHE issues for young people.

How will the RSE policy link to other school policies and other subjects in the curriculum?

The biological aspects of human sexual behaviour and contraception are delivered in Science lessons. These lessons develop scientific knowledge and understanding and do not deal with values, beliefs and attitudes.

Where aspects of sexual relationships arise in any other area of the curriculum they are considered in accordance with the values and beliefs framework of this policy. These lessons will involve any students who have been withdrawn from sex education lessons.

Teachers should act with professional judgement and respect students' and parents' views and sensitivities.

Moral choices are also covered in Religious Education; these include looking at fertility and fertility treatment at GCSE.

The IT & Computing department also complete work on the responsible use of the internet as well as moral choices involved.

Healthy lifestyles will be considered in Science, Food and PE lessons.

We liaise with all feeder schools to ensure appropriate continuity and development of Relationship and Sex Education.

How will students' questions be answered?

We will create a safe environment in which students can ask questions both openly and in an anonymous way. For example, in the Year 7 RSHE lessons on puberty, both the boys and girls have an opportunity to ask questions that may be concerning them before, during and after lessons by submitting them to the anonymous question box or using the Whisper button on the school website and VLE. If the answer isn't known, the teacher can find out and get back to the student later. If a question is too explicit, feels too old for the student or is inappropriate for the whole class, the teacher should acknowledge it and attend to it later on an individual basis. If a question gives cause for concern that a student is at risk of sexual abuse, it will be reported to the Designated Safeguarding Lead (for more information, see the guidance 'Handling complex issues safely in the PSHE education classroom', PSHE Association).

How will children who are thought to be at risk be supported?

Students are deemed to be at risk if they are:

- Involved in situations where they can endanger themselves or others.
- Involved in situations where they are being exploited or are exploiting others.
- Victims of abuse, physical, sexual or emotional abuse
- Victims of neglect

These would require referral to the Designated Safeguarding Lead.

If a teacher learns from a student under 16 years of age that he/she is having or contemplating sexual intercourse the teacher should take steps to ensure that:

- Wherever possible the young person is persuaded to talk to their parents, guardians or appropriate relatives.
- the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception advice and services including the School Nurse, GP and Family Planning Clinics
- Child protection issues are reported to the Designated Safeguarding Lead.
- Staff must be aware of the Confidentiality Policy, School Child Protection Procedures and the document 'Keeping Children Safe in Education' before delivering RSE.
- Staff need to be aware that effective RSE brings an understanding of what is and is not acceptable in a relationship. This could lead to a safeguarding disclosure. If a member of staff (teaching or non-teaching) suspects that a student is a victim of abuse or they have reason to believe there is a risk of abuse, they should contact the Designated Safeguarding Lead.
- Staff are not able to offer students or their parents/carers unconditional confidentiality. If information is disclosed that indicates harm may be caused to a student, they need to pass it on to the Designated Safeguarding Lead. This situation should be made clear to the student/parent/carer.
- Students should be encouraged to seek support from their parents/carers.
- The involvement of the Designated Safeguarding Lead will ensure that trusted, high quality local resources are available, links to the police and other agencies are utilised and the knowledge of any particular current local or school issues (where appropriate) are addressed in lessons.

Working with external agencies

We make use of a variety of teaching resources that enhance the delivery of Relationships and Sex Education such as Healthy Schools, The PSHE Association, NSPCC, British Heart Foundation, Cifas and the Home Office. The School Health Nurse and Swindon Lifestyles disseminate information on local and national trends linked to teenage pregnancy, sexually transmitted infections and abortion rates which are used to inform the teaching of RSE. Visitors are used to enhance teaching by bringing in specialist knowledge and different ways of engaging with young people. The Ridgeway School is responsible for ensuring that the visitor's credentials are checked and that the teaching delivered by the visitor fits with our planned programme and the RSE policy.

Training

All lessons that form part of the teaching timetable are planned by or quality assured by the Subject Leader of RSHE who is in contact with outside agencies responsible for the guidance of teaching RSHE to young people.

All teachers of RSHE team are able to contact the Subject Leader for RSHE at any time with any queries they have regarding the appropriate teaching of RSHE. The Subject Leader for RSHE works with the Healthy Schools Coordinator for Swindon to ensure that RSHE planning is appropriate and up-to-date for students.

Procedures for Monitoring and Review

It is the responsibility of the Subject Leader of PSHE and the Assistant Principal for Personal Development to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Monitoring activities used to ensure that the RSE programme is being implemented as planned include:

- Learning walks/DDIs

- Student voice
- Evaluating curriculum planning to measure the impact of the RSE curriculum and inform future planning.

Evaluation activities include:

- Learning walks
- Questionnaires- students, staff, parents and carers
- Student voice

Parents' views are welcomed at any time - the email address of the Subject Leader of RSHE is available on the school website to facilitate this. The Subject Leader for RSHE and the Vice Principle for Personal Development is responsible for considering issues raised by any of the evaluation procedures.

APPENDICES

The Delivery of RSE and Health Education at The Ridgeway School and Sixth Form College

Appendix 1: DFE [Relationships Education, Relationships and Sex Education and Health Education guidance](#) (July 2025)

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Curriculum Content: 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.⁸ 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	Curriculum Content: 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.

	8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online Safety and Awareness	Curriculum Content: 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal,

	including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	Curriculum Content: 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual

	harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰ 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	Curriculum Content: 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.

	10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
Mental Wellbeing	Curriculum Content: 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing Online	Curriculum Content: 1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.

	7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	Curriculum Content: 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	Curriculum content: 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	Curriculum content: 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	Curriculum content: 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should

	be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal Safety	Curriculum content: 1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	Curriculum content: 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR.¹¹ 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing Bodies	Curriculum content: 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image or information sharing (including sexting, youth-produced sexual images, nudes etc)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Appendix 2: Withdrawal from sex education within RSE

At the Ridgeway School, there is only one lesson that falls directly under sex education: (what is good sex/sexual pleasure). Topics fall in to multiple categories and inevitably overflow throughout all lessons.

Anonymous question time could also bring up sexual related discussions therefore it is difficult to separate topics out completely. If, however, parents would like to withdraw their child from sex education, they are welcome to look over the RSHE Curriculum Plan and decide what lessons they are uncomfortable with. The Subject Leader for RSHE would explain the importance and purpose of the lessons in more detail and if the parents would still like to withdraw their child, they may do so. This does not guarantee however, that the child would not hear sex related discussions in lessons.

Appendix 3: Parental form: withdrawal from sex education within RSHE 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

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents:

Include notes from discussions with parents and agreed actions taken:

Eg: Joe Bloggs will not be taking part in all sexual relationships lessons and during the sex education lessons, he will be working independently on a project in the library

Staff name:

Staff signature:

Date: