Amplify Education

Relationships, Sex and Health Education (RSHE) Policy

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As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.

Date	Page	Change	Purpose of Change
April 26		New policy	New over-arching policy for the trust

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1. Statement of Intent

High-quality RSHE plays a vital role in preparing pupils for adult life, supporting their moral, social, mental and physical development. Teaching RSHE will promote healthy norms, mutual respect and emotional literacy, and will avoid language or approaches that may normalise harm, reinforce stigma or stereotype groups of pupils.

Amplify Education understands RSHE to be both a safeguarding responsibility and a preventative, skills-based curriculum that equips children and young people to build healthy relationships, develop positive self-identity, navigate change and seek help when something does not feel right.

This policy reflects the Trust's statutory duties to safeguard and promote the welfare of children, including its responsibilities under *Keeping Children Safe in Education* and statutory Relationships, Sex and Health Education (RSHE) requirements.

We recognise that online safety and digital harm are integral to safeguarding and RSHE and must be addressed through a whole-school approach. This includes curriculum content, staff training, safeguarding procedures, filtering and monitoring arrangements, behaviour expectations and pupil support.

We will align provision with current Department for Education (DfE) expectations regarding emerging online risks, recognising that risks evolve rapidly and that safeguarding practice must be responsive and preventative rather than reactive.

2. Values, Principles and Standards

2.1 Values

Amplify is **a bold voice for Bristol** - speaking with ambition and channelling the city's spirit into a shared journey of belief, opportunity and citizenship.
We **build belief** in every young person, shaping a future where every voice matters, every story is heard, and every learner moves forward with confidence.
We **expand opportunities** and nurture potential to enrich each learner's journey with a passport of inclusive, academic, creative and musical experiences.
We **strengthen citizenship** through connecting communities, educating to build unity and pride. This is Bristol, represented.

2.2 Trust-wide Standards

Across all schools, RSHE will be delivered in a way that:

- is age-appropriate, developmentally sequenced and legally accurate
- reinforces safeguarding, behaviour standards and school culture
- reflects the diversity of families, relationships and lived experiences
- promotes dignity, safety and inclusion for all pupils
- prioritises prevention, resilience and help-seeking
- avoids explicit sexual imagery or graphic detail
- recognises and addresses emerging and evolving online risks, including those enabled by new technologies

Online safety is not confined to a single subject area and must be reinforced through curriculum, behaviour expectations, safeguarding practice and school culture.

3. Objectives and scope

3.1 Links to policies

This policy is informed by the following statutory and non-statutory guidance and legislation:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for Governing Bodies, Proprietors, Headteachers, Principals, Senior Leadership Teams and Teachers (DfE, 2019; updated 2025 for implementation from September 2026).
- Keeping Children Safe in Education (KCSIE) (DfE, 2024 and 2025 updates). Includes statutory expectations on safeguarding, online safety, child-on-child abuse, sexual violence and sexual harassment (now incorporated into KCSIE following withdrawal of the standalone 2021 guidance).
- SEND Code of Practice: 0–25 Years (DfE, 2014; updated 2024). Sets out statutory duties for meeting the needs of pupils with SEND, including curriculum accessibility and the graduated approach.
- Promoting Fundamental British Values as Part of SMSC in Schools (DfE, 2014). Guidance on democracy, the rule of law, individual liberty, and mutual respect and tolerance.
- Children and Social Work Act 2017. Establishes the statutory basis for compulsory Relationships Education (primary), RSE (secondary) and Health Education, including parental rights regarding withdrawal from sex education.
- DfE Respectful School Communities: Self-Review and Signposting Tool (DfE, 2019). Non-statutory guidance supporting whole-school culture, respect, inclusion and prevention of bullying and harassment.

- Education Act 2002, Section 175; Education (Independent School Standards) Regulations 2014. Duties relating to safeguarding and promoting the welfare of children.
- Equality Act 2010. Duties relating to discrimination, protected characteristics and fostering good relations.
- Human Rights Act 1998. Duties relating to dignity, respect, privacy and freedom of belief.
- Working Together to Safeguard Children (DfE, 2023). Multi-agency safeguarding expectations relevant to RSHE and online safety.

3.2 Curriculum Content and Delivery

RSHE across the Trust aims to:

- equip pupils with the knowledge, skills and attitudes to build healthy, respectful and safe relationships
- support emotional wellbeing, resilience and the ability to manage change, loss and challenge
- ensure pupils understand how to stay safe online and offline, including recognising coercion, manipulation and harmful beliefs
- develop pupils' confidence to seek help, report concerns and support others safely
- promote respect for self and others, challenging stereotypes, discrimination and harmful norms
- prepare pupils for the realities of modern life, including digital citizenship, consent, boundaries and personal responsibility
- ensure all pupils, including those with SEND or additional vulnerabilities, can access and understand messages
- address online safety and digital harm as a continuous and progressive theme

RSHE lessons will be delivered through discussion, reflection and age-appropriate dialogue, with a view to explicitly supporting emotional literacy, communication skills, assertiveness and respectful boundary setting. This includes planned opportunities for pupil voice and participation.

RSHE may be delivered through a range of curriculum areas and whole-school activities, including:

- **School tutor programmes:** reinforcing RSHE themes through discussion, reflection and pastoral guidance.

- **PSHE Education (or Citizenship):** Core lessons focusing on personal, social, health and economic aspects of relationships and wellbeing.
- **Science Curriculum:** Covering biological aspects, including human reproduction and physical development.
- **Digital Media and Online Safety:** Emphasising safe use of digital platforms, privacy, managing harmful content and understanding the impact of online behaviours.
- **Religious Education (RE/Religion & World Views):** Exploring moral choices, ethical values and diverse perspectives on family life and relationships.
- **Assemblies and Themed Events:** Addressing topics such as anti-bullying, respect and inclusivity.
- **Planned Special Events and External Visitors:** Providing focused sessions on sexual health, consent and safeguarding, using vetted external specialists where appropriate.

All external visitors contributing to RSHE will be appropriately vetted, supervised and used to complement, not replace, teacher-led provision. Materials used by external visitors must be reviewed in advance by school leaders to ensure they are factual, age-appropriate, safeguarding-aligned and compliant with the Equality Act 2010. Schools will not use any materials that are sensationalist, explicit or inconsistent with Trust policy.

Senior leaders will ensure RSHE is coherently planned, consistently delivered and embedded within safeguarding, behaviour, inclusion and wellbeing.

Teachers will use their professional judgement to sequence RSHE content in a developmentally appropriate way, taking account of pupils' maturity, safeguarding needs and local context. RSHE will not be delivered according to rigid age caps; instead, content will be introduced when it is educationally justified and necessary to keep pupils safe.

3.3 Curriculum Transparency

In line with DfE expectations, all schools will ensure that RSHE curriculum content, including long-term plans and an overview of lesson themes, is made available to parents and carers. Schools will provide access to teaching materials on request and will communicate clearly how sensitive or complex topics are taught. Curriculum transparency is a statutory expectation and forms part of the Trust's safeguarding and parental engagement duties.

4. Inclusivity and Accessibility

The RSHE curriculum reflects the diverse beliefs, identities and lived experiences within our school communities. It represents different cultures, religions, family structures, gender identities and sexual orientations.

Lessons will be differentiated to meet the developmental needs of all pupils, including those with special educational needs and disabilities (SEND). Schools will ensure that RSHE is accessible, inclusive and respectful of diversity in accordance with the Equality Act 2010.

4.1 Safeguarding and Child Protection

- Online safety concerns constitute safeguarding concerns and will be managed in line with Trust safeguarding procedures.
- Disclosures relating to online sexual harm, coercion, exploitation or harmful online beliefs will be taken seriously and responded to without delay.
- DSLs will maintain up-to-date knowledge of emerging online risks, including AI-enabled harms, digital manipulation and extremist content.
- As pupils mature, RSHE will equip them to access appropriate support services and understand when and how to seek professional help.
- The Trust will ensure that all schools maintain effective filtering and monitoring systems in line with KCSIE requirements. These systems will support the teaching of online safety by helping pupils understand safe and unsafe digital behaviours, recognising harmful content and knowing how to report concerns. Filtering and monitoring arrangements will be reviewed regularly and reported to governors.

RSHE lessons will include robust safeguarding measures to ensure pupils feel supported when discussing sensitive topics. Teaching will take place in a safe, respectful learning environment, with clear ground rules and appropriate signposting to support. Safeguarding measures will align with statutory guidance and the Trust's safeguarding procedures.

4.2 Recognised Categories of Online Risk

In line with national guidance, the Trust recognises:

- **Content** – exposure to harmful, inappropriate or illegal content
- **Contact** – harmful interaction with others online
- **Conduct** – online behaviour that increases the risk of harm
- **Commerce** – online activity that may result in financial or criminal harm

These risks may overlap and evolve over time.

4.3 Explicit Contemporary Online Sexual Harms

At an age-appropriate level, RSHE and online safety education will explicitly address:

- **algorithmic exposure** and the way **short-form digital platforms** shape what children and young people see online *(introduced in simple terms in primary; explored in depth in secondary)*
- **sexualised content** that may appear within social media feeds, including how to recognise, report and avoid inappropriate or unsafe material
- **online misogyny**, harmful gender stereotypes, and extremist gender-based ideologies, including incel-linked content *(primary: respectful relationships, stereotypes, kindness; secondary: explicit teaching about harmful ideologies and their risks)*
- the **impact of harmful online content** on boys, girls and young people of all genders, including effects on self-esteem, relationships, safety and wellbeing
- **artificial intelligence** and **digitally manipulated images**, including how photos and videos can be altered or faked *(primary: simple concepts of "edited/changed images"; secondary: deepfakes, manipulation, consent)*
- **AI-generated sexual images of children**, recognising this as a **serious safeguarding and criminal concern**, and understanding how to report concerns safely *(secondary only; staff-led safeguarding awareness in primary)*
- **coercive and image-based abuse**, including pressure to create or share images, threats to distribute them, and how to seek help and protection *(primary: safe boundaries, saying no, telling a trusted adult; secondary: explicit teaching on consent, the law, and digital risks)*

4.4 Safeguarding-Led Framing

Education on online sexual harms will:

- not include explicit sexual content or imagery
- be rooted in safeguarding rather than sensationalism
- reinforce the illegality and harm associated with abusive behaviours
- emphasise pupil safety, dignity and support

Pupils will be taught how to report concerns, where to seek help and how to support others safely.

5. Responsibilities and accountabilities

5.1 Trust / Governing Body

The Trust is responsible for ensuring that all schools:

- adopt a whole-school approach to online safety and digital safeguarding
- recognise and address emerging and evolving online risks
- deliver safeguarding-led, age-appropriate RSHE
- ensure staff are trained to recognise contemporary online sexual harms and respond consistently

5.2 Headteachers / Senior Leaders

Senior leaders will:

- ensure RSHE is coherently planned, sequenced and quality-assured
- embed RSHE within safeguarding, behaviour, inclusion and wellbeing
- ensure curriculum materials are appropriate, lawful and inclusive
- ensure parental engagement is transparent, respectful and well-communicated

5.3 Designated Safeguarding Leads

DSLs will:

- maintain up-to-date knowledge of emerging online risks
- lead responses to disclosures and concerns
- ensure staff understand reporting procedures
- analyse safeguarding data to identify trends and inform curriculum planning

5.4 Staff

Staff will:

- deliver RSHE in line with Trust policy and statutory guidance
- understand contemporary online risks, including AI-enabled harms
- recognise signs of online sexual harm, coercion or extremist influence
- respond appropriately to disclosures
- ensure personal beliefs do not prevent delivery of statutory content

Professional Boundaries in RSHE

Staff will maintain clear professional boundaries when delivering RSHE, including using neutral, factual language, avoiding personal disclosure, and ensuring discussions remain educational and safeguarding-led. Staff will follow the Trust's Code of Conduct and safeguarding procedures when responding to pupil

questions or concerns, and will ensure that sensitive topics are handled with professionalism, consistency and care.

5.5 Parents and Carers

Parents and carers will:

- receive clear and transparent information about the RSHE curriculum
- be offered opportunities to discuss content and ask questions
- be able to view curriculum materials on request
- be supported to discuss RSHE topics at home
- be informed of their statutory rights regarding withdrawal from sex education

5.6 Pupils

Pupils are expected to:

- engage respectfully in RSHE lessons
- contribute to discussions and pupil voice opportunities
- seek help when worried and support others safely

6. Parent Right To Withdraw

6.1 Parent right to withdraw

Parents have the right to request that their child be withdrawn from **sex education that forms part of the non-statutory elements of RSHE**. Parents **cannot** withdraw their child from **statutory Relationships Education, Health Education or the statutory elements of Science**. Headteachers will consider all withdrawal requests and will discuss the educational and safeguarding implications with parents before a final decision is made.

6.2 Parent discussion

The discussion with parents will include the benefits of receiving this important education and any potential detrimental effects of withdrawal, including the social and emotional impact of being excluded from lessons. Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than content taught as part of the science curriculum. The school will respect the parents' request to withdraw the child, except in exceptional circumstances, up to and until three terms before the child turns 16.

Exceptional circumstances could be:

- **Safeguarding concerns**
  Where a pupil is at risk of harm, exploitation or abuse and the RSHE content is necessary to help them recognise risk and seek help.
- **Significant vulnerability or known risk factors**
  For example, where a pupil is already involved in, or at risk of, harmful sexual behaviour, coercion, or online exploitation.
- **Professional advice overrides withdrawal**
  Where safeguarding professionals (e.g. DSL, social care) advise that access to specific RSHE content is necessary for the pupil's protection.
- **Pupil request near age 16**
  In line with statutory guidance, when a pupil is within three terms of turning 16 and wishes to receive sex education themselves.

6.3 Three terms before age 16

At three terms before the child turns 16, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

6.4 Pupils with SEND

The withdrawal process is the same for pupils with SEND. However, in exceptional circumstances, the Headteacher may take a pupil's specific needs arising from their SEND into account when making this decision.

6.5 Education instead of RSE

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

6.6 No right of withdrawal

There is no right to withdraw from Relationships Education or Health Education.

7. Monitoring and Review

The Trust will monitor RSHE through:

- curriculum review and quality assurance
- developmentally appropriate assessment approaches
- pupil voice and feedback
- safeguarding data and emerging risk patterns

- staff training records and evaluation
- RSHE provision will be reviewed regularly to ensure it remains responsive to pupil need, emerging risks and national guidance.

8. Reporting and Use of Information

- Safeguarding concerns arising from RSHE will be recorded and managed in line with Trust safeguarding procedures.
- Data will be analysed to identify trends, inform curriculum planning and strengthen preventative education.
- Information will be shared with relevant agencies where required to protect pupils.
- Reporting will be transparent, timely and aligned with statutory duties.

Appendices

Appendix A – Parent Summary: Information for Parents and Carers

Relationships, Sex and Health Education (RSHE) at Amplify schools is taught thoughtfully, sensitively and in an age-appropriate way. Our approach is rooted in safeguarding, wellbeing and respect, and supports pupils to develop healthy relationships, understand their bodies, and know how to keep themselves safe.

RSHE is a statutory part of the curriculum and is delivered in line with Department for Education guidance and our wider safeguarding duties.

What RSHE aims to do

Across both primary and secondary phases, RSHE aims to:

- help pupils understand positive friendships and relationships
- support pupils' emotional and physical wellbeing
- equip children and young people to recognise unsafe situations
- encourage pupils to seek help and talk to a trusted adult
- promote respect for self and others

RSHE is about preparing pupils for real life, not about encouraging early sexual activity.

How RSHE is taught

RSHE is taught progressively, so that learning builds carefully as children mature.

In primary schools

Teaching focuses on:

- friendships and kindness
- family relationships
- understanding feelings and emotions
- personal safety and boundaries
- basic health, hygiene and puberty (at an age-appropriate level)

Lessons use simple, reassuring language and link closely to pupils' everyday experiences.

In secondary schools

Teaching builds on earlier learning and includes:

- healthy and unhealthy relationships
- respect, consent and personal boundaries
- physical and emotional aspects of puberty
- sexual health knowledge, taught factually and responsibly
- managing peer pressure and seeking support

Content is taught in a measured, educational way, with safeguarding and welfare at the centre.

Online safety and modern risks

RSHE at both primary and secondary level includes learning about online safety. As pupils grow older, this teaching becomes more detailed.

Pupils are taught:

- how to stay safe online and use technology responsibly
- to recognise harmful or inappropriate online behaviour or content
- what to do if something online makes them uncomfortable or worried
- the importance of reporting concerns and asking for help

What RSHE does not include

RSHE at Amplify schools:

- does not involve explicit or graphic sexual content
- does not use materials designed to shock or sensationalise
- does not override the role of parents and carers in guiding their children

Parents' rights and involvement (see Appendix F)

Parents and carers can:

- be informed about the RSHE curriculum
- ask questions about how topics are taught
- request to view curriculum materials
- withdraw their child from sex education elements where legally permitted

Appendix B – Staff Training Requirements

Staff will receive regular training to ensure they:

- understand contemporary online risks, including those enabled by artificial intelligence and social media algorithms
- can recognise signs of online sexual harm, coercion, manipulation or extremist influence
- respond appropriately to disclosures and concerns in line with safeguarding procedures
- understand that personal beliefs must not prevent the delivery of statutory safeguarding and RSHE content

Training will be updated annually and will include:

- emerging online risks and digital safeguarding
- extremist gender ideologies and online misogyny
- handling disclosures and trauma-informed practice
- SEND-specific adaptations for RSHE
- legal responsibilities and statutory thresholds

Appendix C – Inclusion and SEND Adaptations

RSHE teaching will be inclusive and accessible, with appropriate adaptations made to support pupils with SEND and those with additional vulnerabilities.

Adaptations may include:

- pre-teaching key vocabulary
- use of visual supports, symbols or social stories
- repetition, overlearning and small-step sequencing
- small-group or 1:1 delivery where appropriate
- simplified language and concrete examples
- additional adult support during sensitive content
- ensuring safeguarding messages are understood and retained

Schools will ensure that pupils with SEND receive equitable access to RSHE and that safeguarding content is delivered in a way that meets their developmental needs.

Appendix D – Primary RSHE Knowledge Expectations

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.
- the correct scientific vocabulary for external body parts (including penis, vulva, vagina, testicles, scrotum, and nipples) to ensure clear safeguarding communication."

In addition: Physical and mental wellbeing

Teachers should cover the benefits of physical and mental wellbeing and be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Menstruation

Menstruation is a natural and empowering part of life. Schools should ensure every pupil has access to the products and support they need. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. Schools should make adequate and sensitive arrangements to help pupils prepare for and manage menstruation.

Appendix E – Secondary RSHE Knowledge Expectations

Pupils should know:

- 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 their 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 recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others.

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- that they can expect to be treated with respect by others, and that 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 cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how 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 and the protected characteristics.

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing compromising material.
- not to provide material to others that they would not want shared further and not to share personal material 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 sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours and can damage self-image and relationships.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence.
- how information and data is generated, collected, shared and used online.

Being safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect 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

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy intimate relationships, including mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices in sex and relationships.

- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause.
- strategies for identifying and managing sexual pressure, including resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (keeping the baby, adoption, abortion) and where to get further help.
- how STIs, including HIV/AIDS, are transmitted, how risk can be reduced through safer sex and the importance of testing.
- the prevalence and impact of STIs and key facts about treatment.
- how alcohol and drugs can lead to risky sexual behaviour.
- how to access confidential sexual and reproductive health advice and treatment.

Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively.
- that happiness is linked to being connected to others.
- how to recognise early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- How to spot early signs and seek help relating to eating disorders and self-harm.
- how to critically evaluate when something has a positive or negative effect on mental health.
- the benefits of physical exercise, time outdoors, community participation and voluntary activities.

Internet safety and harms

Pupils should know:

- the similarities and differences between the online world and the physical world, including unhealthy comparison, curated online identities, over-reliance on online relationships, online gambling risks, targeted advertising and discerning online information.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report or find support.

Physical health and fitness

Pupils should know:

- the positive associations between physical activity and mental wellbeing.
- what constitutes a healthy lifestyle, maintaining a healthy weight, and the links between inactivity and ill health.
- the science relating to blood, organ and stem cell donation.

Healthy eating

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal drugs and their associated risks.
- the law relating to supply and possession of illegal substances.
- The facts about vaping and e-cigarettes and associated risks.
- the risks associated with alcohol consumption and what constitutes low-risk consumption.
- the consequences of addiction.
- the dangers of misusing prescription drugs.
- the harms from smoking tobacco and the benefits of quitting.

Health and prevention

Pupils should know:

- about personal hygiene, germs, infection, antibiotics.
- dental health and oral hygiene.
- (late secondary) the benefits of regular self-examination and screening.
- immunisation and vaccination.
- the importance of sufficient good quality sleep.

Basic first aid

Pupils should know:

- basic treatment for common injuries.
- life-saving skills including CPR.
- the purpose of defibrillators and when one might be needed.

Changing adolescent body

Pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females and the implications for emotional and physical health.

Appendix F – Parent/Carer Request to Withdraw from Non-Statutory Sex Education

1. Purpose

This appendix sets out a consistent Trust-wide process for managing parent/carer requests to withdraw a pupil from non-statutory sex education within RSHE.

It ensures that all schools:

- apply a clear, transparent and consistent approach
- meet statutory requirements
- prioritise safeguarding and pupil wellbeing
- maintain effective communication with parents and carers

2. Process for Withdrawal Requests

All schools will follow the process below:

Step 1 – Communication with Parents/Carers

Schools will:

- inform parents/carers about RSHE curriculum content in advance
- clearly identify which elements are **non-statutory sex education**
- remind parents/carers of their legal right to request withdrawal

Step 2 – Submission of Request

- Parents/carers must complete a **Withdrawal Request Form**
- Requests should be submitted in writing to the school (email or hard copy)

Step 3 – Discussion with the School

Before a decision is made, the Headteacher (or delegated senior leader) will:

- meet or speak with the parent/carer
- explain the purpose and content of the sessions
- outline the benefits of pupils receiving this education
- discuss any concerns raised
- explain the potential impact of withdrawal (e.g. gaps in knowledge, social context)

This discussion is a required part of the process and reflects statutory guidance.

Step 4 – Decision

- Withdrawal requests will normally be **approved in line with statutory rights**
- The decision will be confirmed in writing
- Any exceptional circumstances (as outlined in the policy) will be considered by the Headteacher

Step 5 – Alternative Provision

Where a pupil is withdrawn:

- the school will provide **appropriate, purposeful alternative education**
- this will be supervised and aligned with the pupil's wider learning and safeguarding needs

Step 6 – Record Keeping

Schools will:

- retain a record of the request and outcome
- log the discussion with parents/carers
- review arrangements periodically, particularly if circumstances change

Template Letter to Parents/Carers

[School Name]
[Date]

Dear Parent/Carer,

Withdrawal from Non-Statutory Sex Education

As part of our RSHE curriculum, we teach pupils about relationships, health and wellbeing in an age-appropriate and safeguarding-focused way.

In line with statutory guidance:

- Relationships Education and Health Education are **compulsory**
- Parents/carers have the right to request withdrawal from **non-statutory sex education**

If you are considering making a request, we encourage you to contact the school so we can:

- explain the content of the sessions
- answer any questions
- discuss any concerns you may have

If you wish to proceed, please complete the attached withdrawal request form.

Yours sincerely,

[Headteacher Name]

Parental Withdrawal from Non-Statutory Sex Education Request Form

Pupil Name:
Date of Birth:
Year Group/Class:

Parent/Carer Name:

Request

I request that my child is withdrawn from **non-statutory sex education elements** of RSHE.

I understand that:

- I cannot withdraw my child from statutory Relationships Education, Health Education or Science
- the school will discuss this request with me before confirming a decision
- alternative education will be provided

Reason for request (optional):

_____

_____

_____

_____

Parental signature:

Date:

School Record of Request Withdrawal from Non-Statutory Sex Education

Internal Use: Schools may use this hard copy form, or an alternative form kept on a child's record, which includes the same information:

Date received:

Discussion held: ☐ Yes ☐ No

Date of discussion:

Outcome:
☐ Approved
☐ Not approved (reason recorded)

Alternative provision arranged:

Signed (Headteacher):
Date: