

Policy & Procedure for Relationships and Sex Education

Cambian Spring Hill School

Policy Author / Reviewer	Susan Flynn
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Contents

1.	Monitoring & Review	2
2.	Introduction.....	2
3.	Purpose – Aims & Objectives.....	3
4.	Statutory Requirements	4
5.	Statutory guidance and other duties	4
6.	Policy Development.....	5
7.	Definition.....	6
8.	Curriculum	6
9.	Delivery of RSE	7
10.	Inclusivity	10
11.	Use of External Organisations and Materials	11
12.	Roles and Responsibilities	12
	The Governing Body.....	12
	The Governing body will approve the RSE policy, and hold the Principal to account for its implementation...	12
13.	Parents’ Right to Withdraw	13
14.	Training	13
15.	Monitoring Arrangements.....	14
16.	PSHE: Curriculum Overview	16
17.	Appendix 2 - By the end of KS2, Students Should Know:	19
18.	Appendix 3 – By the end of KS4, Students Should Know:.....	25
19.	Parent Form: Request to Withdraw Child from Sex Education within RSE.....	34

1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Samantha Price
Principal

2. Introduction

Spring Hill School assumes responsibility for ensuring that comprehensive policies and procedures are in place to deliver effective Relationships and Sex Education (RSE) to its students. This ensures that young people are equipped with the knowledge and skills they need to navigate relationships and make informed decisions about their sexual health.

The policy reflects the UK Department for Education (DfE) guidance on RSE and is designed to prepare students for adulthood by providing them with responsible and relevant education. The policy has been developed in consultation with staff, parents, and students, and is regularly reviewed to ensure that it remains relevant and effective.

The intended outcomes of the RSE programme are for students to know and understand a variety of relationships, develop an understanding of their rights and responsibilities within relationships, develop key communication and decision-making skills and understand the prevalence and negative impact of social media and online content. The programme also aims to help students navigate the process of growing up and the changes that they and others will experience.

At our school, we understand the value of collaborating with parents and carers to provide them with accurate and relevant information about their child's learning experience, including Relationships and Sex Education (RSE). We believe that open communication and a positive partnership between families and our school community are essential in supporting our students' development and wellbeing.

3. Purpose – Aims & Objectives

The purpose of a whole school Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

As a school which values personal development in our children and young people, we ensure our RSE is up to date and regularly evaluated. It is accessible to all stakeholders on the school website or by request.

This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond biological information and to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

The aims of Relationships and Sex Education (RSE) at Spring Hill school are to:

- Provide a safe framework for sensitive discussions.
- Prepare students for puberty, sexual development, health and hygiene.
- Promote self-respect, confidence, empathy, resilience and positive self-worth.
- Develop understanding of healthy, respectful relationships, both online and offline.
- Teach personal boundaries, privacy, bodily autonomy and consent.
- Help students recognise unhealthy, harmful or abusive behaviour and know how to seek help.
- Promote a positive culture of respect, safety and healthy attitudes towards sexuality and relationships.
- Teach accurate vocabulary for describing bodies and personal experiences.
- Develop understanding of online safety, including privacy, harmful content, pressure and reporting concerns.
- Support students to recognise risks, make informed decisions, resist inappropriate pressure and seek help.
- Promote equality, inclusion, kindness and respect, while challenging stereotypes, prejudice and discrimination.
- Prepare students for adolescence and adult life by developing independence, communication, decision-making and self-advocacy skills.

The aims above are in line with our Spring Hill **SPiRiT**. These are the core values that underpin a future where our students are fully included and respected in society: **S**elf-Growth, **P**atience, **I**nclusion, **R**espect, **I**nterconnected and **T**rustworthiness.

4. Statutory Requirements

Spring Hill School is an independent special school. The school is required to meet the statutory requirements applicable to independent schools, including the Education (Independent School Standards) Regulations 2014 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

Primary:

At primary level, Spring Hill School provides Relationships Education to all pupils in accordance with the statutory requirements set out in the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

The school is not required to provide additional sex education as a statutory subject at primary level. However, pupils receive the statutory elements relating to human reproduction contained within the science curriculum, where applicable, alongside age- and developmentally appropriate teaching about growing and changing, relationships, personal safety, health and wellbeing.

Secondary:

At secondary level, Spring Hill School provides Relationships and Sex Education (RSE) to all pupils in accordance with the statutory requirements set out in the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

RSE is delivered as part of the school's wider PSHE curriculum and includes age- and developmentally appropriate teaching about relationships, consent, puberty, reproduction, sexual health, emotional wellbeing, personal safety, online safety, safeguarding, risk, respectful relationships and preparation for adult life.

5. Statutory guidance and other duties

In providing Relationships Education and RSE, Spring Hill School has regard to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The school also has regard to its wider legal duties and responsibilities, including:

- **The Education (Independent School Standards) Regulations 2014**, including the requirement to provide personal, social, health and economic education (PSHE) which reflects the school's aims and ethos and encourages respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

- The Equality Act 2010, including the duties relating to discrimination, equality of opportunity and the protected characteristics.
 - The school's safeguarding and child protection duties, including its responsibility to protect pupils from harm and support pupils to understand how to keep themselves safe.
 - Relevant Department for Education guidance relating to safeguarding, relationships, sex education, health, personal development and pupils with special educational needs and disabilities.

The school's RSE curriculum is designed to take account of the ages, aptitudes, needs and developmental stages of all pupils. Particular consideration is given to the individual learning, communication and support needs of pupils with special educational needs and disabilities.

At Spring Hill School, RSE forms part of our wider PSHE and personal development provision and is taught in accordance with this policy. The curriculum aims to prepare pupils for the opportunities, responsibilities and experiences of adult life, while supporting their health, wellbeing, safety, independence and ability to develop positive and respectful relationships.

6. Policy Development

This policy has been developed in consultation with staff, students and parents/carers and has been informed by relevant legislation, statutory guidance and the specific needs of pupils at Spring Hill School.

The consultation and policy development process involved the following steps:

1. **Review** – Relevant legislation, statutory guidance, national guidance and other relevant information were reviewed to ensure that the policy reflects current requirements and good practice.
2. **Staff consultation** – Staff were given the opportunity to review the policy and provide feedback and recommendations, with particular consideration given to the needs of pupils.
3. **Parent/stakeholder consultation** – Parents/carers and relevant stakeholders were given the opportunity to contribute their views on the policy and the school's RSHE provision.
4. **Student consultation** – Pupils were given appropriate opportunities to express their views about RSHE, including what they feel they need to learn in order to develop healthy relationships, understand their health and wellbeing, keep themselves safe

and prepare for adult life. Consultation methods are adapted to meet pupils' communication and individual needs.

5. **Ratification** – once amendments were made, the policy was shared with governors and ratified

7. Definition

Relationships and Sex Education (RSE) is an important part of pupils' personal development and sits within the school's wider PSHE curriculum. It supports pupils to develop the knowledge, skills, attitudes and values needed to build healthy, respectful and safe relationships, make informed decisions and prepare for adult life.

RSE includes learning about relationships, friendships, family life, puberty, sexual development and health, consent, boundaries, personal safety, online relationships, safeguarding, diversity and personal identity.

RSE also supports pupils to develop self-respect, confidence, resilience, empathy and communication skills, recognise healthy and unhealthy relationships, identify risks and know how and where to seek help.

Teaching is age- and developmentally appropriate and adapted to the individual needs, abilities, communication needs and developmental stages of pupils at Spring Hill School. RSE involves the sharing of accurate information alongside discussion and exploration of relationships, values, attitudes and behaviours. It is not about the promotion of sexual activity.

8. Curriculum

Our RSE curriculum is set out in Appendix 1 and is reviewed and adapted as necessary to reflect changes in statutory guidance, legislation, good practice and the needs of our pupils.

The curriculum has been developed with consideration of the views of parents/carers, pupils and staff, and takes account of pupils' age, developmental stage, individual needs, abilities, communication needs and lived experiences.

RSE is taught in an age- and developmentally appropriate way and is adapted to ensure that all pupils, including those with additional needs, can access and understand the content.

If pupils ask questions outside the planned curriculum, staff will respond appropriately and sensitively, within the boundaries of this policy and safeguarding procedures. Staff will provide accurate, age-appropriate information and will not provide information that is inappropriate for the pupil's age or developmental stage. Where appropriate, pupils will be directed to trusted adults and reliable sources of support and information.

Primary

Primary RSE includes statutory Relationships Education and age-appropriate teaching



- Developing healthy and respectful relationships, friendships and family relationships
- Understanding emotions, boundaries, privacy and personal safety
- Learning how to recognise appropriate and inappropriate behaviour and seek help
- Preparing pupils for puberty and the physical and emotional changes associated with growing up
- Developing an age-appropriate understanding of bodies, reproduction, conception and birth
- Developing age-appropriate understanding of online safety and relationships.

Any additional sex education is taught in accordance with this policy and is appropriate to pupils' age, developmental stage and individual needs.

For further information about the content and sequencing of our RSE curriculum, please see the curriculum overview in Appendix 1.

9. Delivery of RSE

RSE is taught within the school's wider PSHE curriculum and is supported by appropriate teaching across other curriculum areas where relevant. Biological aspects of RSE may be taught through RSE and/or science and may include:

- The male and female reproductive systems
- Puberty and the menstrual cycle
- Reproduction, conception and birth
- Contraception
- Sexually transmitted infections and sexual health.

Some aspects of RSE may also be explored through other curriculum areas, including Religious Education, where appropriate.

Pupils may also receive additional stand-alone RSE sessions delivered by suitable professionals. Where pupils require more individualised support, highly bespoke interventions may be developed by the school's clinical team. Such interventions will be appropriate to the pupil's age, developmental stage and individual needs and will be consistent with this policy and the school's safeguarding arrangements

Primary:

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive and respectful relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Understanding emotions, boundaries and privacy
- Online safety and appropriate online relationships

- Recognising risks, staying safe and knowing how to seek help

Primary pupils will also receive age- and developmentally appropriate teaching about growing and changing, puberty, bodies, reproduction and personal safety.

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

Secondary:

RSE focuses on giving young people the knowledge and skills they need to help them develop healthy, respectful and safe relationships and prepare for adult life, including:

- Families and different types of relationships
- Friendships and respectful relationships
- Consent, boundaries and bodily autonomy
- Online safety and online relationships
- Recognising and responding to abuse, exploitation, harassment and violence
- Intimate and sexual relationships, including sexual health
- Puberty, reproduction and contraception
- Sexually transmitted infections
- The impact of pornography and harmful sexual content
- Misogyny, stereotypes and harmful attitudes
- Social media, online pressure and emerging technologies, including AI and deepfakes.

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

These areas of learning are taught in an inclusive and respectful context, recognising that pupils may have different family circumstances and support networks. Teaching avoids stigmatisation and recognises a range of family structures, including single-parent families, families with same-sex parents, adoptive and foster families, families headed by grandparents, looked-after children and young carers.

Content is taught in an age- and developmentally appropriate manner, taking account of pupils' individual needs, abilities, communication needs and developmental stages. Particular consideration is given to the additional vulnerabilities that some pupils with SEND may experience in relation to abuse, exploitation, harmful sexual behaviour, bullying and violence.

The school will address age-appropriate issues relating to misogyny, social media, online harms, artificial intelligence including deepfakes, and the potential harms associated with pornography. These topics will be taught in a way that supports pupils to recognise harmful attitudes and behaviours, make informed and safe choices, and know how and where to seek help.

Safe and Effective Practice

Teachers will establish a safe and supportive learning environment by agreeing appropriate ground rules with pupils before sensitive lessons. Sensitive or challenging questions will be answered appropriately within the lesson where possible, or discussed privately with the pupil in an appropriate setting. Staff will provide accurate, age- and



developmentally appropriate information and will not provide inappropriate or overly personal information.

A question box may be provided so that pupils can ask questions anonymously or privately. Distancing techniques, including the use of fictional characters, scenarios and case studies, may be used to enable pupils to explore sensitive issues without having to disclose personal experiences.

Any safeguarding concern or disclosure arising during RSE will be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL), in accordance with the school's safeguarding and child protection procedures. Staff will not promise confidentiality where a safeguarding concern is raised.

At Spring Hill School, we recognise that pupils may have individual communication, cognitive, social and emotional needs which can affect their understanding of relationships, puberty, sexuality and personal safety. RSE is therefore delivered using a personalised and accessible approach that takes account of each pupil's age, developmental stage, abilities, communication needs and individual circumstances.

RSE plays an important role in supporting pupils to understand healthy and unhealthy relationships, recognise unsafe or abusive behaviour, understand personal boundaries and know how and where to seek help.

At Spring Hill, we ensure these requirements are met through appropriately trained staff, ongoing staff awareness and development, daily support for pupils, parents/carers and staff, and liaison with external agencies.

Staff delivering RSE will have the knowledge, skills and confidence to create a safe and supportive learning environment and will receive appropriate training and support to deliver RSE effectively and respond appropriately to pupils' questions, concerns and disclosures.

Confidentiality and Safeguarding Advice to Students

Staff will follow the school's safeguarding and confidentiality policies and procedures. Pupils will be made aware of the boundaries of confidentiality should they choose to disclose information to a member of staff. Staff must not promise confidentiality where a safeguarding concern exists or where information needs to be shared to protect a pupil or another person.

Given the sensitive issues that may arise during RSE and PSHE, teachers should take the following actions at the start of each relevant topic:

- a) Explain to pupils, in an age- and developmentally appropriate way, what will be discussed in the upcoming lessons.
- b) Remind pupils how they can report a safeguarding concern about themselves or another person and identify trusted adults they can approach for support.

The advice given to pupils may include:

"This topic covers [insert topic]. Sometimes discussions about this subject may make you worried about your own safety or the safety of someone else. If this happens, please tell a member of staff as soon as you can. This could be me, your tutor or a Learning Support



Assistant. If you tell a member of staff about a concern, they may need to share this information with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) so that you or someone else can be kept safe. The DSL/DDSL will listen to you, help you understand what happens next and provide appropriate support, which may include involving other professionals or sources of support outside school.”

10. Inclusivity

We strive to ensure that our RSE curriculum is inclusive, accessible and appropriate for all pupils, taking account of their age, developmental stage, individual needs, abilities, communication needs and personal circumstances.

The PSHE Co-ordinator will support staff to ensure that lessons are appropriately differentiated and delivered using a range of teaching strategies, resources and communication methods. We recognise that pupils have different learning needs and that an individualised approach may be required to enable pupils to access and understand RSE.

We will teach RSE in a manner that:

- Considers how pupils with different abilities, backgrounds and experiences may relate to the topics being taught.
- Is sensitive to pupils' individual experiences, family circumstances and support needs.
- Promotes equality, inclusion, dignity and respect.
- Takes account of the protected characteristics set out in the Equality Act 2010.
- Enables pupils to participate in learning without being expected to disclose personal experiences.
- Provides appropriate opportunities for pupils to ask questions, express concerns and seek support.

We recognise that some pupils with special educational needs and disabilities may be particularly vulnerable to abuse, exploitation, bullying, harmful sexual behaviour and unsafe relationships. RSE therefore provides pupils with appropriate knowledge and skills to recognise risks, establish boundaries, seek help and keep themselves safe.

Our aim is to create a safe, supportive and respectful learning environment in which all pupils can engage with RSE and develop the knowledge, understanding and skills needed to form healthy and respectful relationships.

7.2 Use of Resources

Before resources are used in RSE, staff will consider whether they:

- Reflect the requirements of the DfE statutory RSE guidance and the aims and content of this policy.
- Are appropriate to the pupil's age, developmental stage, abilities, communication needs



- Support pupils to apply their knowledge and understanding in different contexts and settings.
- Are accurate, evidence-informed and based on reliable information.
- Are from credible and appropriate sources.
- Fit within the school's planned RSE curriculum and support the intended learning outcomes.
- Are appropriate for pupils with special educational needs and disabilities and can be suitably adapted where required.
- Use inclusive and respectful language and representation.
- Are consistent with the school's safeguarding and child protection procedures.
- Are sensitive to pupils' experiences and are unlikely to cause unnecessary distress or anxiety.
- Do not contain inappropriate, explicit or unnecessarily graphic material.

Resources will be reviewed by appropriate staff before use, and staff will use their professional judgement to determine whether a resource is suitable for the pupils being taught.

11. Use of External Organisations and Materials

Spring Hill School may use external organisations, professionals and resources to enhance RSE provision. The school remains responsible for the content and quality of all teaching.

External organisations and materials will be assessed to ensure they:

- Are appropriate for pupils' age, development, abilities and individual needs.
- Support the RSE curriculum and its intended outcomes.
- Are accurate, evidence-informed and from credible sources.
- Align with this policy, safeguarding procedures and the school's commitment to equality, inclusion, respect and dignity.
- Avoid inappropriate, explicit or unnecessarily graphic content.
- Comply with relevant legislation, including the Equality Act 2010, Human Rights Act 1998 and political-impartiality requirements.
- Do not undermine fundamental British values or promote partisan political views.

Before an external organisation delivers a session, the school will, where appropriate:

- Check the organisation and relevant individuals.
- Review the content, resources and intended outcomes.
- Consider safeguarding, equality, political-impartiality and data-protection issues.
- Ensure appropriate safeguarding and visitor procedures are followed.
- Ensure a member of school staff is present and able to intervene or stop the session if necessary.

The school will only work with organisations where it is satisfied with their

suitability, expertise and approach, taking account of previous work where relevant.

External organisations must not promote partisan political views or political activity. Where political issues are addressed, the school will ensure political-impartiality requirements are met.

The school will not work with organisations or use materials from organisations that promote extreme political positions or undermine fundamental British values, even where individual materials appear suitable, as this could imply endorsement.

12. Roles and Responsibilities

The Governing Body

The Governing body will approve the RSE policy, and hold the Principal to account for its implementation.

The Principal

The Principal has overall responsibility for ensuring that the school meets its statutory requirements for RSE and that the curriculum is delivered safely, effectively and in accordance with this policy.

The Vice Principal

The Vice Principal is responsible for overseeing the implementation of RSE across the school and ensuring that it is taught consistently and appropriately.

The Vice Principal will oversee requests from parents/carers to withdraw their child from **non-statutory sex education**, in accordance with the arrangements set out in Section 11.

Staff

Our PSHE Co-ordinator will be responsible for leading the way in delivering this important curriculum including the planning, coherency, and delivery of relevant topics. Subject teachers and Form Tutors will also play a key role in providing support to our students throughout their learning journey.

Staff do not have the right to opt out of teaching RSE and if concerns arise about teaching RSE, staff are encouraged to discuss this with the Vice Principal.

Pupils

Pupils are expected to engage appropriately with RSE and to treat other pupils and staff with respect and sensitivity.

Pupils will be supported to participate in RSE in a way that reflects their individual needs and abilities and to ask questions, express concerns and seek help where appropriate.

Parents and Carers

Parents/carers will be provided with appropriate information about the school's RSE

13. Parents' Right to Withdraw

Parents/carers may request that their child be withdrawn from some or all **sex education** delivered as part of RSE. There is no right to withdraw from **Relationships Education** or content that forms part of the **science curriculum**.

Primary

Relationships Education is statutory. Where the school provides additional sex education, parents/carers may request withdrawal, which will normally be granted unless the content forms part of the science curriculum. Parents/carers will be informed in advance of the content and timing.

Secondary

Parents/carers may request withdrawal from some or all sex education. The Principal will discuss the request with the parent/carer and, where appropriate, the pupil, including the purpose and benefits of sex education and potential effects of withdrawal. Except in exceptional circumstances, the school will respect the request.

From three terms before a pupil turns 16, the pupil may choose to receive sex education even if their parent/carer has previously requested withdrawal. The school will make arrangements for this and explain the right in an age-appropriate way.

Pupils who are withdrawn will receive appropriate and purposeful education during the withdrawal period. The same process applies to pupils with SEND, while taking individual needs and vulnerabilities into account where appropriate.

Withdrawal Procedure

Parents/carers wishing to request withdrawal should contact the school in writing using the form in Appendix 3. The PSHE/RSE Co-ordinator will provide information about the curriculum and the content and timing of sex education. The Principal will consider the request and, where appropriate, discuss it with the parent/carer and pupil.

All requests, discussions and outcomes will be recorded securely in line with school information-management and safeguarding procedures.

Spring Hill will work constructively with families to ensure pupils receive appropriate, accurate and safe education while respecting statutory rights.

14. Training

Staff involved in RSE will receive appropriate training and support to ensure they can deliver it effectively and safely. Training will cover sensitive content, responding to

questions and disclosures, safeguarding, consent and boundaries, online safety, harmful sexual content and emerging issues such as AI, deepfakes, misogyny and online harms.

The Vice Principal and PSHE/RSE Co-ordinator will monitor training needs and provide ongoing professional development. External professionals may provide specialist training or support in line with Section 9.

Staff will be reminded of safeguarding procedures and their responsibility to report concerns or disclosures to the DSL or DDSL.

15. Monitoring Arrangements

At Spring Hill School, we are committed to providing high-quality, accurate and up-to-date Relationships and Sex Education (RSE) that meets the needs of our pupils and supports their personal development. The RSE policy and curriculum will be reviewed at least annually, and sooner where there are changes to legislation, statutory guidance, identified pupil needs or relevant good practice.

The delivery and effectiveness of RSE will be monitored by the Vice Principal and PSHE/RSE Co-ordinator through the school's quality assurance programme. Monitoring will include, where appropriate:

- Feedback from pupils, parents/carers and staff.
- Pupil voice, including student council feedback and questionnaires.
- Lesson observations and learning walks.
- Curriculum mapping and review of curriculum coverage.
- Planning and scheme of work scrutiny.
- Review of teaching resources.
- Scrutiny of pupils' work and evidence of learning.
- Review of assessment information and pupils' progress.
- Consideration of safeguarding concerns, disclosures or incidents relevant to RSE.
- Review of staff training and confidence in delivering RSE.

The school will use the findings from monitoring and evaluation to identify strengths, areas for development and any changes required to the RSE curriculum or its delivery.

Pupils' learning and development in RSE will be assessed through a range of age- and developmentally appropriate assessment-for-learning approaches. These may include questioning, discussion, observation, practical activities, role play, drama, written work, recorded work, individual tasks and other evidence of learning. Assessment will take account of pupils' individual abilities, communication needs and starting points.

We recognise that RSE is a collaborative part of school life. Feedback from pupils, parents/carers, staff and other relevant stakeholders will be considered as part of the review process. Parents/carers will be informed of significant changes to the RSE policy or



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curriculum where appropriate.

The outcomes of monitoring and review will inform the school's ongoing curriculum development, staff training and quality assurance processes.

16. PSHE: Curriculum Overview

Core topics as recommended by PSHE Association PoS Guidelines	Autumn Term Health and well being	Spring Term RSE	Summer Term Living in the wider world
KS3 Yr 7	1.Health and Wellbeing 2.Introduction Mental Health 3.Introduction Building Resilience 4.Kindness and Empathy 5.Online Safety 6.Introduction Vaping and Smoking Cessation 7.Illegal Drugs Introduction 8. Personal and Oral Hygiene 9. Boys' Puberty 10. Periods and Menstruation (Girls' Puberty) 11.FGM (option 1 - unaffected areas may choose Year 9) 12.Gratitude (option 2 - FGM affected areas may teach this in Year 9)	1. Safe, Healthy Positive Relationships 2. The Importance of Trust 3. Friendships and Fall-outs (2 hours) 4. Anti-bullying Focus 5. Peer Pressure and Influence (2 hours) 6. Online Grooming 7. Different Families, Stability and Commitment (2 hours) 8. Romantic Feelings and Falling in Love 9. Marriage (Includes Civil Partnerships)	1.Personal Development and Target / Goal Setting 2.The Importance of Respect and Respectful Relationships 3.Wants, Needs and Priorities 4.Self-Esteem Throughout Life (2 hours) 5.Media and Online Literacy 6. Racism Focus 7. Stereotyping and Prejudice 8.Protected Characteristics and the Equality Act 9.Careers, Skills and Qualities (2 hours) 10. Money and Budgeting Introduction
Secondary KS3 Yr 8	1.Balanced Diet Healthy Food 2.Introduction The Importance and Benefits of Exercise 3.Lifestyle Diseases and Cancer 4.Eating Disorders 5.Social Media and Online Stress Online 6.Bullying and Large Group Chats (2 hours) 7.Self-Harm Prevention 8.Knife Crime Introduction 9.Exploring Identity and Diversity (2 hours)	1.Tolerance and Mutual Respect 2. Masculinity (being a great man) 3. Alcohol, Relationships and Risks (2 hours) 4.Cyberbullying and Online Trolls 5.Consent, Boundaries and Law (2 hours) 6.Contraception (2 hours) 7.Sexual Health and STIs inc. AIDS/HIV Prevention (2 hours) 8.Condoms (and how to use them)	1.Attendance and Punctuality 2.Ambition, Aspiration and Realistic Careers 3.Employability Skills Introduction 4.Entrepreneurship Introduction 5.Saving, Managing and Investing Money 6.The Importance of Teamwork Sexism in Society 7.Ableism (Invisible and Visible Disabilities) 8.County Lines and Gangs (2 hours) 9.The Importance of Communication Skills (2 hours)

			10. Mental Health in the Wider World (2 hours)
KS3 - Yr 9	1.Mental Health, Stigma and Language 2.Managing Anxiety 3.Happiness and Positivity (2 hours) 4.Gratitude (option 1 - FGM affected areas may teach this in Year 9) 5.FGM (option 2 - affected areas may choose Year 7) 6.The Benefits of Sleep and Sleep Hygiene 7.Healthy Eating on a Budget 8.Health Advice and Services 9.Prescription Drugs and Antibiotics 10. First Aid and CPR (2 hours)	1.Relationships and the Media / Social Media (2 hours) 2.Diverse Relationships 3.Gender Stereotypes and Harms 4.Gender Equality and Misogynistic Views 5.Sexual Harassment and the Law 6.Misogyny and the Manosphere (2 hours) 7.Pornography, Dangers and Our Brains 8.Grief, Loss and Separation 9.Conflict Management for all Relationships (2 hours)	1. Getting Ready for KS4 and the GCSE Options Process (2 hours) 2.Responsible Finances and Avoiding Debt 3.Financial Exploitation and Online Fraud (2 hours) 4.Workplace Skills, AI and the Future Labour Market 5.Online Reputation / E-Reputation (2 hours) 6.The Importance of Community 7.Anti-Social Behaviour 8.The Importance of Volunteering 9.Algorithms and Dangerous Subcultures
KS4 - Yr 10	1.Social Media and Resilience 2. Loneliness, Mental Health and Social Media 3.Deepfakes, Pornography and Malicious AI 4.Body Image and Social Media 5. Managing Social Anxiety 6. Cancer, Self-Examination and Screening 7.Unplanned Pregnancy and Choices 8.Illegal Party Drugs - Nitrous Oxide 9.Exam Stress and Stress Management 10.Mental Health Support and Networks 11.Porn, Sexual Ethics, Strangulation and Online Harms	1.Coercive, Controlling Abuse and Exploitative Relationships (2 hours) 2. Gaslighting and Emotional Abuse in Relationships 3. Forced Marriage and the Law 4. Divorce, Separation and Loss 5.Stalking, Sexual Harassment and the Law (2 hours) 6.Assessing Readiness for Sex Abortion (2 hours) 7.LGBT Rights 8.Adoption and Fostering	1.Social Media, Influencers and Online Validation 2.Hate Crime and Extremism in UK (2 hours) 3.Equity and Equality (2 hours) 4.Future Careers and the Rise of AI (2 hours) 5.Employment Rights and Responsibilities 6.Tattoos, Piercings, Body Modifications and Our Appearance 7.Work Experience Preparation 8. Health and Safety at Work 9.Cyber Crime and Online Illegal Criminal Behaviours
KS4 - Yr 11	1.Compulsive, Unwanted and Fixed Behaviours 2.Mob Mentality and Criminal Behaviour (2	1.Offensive Language, Bullying and Microaggressions	1.Getting Ready for KS5 and Choosing Post 16 Options

	hours) 3.Fertility, Gynaecological, Menstrual and Reproductive Health (2 hours) 4.AI Chatbots, Poor Advice and Misplaced Affections 5.Neurodiversity Explained and Explored 6.Personal Safety and Risk on the Streets 7.Sugar, Health and Processed Foods (2 hours) 8.Suicide Prevention 9.Virginity Testing, Hymenoplasty and the Law	2.Parenthood and Brain Development Throughout life 3.Online Dating Dangers and Risks 4.The Role of Pleasure in Intimate Relationships 5.Parenting Costs and Considerations 6.Sex in the Media / Social Media 7.Pornographic Deepfakes, Image Sharing and the Law 8.Honour Violence and Killings 9.Responsible Health Choices (vaccinations, organ and blood donation, PrEP) (2 hours) 10.Sextortion and Criminal Online Behaviour (2 hours)	2.Personal Safety - Independent Travel Abroad 3.Online Extremism and Radicalisation (subcultures) (2 hours) 4.Online Privacy and Data Protection 5.Navigating a Cost-of-Living Crisis 6.Different Types of Employment in the Modern World 6.CVs, Cover Letters and Job Applications (2 hours) 7.Job Interviews 8.Revision Management and Study Skills (2 hours)
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17. Appendix 2 - By the end of KS2, Students Should Know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up • That marriage and civil partnerships represent 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online and safety awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications 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 contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
General wellbeing	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help.

Wellbeing online	• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • 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. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.	
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.	

Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	

Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	

18. Appendix 3 – By the end of KS4, Students Should Know:

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing up children. • 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. • That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marrying before the age of 18 are illegal. • How families and relationships change over time, including through birth, death, separation and new relationships. • 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. • 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	• 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. • 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. • 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. • What tolerance requires, including the importance of tolerance of other people's beliefs. • 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. • 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. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.

- 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.
- 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.
- 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.
- 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.
- 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.

TOPIC	PUPILS SHOULD KNOW
Online safety awareness	• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • 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. • 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. • 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. • 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.⁹ • 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. • 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. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • 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. • 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. • How information and data is generated, collected, shared and used online.

	• 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). • 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. • 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	• 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. • 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. • 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 • 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. • 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. • 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. • The concepts and laws relating to sexual violence, including rape and sexual assault. • 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. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • 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. • 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. • 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. • 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	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • 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. • 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. • 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. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • 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. • 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 • The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • 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	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • 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. • 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. • 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. • How to critically evaluate which activities will contribute to their overall wellbeing. • 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. • 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. • 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	• 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. • 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. • 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. • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. • 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. • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. • 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	• 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. • Factual information about the prevalence and characteristics of more serious health conditions. • That physical activity can promote wellbeing and combat stress. • The science relating to blood, organ and stem cell donation.
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. • The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. • The law relating to the supply and possession of illegal substances. • 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. • The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. • The dangers of the misuse of prescribed and over-the-counter medicines. • 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. • 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	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. • 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. • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. • 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. • 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. • 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. • 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. • 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	• 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). • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. • 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. • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. • 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). • 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	• Basic treatment for common injuries and ailments. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health. • The facts about puberty, the changing adolescent body, including brain development. • 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. • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

19. Parent Form: Request to Withdraw Child from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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	