Relationships, Sex and Health Education (RSHE) Policy

Churchdown School Academy
ACHIEVING SUCCESS FOR ALL

Date ratified by governors:	4th November 2026
Date due to be reviewed:	1st December 2027
Person responsible:	Mrs N Roberts-Moore

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1. Aims

The Relationship, Sex and Health Education (RSHE) curriculum at Churchdown School Academy allows pupils to develop knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Through the curriculum they will develop resilience and the capacity to make sound decisions when facing risks, challenges and complex contexts. They will also develop their confidence to know how and when to ask for help, and to know where to access support.

The aims of RSHE at our school are to:

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

2. Statutory requirements

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

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

This policy has been reviewed against the revised Department for Education statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, which came into force on 1 September 2026. The guidance is issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The school must have regard to this guidance and will have good reason for any departure from provisions expressed as 'should' or 'should not'.

The school also has regard, where relevant, to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019; Keeping Children Safe in Education 2026; Working Together to Safeguard Children 2026; the Children Act 1989 and Children Act 2004; the Equality Act 2010 and Public Sector Equality Duty; the Human Rights Act 1998; the SEND Code of Practice: 0 to 25 years; the Prevent duty guidance; and statutory guidance on information sharing to safeguard children and young people.

RSHE is part of the school's wider safeguarding and preventative education. It is delivered alongside, and should be read in conjunction with, the school's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety arrangements, SEND Policy and relevant equality policies.

3. Policy development

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

1. All relevant information including relevant national and local guidance has been reviewed by the deputy head
2. School staff were given the opportunity to look at the policy and make recommendations
3. Pupils were consulted to establish what they want included in their RSHE
4. All interested parties (such as Parent/carers) were invited to consult with the school about the policy
5. Once amendments were made, the policy was shared with governors and ratified

The school will proactively engage and consult parents/carers whenever this policy is developed or reviewed and will listen and respond to pupil views so that the curriculum remains relevant, appropriately sequenced and responsive to need. Consultation does not provide a parental veto over statutory curriculum content.

The current policy will be published on the school website, and a copy will be provided free of charge to anyone who requests one. Parents/carers will be given clear information about what is taught, when it is taught, the resources used and any external providers involved.

4. Definition

Relationships, sex and health education (RSHE) involves learning about emotional, social and cultural development of students. It involves learning about the physical aspects of growing up, relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in an age appropriate and sensitive way.

RSHE forms part of the PSHE curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative

relationships and staying safe both on and offline. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

For the purposes of this policy, relationships education develops pupils' knowledge and skills for safe, respectful and healthy relationships and may include sensitive safeguarding content without explaining the details of sexual activity. Sex education is the part of RSE that teaches about intimate and sexual relationships and sexual health beyond content taught as part of the science curriculum. This distinction is important because the parental right to request withdrawal applies only to sex education within RSE, not to relationships education, health education or statutory science.

Relationships, sex and health education will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on pupils having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content

5. Curriculum

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

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

Parents/carers will be informed in advance about sex education content within lessons. The school will show parents/carers a representative sample of planned RSHE resources and will make all curriculum materials used to teach RSHE available to parents/carers to view on request, subject to normal copyright arrangements. The school will not enter contractual arrangements with external providers that prevent materials being shown to parents/carers.

Where a pupil asks a question that is outside the planned curriculum, staff will respond in a factual, age- and stage-appropriate and safeguarding-aware way. Where appropriate, the question may be answered individually, or pupils may be signposted to a trusted adult or reliable source of support. Staff will not provide withdrawn pupils with the sex-education content from which their parent/carer has requested withdrawal.

6. Delivery of RSHE

RSHE is taught primarily within the PSHE education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). All protective and preventative content will be taught carefully and proportionately, so that it does not cause unnecessary alarm or normalise risky behaviours and activities.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

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

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

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

- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM)
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography

- The protected characteristics
- The age of criminal responsibility

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

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

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

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

We **will** consider whether any resources we plan to use:

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

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

6.3 Safeguarding, disclosures and confidentiality

RSHE is an important part of the school's preventative safeguarding curriculum. Teaching will help pupils recognise abuse, exploitation, coercion, harmful sexual behaviour, sexual harassment and sexual violence; understand that abuse is never the fault of the person experiencing it; know how to seek help; and understand how to report concerns about themselves or others.

At the start of sensitive teaching, staff will establish clear ground rules and explain the limits of confidentiality. Staff must never promise a pupil that they will keep a disclosure secret. Any safeguarding concern or disclosure arising before, during or after an RSHE lesson must be responded to in line with Keeping Children Safe in Education 2026 and the school's Safeguarding and Child Protection Policy, and passed promptly to the Designated Safeguarding Lead or a Deputy DSL. Only those who need to be involved will be informed.

External visitors must understand the school's safeguarding and confidentiality arrangements before working with pupils. A member of school staff will remain present, and any concern or disclosure will be managed through the school's safeguarding procedures rather than by the visitor acting independently.

6.4 Accessibility, SEND and vulnerability

Teaching will be adapted so that RSHE is accessible to all pupils, including pupils with SEND, and supports preparation for adulthood. Reasonable adjustments may include adapted language, visual or concrete resources, pre-teaching, additional processing time, small-group teaching or targeted follow-up. Staff will take account of communication needs, developmental stage and individual vulnerability without reducing pupils' entitlement to essential safeguarding knowledge.

The school recognises that some pupils with SEND may be more vulnerable to harmful sexual behaviour, sexual abuse, exploitation, violence and bullying. Planning and delivery will therefore be informed, where appropriate, by the SENCO, DSL and other relevant professionals.

6.5 Sensitive mental-health content

Where the curriculum addresses specialised or potentially distressing content such as self-harm, eating disorders or suicide prevention, the school will use reliable, high-quality materials and appropriately trained staff. Suicide prevention will be approached safely and proportionately, with regard to pupils' age, maturity and experiences; staff will avoid discussion of methods or other content that could increase risk and will signpost pupils to appropriate support. Any concern about an individual pupil will be managed through safeguarding procedures.

6.6 Equality, sex and gender reassignment

RSHE will be taught in accordance with the Equality Act 2010 and the Public Sector Equality Duty. Pupils will learn the facts and the law relating to all protected characteristics by the end of secondary education. Teaching about biological sex and gender reassignment will be factual, age-appropriate and respectful. Where issues are contested, staff will not present a contested view as fact or endorse a particular political or ideological position, and will maintain a safe environment in which pupils can express views respectfully without bullying, harassment or discrimination. Where social transition is discussed, teaching will be factual, age-appropriate and respectful, and will distinguish clearly between biological sex, gender reassignment as a protected characteristic, and social transition.

7. Use of external organisations and materials

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Before any external session, the school will agree the intended learning outcomes, lesson content, safeguarding arrangements and limits of confidentiality. External providers will be told how to report concerns and disclosures immediately to school staff. The school will remain responsible for the curriculum content and for ensuring that teaching is accurate, unbiased, age- and stage-appropriate, accessible to pupils with SEND and consistent with this policy.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education
- The governing board will also assure itself that RSHE contributes to the school's safeguarding culture, that the policy remains aligned with current statutory guidance, and that arrangements for parent/carer engagement, accessibility, safeguarding disclosures and evaluation are effective.

8.2 The headteacher

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

The headteacher will ensure that the school has a clearly identified RSHE lead, sufficient curriculum time, appropriately trained staff, appropriate resources and effective links between RSHE, safeguarding, SEND, pastoral support and the wider curriculum.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (N Roberts-Moore)
- The Designated Safeguarding Lead will advise the RSHE lead and teaching staff on safeguarding themes, emerging risks and local contextual concerns; support safe planning for sensitive content; and ensure that concerns or disclosures arising from RSHE are managed in accordance with the school's safeguarding procedures.

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

RSHE is taught by the following members of staff: Mrs Roberts Moore, Miss Hicks, Miss Biscoe, Mrs Kelly.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Parents/carers **do not have** the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Before deciding a request, the headteacher will discuss it with the parent/carer and, where appropriate, the pupil. The discussion will clarify which content is sex education, the purpose and benefits of the curriculum, and any potential social, emotional or safeguarding impact of withdrawal. The school will keep a written record of the discussion and decision.

Pupils will be made aware that, from three terms before they turn 16, they may choose to receive sex education even where a parent/carer has previously requested withdrawal. If a pupil chooses to opt back in, the school will make arrangements for the pupil to receive the teaching during one of those three terms.

Any pupil who is withdrawn will receive appropriate, purposeful education during the period of withdrawal and will not be disadvantaged or stigmatised because of the decision.

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

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

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

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

Training will include creating a safe classroom climate, managing sensitive questions, safeguarding and disclosures, the limits of confidentiality, harmful sexual behaviour and sexual harassment, online harms including AI-generated sexual imagery and sextortion, SEND accessibility, equality duties and the safe delivery of sensitive mental-health content. Staff delivering specialised content will receive additional training or advice where required.

11. Monitoring arrangements

The delivery of RSHE is monitored by Mrs Roberts-Moore (assistant headteacher) through:

- Planning meetings
- Learning walks
- Work scrutiny
- Relationships, sex and health education (RSHE) policy.
- Data drops

- Lesson observations

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Monitoring and evaluation will also draw on pupil voice, parent/carer feedback, staff feedback, safeguarding and pastoral themes, local contextual information and curriculum assessment. The RSHE lead will use this evidence to identify gaps, check sequencing and accessibility, and ensure that all statutory content is taught by the end of secondary education.

Where emerging safeguarding, health or contextual issues require a change to the published programme, the school may adapt teaching in an age- and stage-appropriate way. Parents/carers will be informed of material changes and relevant resources will remain available to view on request.

This policy will be reviewed by the Assistant Headteacher responsible for RSHE annually. At every review, the policy will be approved by the governing board.

For this review cycle, the policy lead is the Assistant Headteacher named on the front page. The policy will be reviewed at least annually and sooner where statutory guidance, safeguarding requirements or local need changes.

Appendix 1: Relationships sex and health education curriculum overview

The curriculum overview below must be read alongside Appendix 2. The school will maintain a detailed, sequenced curriculum map showing where every statutory secondary RSHE and health education outcome is taught and revisited across Years 7 to 11. Where the published overview below does not yet show Years 10 and 11, the RSHE lead will ensure that the full Year 10 and Year 11 sequence is added to the published curriculum information so that parents/carers can see how and when all statutory content is completed by the end of secondary education.

RSHE is taught primarily within the PSHE education curriculum. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). PSHE is delivered through the core themes of:

Health and wellbeing

Living in the wider world

Relationships

Year 7	Topic
Autumn 1	In PSHE (Health and wellbeing) pupils will learn: • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships In tutor time (Headstrong) pupils will learn about: • building resilience, including who they would ask for support
Autumn 2	In PSHE (Health and wellbeing) pupils will learn: • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support In science: • human reproduction In tutor time (Headstrong) pupils will learn about: • friendships, healthy and unhealthy relationships, respect, self-respect and consent External providers: • Hope – Anti-bullying School / National events: • Anti-bullying week
Spring 1	In PSHE (Healthy relationships) pupils will learn: • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others In tutor time (Headstrong) pupils will learn about: • healthy diet, sleep, exercise and managing stress School / National events: • Children's Mental Health week
Spring 2	In tutor time (Headstrong) pupils will learn about: • using positive language to promote positive relationships

Summer 1	In PSHE (Relationships) pupils will learn: • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent In tutor time (Headstrong) pupils will learn about: • safe and unsafe relationships, including online relationships School / National events: • LGBT Awareness week
Summer 2	In tutor time (Headstrong) pupils will learn about: • taking responsibility for their decisions

Year 8	Topic	
Autumn 1	In PSHE (Healthy relationships) pupils will learn: • about all forms of discrimination: racism, religious discrimination, disability, discrimination, • sexism, homophobia, biphobia and transphobia • how to recognize and challenge ageism and ableism • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination • how to recognise and challenge sexism In tutor time (Headstrong) pupils will learn about: • their ambitions and their identity	
Autumn 2	In PSHE (Living in the wider world) pupils will learn: • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions In tutor time (Headstrong – New Year New Me) pupils will learn about: their own values, school values, British Values and Consent External providers: • Chelsea's Story – CSE School / National events: • Anti-bullying week	
Spring 1	In PSHE (Health and wellbeing) pupils will learn: • about 'group-think' and persuasion • how to manage influences on beliefs and decisions • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes In tutor time (Headstrong) pupils will learn about:	

	• digital literacy and protecting their privacy online	
Spring 2	In PSHE (Healthy relationships) pupils will learn: • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image In tutor time (Headstrong) pupils will learn about: • making positive choices around friendships and relationships, including online School / National events: • LGBT Awareness week	
Summer 1	In PSHE (Health and wellbeing) pupils will learn: • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies In tutor time (Headstrong) pupils will learn about: • their identity	
Summer 2	In PSHE (Living in the wider world) pupils will learn: • how to develop self-worth and confidence In tutor time (Headstrong) pupils will learn about: • using positive language to promote positive relationships School / National events: • Childrens Mental Health week	

Year 9	Topic	
Autunm 1	In PSHE (Health and wellbeing) pupils will learn: • about the relationship between physical and mental health influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination In tutor time (Headstrong) pupils will learn about: • managing their emotions and their mental health School / National events: • Anti-bullying week	
Autumn 2	In PSHE (Healthy relationships) pupils will learn:	

	• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services In tutor time (Headstrong) pupils will learn about: • using positive language to promote positive relationships	
Spring 1	In tutor time (Headstrong) pupils will learn about: • consent School / National events: • Childrens Mental Health week	
Spring 2	In PSHE (Health and wellbeing) pupils will learn: • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group-think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence In tutor time (Headstrong) pupils will learn about: • making good choices in relation to their future ambitions	
Summer 1	In PSHE (Healthy relationships) pupils will learn: • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online In tutor time (Headstrong) pupils will learn about: • making healthy choices around their lifestyle School / National events: • LGBT Awareness week	
Summer 2	In tutor time (Headstrong) pupils will learn about: • maintaining positive relationships with their friends whilst making independent choices	

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • 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 marriage 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • 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 and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • 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 • 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 Pupils should also understand the impact that online misogynistic influencers can have on attitudes, relationships and behaviour.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • 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 • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • 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 • 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 • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • 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 (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk

TOPIC	PUPILS SHOULD KNOW
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. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • 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 or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ 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 ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • 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

TOPIC	PUPILS SHOULD KNOW
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 • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About 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

TOPIC	PUPILS SHOULD KNOW
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 • 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 • About 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 • About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online • About 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

TOPIC	PUPILS SHOULD KNOW
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 • About 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 • About the law relating to the supply and possession of illegal substances • About 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 • 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 • About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency • About 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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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

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

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project

Appendix 4: Suggested resources

Teaching resources

There are many excellent resources available, free of charge, which CSA draws upon when delivering PSHE and RSHE. Each resource is assessed carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their need. PSHE and RSHE teachers also draw upon the expertise of other subjects where appropriate.

Below are some of the resources that have been used to plan PSHE and RSHE lessons. This is not an exhaustive list:

PSHE Association Programme of study for KS1-5

Brook: https://www.brook.org.uk/

Sexwise: https://www.sexwise.org.uk/

Disrespect NoBody from the Home Office and Government Equalities Office.

Consent: lesson plans from the PSHE Association.

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Rise Above: https://riseabove.org.uk/

NSPCC: https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships

Young Minds: https://youngminds.org.uk/

Anti-bullying Alliance: https://www.anti-bullyingalliance.org.uk/

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting

Thinkuknow: https://www.thinkuknow.co.uk/

CEOP: https://www.ceop.police.uk/safety-centre/

Digital Awareness UK: https://www.digitalawarenessuk.com/