



RELATIONSHIP AND SEX EDUCATION POLICY 2026-28

Policy Approved: June 2026
Policy Renewal: June 2028

Reviewed by the LGB Governors

“The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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1. Aims

The aims of relationship and sex education (RSE) at Greenbank 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
- Protect pupils from sexual exploitation and abuse (UNCRC Article 34)

Throughout, the following values will be demonstrated and encouraged:

- Respect for self and others
- The right to accurate information and access to confidential services
- The right to hold own views
- Acceptance of responsibility for own behaviour
- Difference and diversity
- Understanding and care for others
- Development and implementation of the 5 core British Values
- Development of spiritual, moral, social and cultural education.

2. Statutory Requirements

This policy is based on statutory guidance from the Department for Education, including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, updated 2025)
- Requirements under the Education Act 1996
- Greenbank High School delivers RSE in accordance with this guidance.

3. Policy Development

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

- Review – leaders collated relevant information including relevant national and local guidance.
- Staff consultation – staff were given the opportunity to consider the policy and make recommendations.
- Parent /carer consultation – parents and carers are consulted about RSE and given the opportunity to ask for information on the topics covered.
- Pupil consultation – ongoing pupil feedback provides information about what pupils want from their RSE.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is outlined in Appendix 1 and may be adapted as needed to respond to pupils' needs. It has been developed in consultation with staff, pupils and parents, ensuring it reflects pupils' experiences and supports their wellbeing. Teachers respond appropriately to questions beyond the curriculum to ensure pupils receive accurate information.

Further detail is provided in Appendix 1 (curriculum maps) and Appendix 2 (end-of-secondary expectations).

Character Education and British Values

RSE supports pupils' character development by promoting resilience, respect, responsibility and empathy.

It enables pupils to build positive relationships, manage conflict and make informed decisions, while reinforcing British values including democracy, the rule of law, individual liberty, and mutual respect and tolerance.

Age-Appropriateness of Content

RSE is delivered in a carefully sequenced, age-appropriate way, building on prior knowledge and reflecting pupils' development. Staff use professional judgement to handle sensitive topics appropriately. Content is adapted where necessary to ensure accessibility for all pupils, including those with SEND.

6. Delivery of RSE

RSE is taught through the personal, social, health and economic (PSHE) education curriculum and the Enrichment Programme, both of which form part of the school's Personal Development provision. Biological aspects are taught within the science curriculum, with other aspects delivered through religious education (RE).

Pupils are supported to develop the following skills:

- Communication, including managing relationships and emotions
- Recognising and assessing risk
- Assertiveness
- Seeking help and support when needed
- Informed decision-making
- Self-respect and empathy
- Maintaining a healthy lifestyle
- Managing conflict
- Discussion and collaborative learning
- Making informed, unbiased choices
- Understanding consequences
- Recognising the benefits of delaying sexual activity
- Resisting inappropriate pressure or advances

These areas are taught within the context of family life, taking care not to stigmatise pupils based on their circumstances. Teaching reflects a wide range of family structures, including single-parent families, LGBTQ+ families, adoptive families, foster carers, kinship care and looked-after children, and recognises that some pupils may have different support networks.

Where appropriate, provision is adapted to meet the needs of pupils with SEND, including smaller groups, specialist support and tailored resources, ensuring all pupils can access the curriculum and develop essential knowledge and skills.

7. Inclusivity and Equality

RSE at Greenbank High School is inclusive and reflects the diversity of the school community. Teaching aligns with the Equality Act 2010 and includes a range of family structures, identities, and experiences. Lessons challenge prejudice and stereotypes and promote respect for all protected characteristics, ensuring all pupils feel represented, valued, and able to participate fully.

8. Safeguarding and Confidentiality

Safeguarding is central to RSE at Greenbank High School. Staff recognise that pupils may share personal concerns or disclosures during lessons. While pupils are encouraged to speak openly, staff cannot

guarantee confidentiality. Any concerns about a pupil's safety or wellbeing will be reported to the Designated Safeguarding Lead in line with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Pupils are taught how to recognise unsafe situations; report concerns and identify trusted adults within school. They are reassured that they will be listened to, taken seriously, and not blamed. Staff receive regular safeguarding training to ensure they respond appropriately to disclosures and challenge harmful behaviours.

9. Roles and responsibilities

The Local Governing Body

The Local Governing Body will approve the RSE policy and hold the headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE.
- Staff do not have the right to opt out of teaching RSE. Any concerns about delivering RSE should be discussed with the Headteacher.

The Subject Leader for PSHE, including RSE, is Mrs H Clarke. RSE is delivered by a trained and experienced team of staff.

Pupils

Pupils are expected to engage fully in RSE and to participate in discussions with respect, sensitivity, and consideration for others.

10. Right to withdraw

Parents and carers have the right to withdraw their child from the non-statutory, non-science components of sex education within RSE up to three terms before their sixteenth birthday.

Requests for withdrawal must be made in writing using the pro-forma in Appendix 3 and addressed to the Headteacher. A record of the request will be kept in the pupil's educational file. The Headteacher, or a designated senior leader, will discuss the request with parents and take appropriate action.

Appropriate alternative work will be provided for pupils who are withdrawn.

11. Parental Engagement

Greenbank High School recognises parents and carers as the primary educators of their children.

We work in partnership with families to ensure RSE is transparent, supportive and clearly communicated. The school will publish curriculum information annually, provide advance notice of key topics and offer opportunities for parents to view materials and ask questions. Our aim is to maintain a collaborative approach that supports pupils' wellbeing and development.

12. Training

Staff receive appropriate training to ensure the effective delivery of RSE. External specialists, such as school nurses or sexual health professionals, may be invited to support staff training and contribute to RSE provision.

13. Monitoring and Evaluation

The delivery of RSE is monitored by the Subject Leader, Mrs H Clarke, through learning walks, work sampling, and pupil voice. Pupils' progress is monitored by class teachers as part of internal assessment systems. Assessment focuses on pupils' understanding, reflection and ability to apply learning to real-life situations. A range of approaches is used, including low-stakes quizzes, reflective tasks, scenario-based discussions and observation. Assessment does not evaluate pupils' personal beliefs or experiences; instead, it is used to identify misconceptions, inform planning and ensure pupils develop the knowledge and skills needed to stay safe and build healthy relationships.

14. Review of Resources

All RSE resources are reviewed annually to ensure they are accurate, inclusive and responsive to emerging risks, including online harms and developments in technology such as AI and deepfakes. Updates may be made sooner where safeguarding concerns arise. The Subject Leader ensures all materials are evidence-based, age-appropriate and compliant with statutory guidance.

15. Policy Review

This policy will be reviewed every two years by Mrs Thomas, Assistant Headteacher, with strategic responsibility for Personal Development. All updates will be approved by the Local Governing Body.

16. Policy Links

This policy should be read with:-

- The Child Protection and Safeguarding Policy
- The Curriculum Policy
- The Anti-Bullying Policy
- Visiting Speaker Policy

[DFE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
(updated December 2025) [Relationships and Sex Education \(RSE\) \(Secondary\) - GOV.UK](#)

Appendix 1A: Mapping by topic and year group

RSE Curriculum					
Families:	Y7	Y8	Y9	Y10	Y11
1. That there are different types of committed, stable relationships.	X		X		
2. How these relationships might contribute to wellbeing, and their importance for bringing up children	X		X		
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.			X		
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	X		X		
5. That forced marriage and marrying before the age of 18 are illegal					X
6. How families and relationships change over time, including through birth, death, separation and new relationships		X	X	X	
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.			X		
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	X	X	X	X	X
Respectful Relationships:					
1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	X	X	X	X	X
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	X	X	X	X	
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others	X	X	X	X	
4. What tolerance requires, including the importance of tolerance of other people's beliefs.	X	X	X	X	X
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	X	X	X	X	
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	X	X	X		
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration	X	X	X	X	
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils	X	X	X	X	X

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

deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them					
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong	X	X	X	X	X
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice	X	X	X	X	X
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	X	X	X	X	X
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.			X	X	X
12. How information and data is generated, collected, shared and used online.	X		X		X
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	X		X		X
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	X		X	X	X
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk		X			
Being Safe:					
1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	X	X	X	X	X
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	X		X	X	X
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	X	X	X	X	X
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions	X	X	X	X	X

5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.			X	X	X
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.			X	X	X
7. The concepts and laws relating to sexual violence, including rape and sexual assault.			X	X	X
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.			X	X	X
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.				X	X
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed				X	X
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	X		X	X	X
12. The concepts and laws relating to forced marriage.					X
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.	X				X
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.				X	X
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.			X	X	X
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.			X	X	X
Intimate Relationships:					
1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.			X	X	X
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.			X	X	X
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent			X	X	X
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing			X	X	X

5. That some sexual behaviours can be harmful.			X	X	X
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making			X	X	
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion, and where to get further help.			X	X	
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma			X	X	
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.			X	X	
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour				X	X
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms			X	X	X
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.			X	X	X
Mental Wellbeing:					
1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary	X	X	X	X	X
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness		X			X
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.	X	X	X		X
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.		X	X		X
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.		X	X		X
6. How to critically evaluate which activities will contribute to their overall wellbeing.		X	X		X
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.		X	X	X	X
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others	X		X	X	
9. That the co-occurrence of alcohol/drug use and poor mental health is	X	X	X	X	X

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:					
1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	X	X	X	X	X
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have	X	X	X	X	X
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	X	X	X	X	X
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	X		X	X	
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	X	X	X	X	X
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	X	X	X		X
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.			X	X	X
Physical Health and Fitness:					
1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health	X	X	X		
2. Factual information about the prevalence and characteristics of more serious health conditions			X	X	X
3. That physical activity can promote wellbeing and combat stress.		X	X	X	X
4. The science relating to blood, organ and stem cell donation		X			
Healthy Eating:					
1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease	X	X			
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.		X		X	
3. The impacts of alcohol on diet and unhealthy weight gain	X	X		X	
Drugs, alcohol, tobacco and vaping:					
1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health	X	X	X	X	X
2. The law relating to the supply and possession of illegal substances.	X	X	X	X	X
3. The physical and psychological risks associated with alcohol	X			X	

consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.					
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	X			X	
5. The dangers of the misuse of prescribed and over-the-counter medicines.					X
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	X				
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	X				
Health Protection and Prevention:					
1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics	X		X		
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	X				
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals		X			X
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.		X	X	X	
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	X	X			X
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	X	X	X		
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support			X	X	
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.		X	X	X	
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.			X	X	X
Personal Safety:					
1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	X	X	X	X	X
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media	X	X	X	X	X

3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	X	X	X	X	
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime			X		
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).			X	X	
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	X		X	X	X
Basic First Aid					
1. Basic treatment for common injuries and ailments.		X			
2. Life-saving skills, including how to administer CPR		X			
3. The purpose of defibrillators, when one might be needed and who can use them.		X			
Developing Bodies					
1. The main changes which take place in males and females, and the implications for emotional and physical health	X		X		
2. The facts about puberty, the changing adolescent body, including brain development	X				
3. About menstrual and gynecological 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.	X		X	X	X
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.			X	X	

Appendix 1B: Example of curriculum

Year 9	Lesson	Content	Key Terms	Themes	PSHE ref
		Unit 1: Relationships			
1	Intro to RSE	To describe what is meant by the term sex. To understand the risks of sexual relationships. To understand how to reduce the risks surrounding sex.	Consent Sexual Health STI Physical, mental, emotional and reproductive health Sexual experience Intimacy Safe sex	BV Relationships SMSC	H1, H6, R11, R12, R24, R25, R26, R27
2	Consent and the law	To understand what constitutes consent. To know why consent is of vital importance in daily life.	Consent Age of consent Sexual abuse	BV Relationships Keeping safe SMSC	H6, R11, R12, R13, R24, R25, R26, R2, L21
3	Healthy relationships	To understand what it means to have a positive intimate relationship. To explore ways in which we can have good communication in a relationship.	Consent Age of consent Intimacy Red and green flags Healthy characteristics Abstinence	BV Relationships Keeping safe SMSC	H2, H4, H5, H6, H7, H10, R1, R2, R6, R8, R9, R10, R11, R12, R13, R14, R18, R24, R25, R26, R27, R28, R31, R37, H1, R3, R4, R5, R36
4	Healthy intimate relationships	To understand what it means to have a positive intimate relationship. To explore ways in which we can have good communication in a relationship, including with family and friends.	Unhealthy families Toxic relationship Unsafe families Red flags Consent Healthy relationships Miscommunication	BV Relationships Keeping safe SMSC	H2, H4, H5, H6, H7, H10, R1, R2, R6, R8, R9, R10, R11, R12, R13, R14, R18, R24, R25, R26, R27, R28, R31, R37, H22, H23, R3, R29, R30, R33, R32
5	Relationship loss and change	To understand that relationships will change and break down To analyse how to cope with different types of loss including bereavement	Bereavement Suicide Rejection Conflict resolution Separation Divorce	Relationships SMSC	R35, R36, R11, R12, R13, R14
6&7	Fertility	To understand how fertilisation happens, and how fertility changes throughout your life	Fertilisation Fertility Infertility Menopause Menstrual cycle Ovulation Conception Assisted conception IVF IUI Egg and sperm donation Adoption Fostering Surrogacy Coparenting Insemination	Relationships and sexual health SMSC	H34

8&9	Contraception	To know the main forms of contraception. To understand how effective these can be when used as directed. To know that contraception is for both parties to be responsible for when being intimate.	Contraception methods STI Ovulation Hormone methods Barrier methods LARC methods Vasectomy Emergency contraception Gillick competence	BV Relationships and sexual health	H21, H35, H36 R32, R33
10	Sexual Health	To understand the positives of intimate relationships. To understand the negatives of intimate relationships. To know how first experiences can impact on future sexual health.	Sexual health Physical, mental, emotional and reproductive health Love Intimacy STI Virginity Consent Contraception Unwanted pregnancy	BV Relationships and sexual health Keeping safe SMSC	H21, H36, R33
11&12	STI'S	To describe the key symptoms and risks associated with a variety of different STIs. To understand the importance of sexual Health Clinics (GUM). HIV preventative medication	STI HIV Chlamydia Herpes Pubic Lice Trichomoniasis Gonorrhea Genital warts Syphilis Barrier methods Pre Exposure Prophylaxis (PrEP) Post Exposure Prophylaxis (PEP) Gillick competence	Relationships and sexual health	H21, H36, R33

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

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Pupils should know:

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

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of

sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners

- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Pupils should know:

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

Intimate and sexual relationships, including sexual health

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

- It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.
- Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:
 - marriage
 - consent, including the age of consent
 - violence against women and girls
 - online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
 - pornography
 - abortion

- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

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

TO BE COMPLETED BY PARENTS/CARERS

Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers	
	Parents/carers will be invited to discuss their request to withdraw their child from sex education.