

Relationships, Sex and Health Education (RHSE) Policy

**Review Date**

November 2025

Ratified

December 2025

Next Review Date

April 2027

Responsible Directorate

Education

Our Trust

*These four critical questions make it clear who we are and what we do.
We ask ourselves these questions to guide our work and our improvement.*

Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we behave?

- **Hard work**
We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
We do the right thing because it is the right thing to do.
- **Teamwork**
We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

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1 | Introduction

- 1.1 Our Trust believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. Our Trust recognises that physical health and mental wellbeing are interlinked, so it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa.
- 1.2 Our Trust has a responsibility under the Equality Act (2010) to ensure the best for all pupils at our academies, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 Our Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive. Equally, it is essential that children and young people have access to the learning they need to stay safe, healthy and understand their rights as individuals. Our Trust believes that our pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual, and transgender (LGBTQ+) issues, the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBTQ+.
- 1.5 This policy has been developed in consultation with parents, pupils, and staff from all academies within the Trust to ensure that it meets the needs of the whole Trust community. The review of the policy will include:
- Annual parent consultation to inform them of any changes. Parents are asked for their feedback.
 - Staff, pupil, and Local Governing Boards will be asked to provide feedback through stakeholder voice opportunities.
 - Ratification - once any required amendments are made the policy is shared with the Trust Board to be ratified.

- 1.6 This policy will be reviewed annually and parents will be consulted in advance about significant changes.

2 | Aims and Objectives

- 2.1 Through the delivery of high-quality, evidence-based, and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships, and to ensure pupils know how and when to ask for help and where to access support. By the end of their education, the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships Education, RSE and Health Education are intended to help pupils to:
- Build healthy, respectful relationships focusing on family and friends
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol)
 - Learn about intimate relationships and sex
 - Learn about mental wellbeing
 - Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

3 | Definitions

- 3.1 Relationships Education at the primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults, and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.
- 3.2 RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with other people, and how to control and understand feelings that come with being in a relationship.

- 3.3 RSE **does not encourage early sexual experimentation**. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.
- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 | Roles and Responsibilities

- 4.1 All members of the Trust community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust and academy community are set out in detail below.
- 4.2 **Board of Trustees:** Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Principals to account for the implementation of the policy.
- 4.3 **The Chief Executive Officer (CEO):** The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.
- 4.4 **Local Governing Boards:** Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular feedback from the academy Principal on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise, and act as a point of challenge for decisions taken by the Principal. The Local Governing Board will annually feedback its findings to the Board of Trustees.
- 4.5 **Principals:** Each academy Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise

with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

- 4.6 **Staff:** Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.
- 4.7 **Parents:** The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.
- 4.8 **Pupils:** Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's Behaviour Policy.

5 | Delivery

- 5.1 Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
- 5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.

- 5.3 Secondary Education, the information set out in Annex 1 and 2
- 5.4 **Secondary Academies:** In our secondary academies RSE will be delivered in science, religious education, computing and Personal, Social, Health and Economic Education (PSHEE) and will build on the foundation of Relationships Education delivered in primary school.

6 | Relationships Education and RSE: Curriculum and Outcomes

- 6.1 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 1.

7 | Health Education: Physical Health and Mental Wellbeing

- 7.1 The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).
- 7.2 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 4.

8 | Pupils with Special Educational Needs and/or Disabilities

- 8.1 The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.
- 8.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.
- 8.3 Our specialist academies will take into consideration the scope and content of the policy and will tailor the content and teaching of Relationships Education, RSE, and Health Education to meet the specific needs of pupils at their different developmental stages. As with all teaching for these subjects, specialist academies will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.
- 8.4 To support effective delivery of Relationships Education, RSE, and Health Education and ensure accessibility for all pupils, including those with special educational needs and disabilities (SEND), the Trust encourages the use of a range of interactive and inclusive teaching strategies that promote engagement and deepen understanding.

These may include, for example; structured group and paired activities, drama and role play to explore scenarios and build empathy, and practical exercises tailored to individual learning needs. Staff may also incorporate visual aids, sensory regulation techniques, social stories, alternative response modes (e.g. choice cards, now and next boards etc), simplified language, and video content to introduce or reinforce key concepts, and inviting expert guest speakers to provide specialist knowledge and relatable perspectives. All strategies will be selected with consideration for age-appropriateness, safeguarding, and alignment with the intended learning outcomes. Teachers are expected to differentiate their approach to meet the diverse needs of their pupils and ensure that all activities are delivered in a safe, respectful and inclusive environment.

9 | Right to Request Withdrawal from Sex Education

- 9.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- 9.2 Parents of children in primary academies have the right to withdraw their child from sex education and should state this in writing and send it to the PSHE Lead at their child's academy. Parents of children in secondary academies have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.
- 9.3 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from:
- Relationships Education
 - Health Education
 - Topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction
- 9.4 Any parent wishing to withdraw their child from sex education in a secondary academy should put their request in writing and send it to the PSHE Lead at their child's academy who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. In Secondary Schools, staff will also meet with the pupils to discuss the withdrawal, so their wishes are heard too, making sure they understand that they may choose to opt back in 3 terms before they are 16.
- 9.5 In secondary academies, Principals will respect parents' wishes to withdraw their child from sex education, except in exceptional circumstances, such as where there are safeguarding concerns or vulnerabilities relating to the pupil.
- 9.6 If a pupil is excused from sex education the respective academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- 9.7 The Trust recognises that all individuals will engage in relationships with others, and that most pupils will form sexual relationships at some stage in their lives. Relationships Education is designed to provide pupils with the knowledge and skills to conduct themselves with kindness and respect in all relationships as they mature, enabling them to enjoy positive connections and to safeguard both themselves and others. The curriculum will emphasise the development and maintenance of healthy relationships, whilst also equipping pupils to recognise risks and potential harms. Relationships Education may therefore cover topics such as the prevention of sexual abuse or the dangers of sharing inappropriate material online, whilst ensuring this is delivered without explicit descriptions of sexual activity.

- 9.8 In line with good safeguarding practice, pupils will also be taught the correct terminology for body parts and encouraged to use these terms with confidence. This knowledge may be delivered as part of Health Education in the primary phase, without reference to specific sexual acts.

10 | Confidentiality and Child Protection

- 10.1 The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.
- 10.2 If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available, as well as the law surrounding the age of consent, and understands the risks of being sexually active.
 - Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible. Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
 - Report the matter to the DSL who will be able to make an assessment of the circumstances based on wider contextual information about the child.
- 10.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 | Equal Opportunities

- 11.1 Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.
- 11.2 The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's Behaviour Policy.

12 Lesbian, Gay, Bisexual, Transgender, Queer/ Questioning Plus (LGBTQ+)

- 12.1 Our Trust is committed to ensuring that Relationships Education and Relationships & Sex Education (RSE) are accessible and relevant to all pupils, recognising and respecting the diversity of our school communities. In line with the Equality Act 2010, we ensure that our curriculum and teaching practices promote equality and respect for all, including those with protected characteristics such as sexual orientation and gender reassignment.
- 12.2 All teaching is delivered in a sensitive and age-appropriate manner, reflecting the developmental needs of pupils and the varied backgrounds within our academies. When it is appropriate to introduce content relating to LGBTQ+ issues, this material is fully integrated into the wider curriculum, rather than taught as a stand-alone unit or lesson. This approach ensures that all pupils receive timely, relevant, and inclusive education that prepares them for life in modern Britain.
- 12.3 Our Trust empowers each academy to determine how best to embed LGBTQ+ content within their programmes of study, ensuring that it is taught at a point that is appropriate for the cohort and context. We expect all pupils to have the opportunity to learn about LGBTQ+ issues as part of their Relationships Education and RSE, supporting their understanding of equality, respect, and the importance of celebrating diversity.
- 12.4 This commitment is underpinned by ongoing consultation with parents, pupils, staff, and governors, ensuring that our curriculum remains responsive to the needs of our communities and reflects our values ensuring every child feels safe, happy and known.

13 | Complaints

- 13.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's Complaints Procedure.

Appendix 1- RSE Secondary Stage Curriculum and Outcomes

Year 7 Curriculum Overview		
Celebrating Differences T5		
Lesson	Learning Outcomes	Statutory RSE 2026
Celebrating Differences - 01 - What is your Identity	To appreciate the wide variety of aspects that make up my identity To understand the nature vs nurture debate To accept that it's okay to be different and to be proud of your identity	T1 - Families
Celebrating Differences - 02 - Multicultural Britain	To understand and describe how diverse modern Britain is To explore the facts and figures of immigration and pull factors To evaluate the concept of Britishness and whether multiculturalism works	T1 - Families
Celebrating Differences - 04 - Breaking Down Stereotypes	To define stereotyping and prejudice To evaluate what can be done to challenge stereotypes To understand the impact both positive and negative stereotypes can have	T2 - Respectful Relationships Inc Friendships
Celebrating Differences - 05- Learning Disabilities	To have a base knowledge of learning disabilities To understand how important the right language is To know basic etiquette with disabled people	T2 - Respectful Relationships Inc Friendships
Celebrating Differences - 06 - Prejudice and Discrimination	To identify different forms of prejudice and discrimination To consider how we can ensure equality for all in society To evaluate how cohesive Britain really is	T2 - Respectful Relationships Inc Friendships
Celebrating Differences - 07 - Challenging Islamophobia	To define islamophobia and give examples of it in UK society To explore where islamophobia comes from To consider how the government and legislation are	T2 - Respectful Relationships Inc Friendships

	attempting to combat different forms of discrimination	
Friend Respect & Relationships T3		
Lesson	Learning Outcomes	Statutory RSE 2026
Friends, Respect & Relationships - 01 - Consent and Boundaries	To understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way	T4 - Being Safe
Friends, Respect & Relationships - 02 - Respect and Relationships	To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences	T2 - Respectful Relationships Inc Friendships
Friends, Respect & Relationships - 03 - What Makes a Good Friend	To understand the importance of friendship and the qualities that make a good friend To know what is needed to form positive relationships with friends To evaluate why some friendships can be more beneficial than others	T2 - Respectful Relationships Inc Friendships
Friends, Respect & Relationships - 04 - Friendships & Online Relationships	To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails	T2 - Respectful Relationships Inc Friendships
Friends, Respect & Relationships - 05 - Being Positive	To understand that most people feel the same range of emotions, but do not always respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect us To see the good that can come from the bad	T1 - Families

Friends, Respect & Relationships - 06 - Pressure, Influence and Friends	To explain why it is important to be confident and assertive To know how to deal with peer pressure To understand when peer pressure can go wrong and how it can make someone else feel	T1 - Families
Friends, Respect & Relationships - 07 - What Does it Mean to be a Man in Today	To understand what it means to be a man in modern society To explore rigid gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and a 'real man'	T1 - Families
Staying Safe, Online & Offline T4		
Lesson	Learning Outcomes	Statutory RSE 2026
Staying Safe Online & Offline - 02 - Staying Safe Online	I can explain what a gut feeling is and how it links to my intuition I can identify a range of risks associated with being online I know how to reduce the potential risks when I am online and where to go to seek further help and support	T3 - Online Safety and Awareness
Staying Safe Online & Offline - 08 - Knife Crime and Safety	To know basic knife safety and what to do if threatened To explain the legal, emotional and physical consequences of carrying a knife To understand how knife crime impacts families and communities	T3 - Online Safety and Awareness
Managing Change T1		
Lesson	Learning Outcomes	Statutory RSE 2026
Managing Change - 07 - Transition Points in Your Life	Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition points and how you would apply them to future times of change in your life	T2 - Respectful Relationships Inc Friendships

Year 8 Curriculum Map		
Rights, Responsibilities & British Values T6		
Lesson	Learning Outcomes	Statutory RSE 2026
Law, Crime & Society - 02 - Desert Island - Building a Community	To understand the concept of community cohesion and what makes a community To be able to make decisions and understand their impact To understand the different forms of prejudice that exist	T1 - Families
Celebrating Diversity & Equality T5		
Lesson	Learning Outcomes	Statutory RSE 2026
Equality and Diversity Explored - 01 - Equality Act 2010	To know what equality means and why it is important. To be able to explain some challenges the Equality Act has faced To understand the Equality Act 2010 and how it can be applied in different cases	T1 - Families
Equality and Diversity Explored - 02 - LGBTQ+ What is it	To define the acronym LGBTQ+ To explore a variety of LGBT+ Role Models in British society To understand the many different key terms and concepts that are used within this topic	T2 - Respectful Relationships Inc Friendships
Equality and Diversity Explored - 03 - LGBTQ+ Rights Across the World	To identify some areas of the world where homosexuality is still illegal To evaluate the varying views and laws on homosexuality across the world To understand the responsibility of the international community to help combat homophobia	T2 - Respectful Relationships Inc Friendships
Equality and Diversity Explored - 04 - Gender Equality	To understand what gender equality means To be able to evaluate gender equality in the workplace, families and in politics To evaluate how as a society, we can challenge gender stereotypes	T1 - Families
Equality and Diversity Explored - 05 - Ableism and Disability Discrimination	To understand what ableism is and why it's a problem To identify language and behaviour that is	T2 - Respectful Relationships Inc Friendships

	ableist To know how to be anti-ableist and to be an ally for disabled people	
Equality and Diversity Explored - 06 - Removing the Barriers Equality for all	To understand what is meant by 'barriers to employment' To consider how these barriers impact people living with a disability To think about how we can move towards equality	T2 - Respectful Relationships Inc Friendships
Relationships and Sex Education T3		
Lesson	Learning Outcomes	Statutory RSE 2026
Identity, Relationships & Sex Education - 01 - Relationships and Sex Education	To understand the core aims of RSE in secondary schools To understand how physical touch may be different in a sexual relationship to any other relationship To explore what rights in relationships look like	T3 - Online Safety and Awareness
Identity, Relationships & Sex Education - 02 - Being Yourself & Self-Love	To know what self-love really is To be able to explain why self-love is so important, and good for us To see how society has evolved to minimise self-love	T1 - Families
Identity, Relationships & Sex Education - 03 - Healthy Respectful Relationships	Compare and contrast the characteristics of healthy and unhealthy relationships To know what respect in a healthy relationship looks like To explain various aspects of a healthy relationship and understand how they are connected	T5 - Intimate Relations & Sexual Health
Identity, Relationships & Sex Education - 04 - What is Love	To define the term love and understand that it comes in many forms To identify how you might like give and receive love yourself To understand different types of love and love languages	T5 - Intimate Relations & Sexual Health
Identity, Relationships & Sex Education - 07 - Introduction to Contraception	To describe the concept of abstinence To understand the main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods	T5 - Intimate Relations & Sexual Health

Identity, Relationships & Sex Education - 08 - Sexual Orientation	To understand the many different key terms and concepts that are used To explore and challenge LGBTQ+ prejudices and stereotypes To understand the damaging impact homophobic language has on people	T1 - Families
Staying Safe, Online & Offline T4		
lesson	Learning Outcomes	Statutory RSE 2026
Dangerous Society Online & Offline - 04 - Cyberbullying	Describe the meaning of bullying and cyberbullying and the impact they can have on an individual Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour To know how to manage oneself appropriately online	T3 - Online Safety and Awareness
Dangerous Society Online & Offline - 05 - Online Grooming	To understand how to stay safe online from grooming To explain how to spot a fake profile and catfishers To know where to seek specialist support and advice to help anyone who is at risk	T1 - Families
Dangerous Society Online & Offline - 07 - Child Exploitation & Online Protection	exploitation and be able to give examples To explore a variety of risks and dangers related to being online To evaluate how to reduce the risks associated with being online	T3 - Online Safety and Awareness

Health & Wellbeing T2		
Lesson	Learning Outcomes	Statutory RSE 2026
Physical Health & Mental Wellbeing - 03 - Positive Body Image	To understand what body image is and who can be affected To explore what influences body image for boys and girls To know various ways someone can improve their own or a friends self-esteem	T3 - Online Safety and Awareness
Physical Health & Mental Wellbeing - 04 - Child Abuse	To understand the different forms of child abuse To explore various warning signs that someone might need help To know who to talk to and where to access support and help for any form of abuse	T2 - Respectful Relationships Inc Friendships
Physical Health & Mental Wellbeing - 05 - Types of Bullying	To define bullying and cyberbullying and explain the impact they can have To explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour To know where to seek support and advice on bullying and cyberbullying	T2 - Respectful Relationships Inc Friendships
Physical Health & Mental Wellbeing - 06 - Healthy Eating and Cholesterol	To identify the components of a healthy diet To understand the difference between good cholesterol and bad cholesterol To understand how to replace unhealthy snacks and foods with healthier alternatives	T4 - Being Safe
Life Beyond School T1		
Lesson	Learning Outcomes	Statutory RSE 2026
Proud to be me - 06 - What Makes Me Angry	To understand the science behind why someone gets angry To explore how our thoughts and feelings can impact what we do and say To understand how to deal with and manage anger	T2 - Respectful Relationships Inc Friendships

Year 9 Curriculum Overview		
Rights, Responsibilities & British Values T6		
Lesson	Learning Outcomes	Statutory RSE 2026
Combatting Extremism & Terrorism - 01 - Conspiracy Theories and Extremist Narratives	To understand what a conspiracy theory is To explore why conspiracy theories and extremist narratives are interlinked To evaluate why conspiracy theories can be damaging to society	T3 - Online Safety and Awareness
Combatting Extremism & Terrorism - 07 - Anti-semitism	To define the terms Zionism and antisemitism To explore why Jews have been persecuted in Europe over hundreds of years To understand what is happening today in the UK	T2 - Respectful Relationships Inc Friendships
Relationships and Sex Education T3		
Lesson	Learning Outcomes	Statutory RSE 2026
Sex, the Law & Consent - 01 - Sexual Consent and the Law	To know the legal definition of consent and the law surrounding it To understand the purpose and the importance of consent To understand the consequences of sexual activity with no consent	T4 - Being Safe
Sex, the Law & Consent - 02 - FGM and the Law	To revise the different parts of the female reproductive organs To understand what FGM is and its impact To know that FGM is illegal and where you can go for help and support	T4 - Being Safe
Sex, the Law & Consent - 03 - Relationships and Partners	To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non-physical characteristics someone might look for in a future partner To look at relationships and understand the factors necessary to develop a healthy relationship	T5 - Intimate Relationships & Sexual Health
Sex, the Law & Consent - 04 - Domestic Abuse and Domestic Violence	To describe what an unhealthy relationship looks like To understand the different types of abuse that exist To identify how and where to get help with abusive relationships	T1 - Families
Sex, the Law & Consent - 05 - Why have Sex	To know the various things to consider when thinking about making a relationship sexual To understand the positive and negative reasons to have sex To explore the benefits and consequences of making a relationship sexual	T5 - Intimate Relationships & Sexual Health

Sex, the Law & Consent - 06 - Delaying Sexual Activity	To understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure To know why consent and respect for each other should be the priority in any relationship	T5 - Intimate Relations & Sexual Health
Sex, the Law & Consent - 07 - Sexual Harassment and Stalking	To define the terms stalking and harassment To explore the differences between flirting and sexual harassment To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)	T5 - Intimate Relations & Sexual Health
Relationships and Sex Education T5		
Lesson	Learning Outcomes	Statutory RSE 2026
Contraception & STIs - 01 - What are STIs	To be able to name at least five common STIs and explain how they are transmitted To understand the different groups that STIs are categorized by To identify the facts, dangers and symptoms of some common STIs	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 02 - Treating STIs and the Clinic	To describe the key symptoms and risks associated with a variety of different STIs To understand the importance of Sexual Health Clinics (GUM) To explain why people should always get themselves checked out after unprotected sex	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 03 - Contraception Explored	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or both	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 04 - Contraception - Condoms	To understand the correct steps for using an external or male condom To describe obstacles to condom use and explain how they can be overcome To know what a C-Card scheme is and how it works	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 05 - Contraception Explored Further	To understand the block, suppress and disable methods to reducing the risk of pregnancy To explore which forms of contraception protect against pregnancy, STI's or both To know what thrush is and the common symptoms of it in men and women	T5 - Intimate Relations & Sexual Health

Contraception & STIs - 06 - HIV and AIDS	I know what HIV and AIDS are and explain the difference I understand the main ways HIV is transmitted from person to person I can explain the vital importance of World AIDS Day	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 07 - HIV and AIDS Prejudice and Discrimination	To understand the history of HIV and AIDS and the recent advances in HIV treatment and prevention To explain what the stigma is surrounding HIV and AIDS and why it exists To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken	T5 - Intimate Relations & Sexual Health
Health & Wellbeing T2		
Lesson	Learning Outcomes	Statutory RSE 2026
Body Confidence - 04 - Bullying in all its forms	To understand the different forms of bullying and why people bully others To know what HBT bullying is and the impact it can have on the victim To evaluate what support schools and students can give to those impacted by the effects of HBT bullying	T1 - Families
Body Confidence - 06 - Media and Airbrushing	To describe how photo editing and air brushing are contributing to a false sense of beauty To explore what it means to be body positive and body neutral To evaluate the impact advertisements are having on our self esteem	T3 - Online Safety and Awareness
Life Beyond School T1		
Lesson	Learning Outcomes	Statutory RSE 2026
Essential Life Skills - 02 - Assertiveness	Know the difference between passive, assertive and aggressive Recognise assertive behaviour in dealing with peer pressure to drink Demonstrate strategies to manage risk and explain why they are useful	T2 - Respectful Relationships Inc Friendships

Year 10 Curriculum Overview		
Rights, Responsibilities & British Values Teacher T5+T6		
Lesson	Learning Outcomes	Statutory RSE 2026
Exploring British Values - 01 - Critical Thinking & Fake News	To understand how to spot fake news To explore the damaging consequences of Fake news To understand why critical thinking is important	T3 - Online Safety and Awareness
Exploring British Values - 02 - Hate Crime in the UK	To understand the definition of a hate crime and the protected characteristics To know the difference between free speech and hate speech To evaluate recent police statistics for hate related crime	T2 - Respectful Relationships Inc Friendships
Exploring British Values - 03 - British Values and Identity	To define the different British values To understand the importance of Promoting British Values To understand where our sense of identity comes from and why it is important to have a sense of belonging	T1 - Families
Exploring British Values - 04 - Mutual Respect & Tolerance	To know the meaning of mutual respect and tolerance To can explain why mutual respect and tolerance is important between different groups of people To understand how multiculturalism and diversity play a big part in teaching us respect	T2 - Respectful Relationships Inc Friendships
Celebrating Diversity & Equality Tutor T5+ T6		
Lesson	Learning Outcomes	Statutory RSE 2026
Exploring World Issues - 06 - Women's Rights and Equality	To explore the changing role of women in society over the 20th century To understand the key events that led up to women gaining equal rights with men To evaluate what support networks are available to help support those in need	T1 - Families
Relationships and Sex Education Teacher T3+T4		
Lesson	Learning Outcomes	Statutory RSE 2026
Risk, Relationships & Sex Education - 01 - Pleasure and Delaying Sexual Activity	To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities	T5 - Intimate Relations & Sexual Health

Risk, Relationships & Sex Education - 02 - Campaigning Against FGM	To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK and abroad	T4 - Being Safe
Risk, Relationships & Sex Education - 03 - Sexting, Nudes and Dick Pics	To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes and dick pics To be able to deal effectively assertively with requests and pressure to send sexts	T3 - Online Safety and Awareness
Risk, Relationships & Sex Education - 04 - Online Pornography (Myths vs Reality)	To outline what is and is not legal in terms of pornography To identify the differences between what is seen in porn and what happens in real life To look at the impact of porn on society and relationships	T3 - Online Safety and Awareness
Risk, Relationships & Sex Education - 05 - Porn and its Impact on Society	To understand how porn may negatively influence a person's behaviour in society To explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self-esteem To know what revenge porn is and the law surrounding it	T5 - Intimate Relations & Sexual Health
Risk, Relationships & Sex Education - 06 - Unhealthy Relationships, Sexual Assault and Rape	To explore the laws regarding rape and sexual assault To understand how unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault To explore what qualities to look for in a healthy loving relationship	T5 - Intimate Relations & Sexual Health
Risk, Relationships & Sex Education - 07 - Sexualisation of the Media	To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the medias influence on it To evaluate whether shows like Love Island teach viewers about morals and ethics	T3 - Online Safety and Awareness

Staying Safe, Online & Offline Tutor T3+ T4		
Lesson	Learning Outcomes	Statutory RSE 2026
Violence, Crimes & Seeking Safety - 01 - Honour Based Violence	To define the terms honour and dishonour To explore honour-based violence and the different forms it can take To evaluate the best way to tackle honour-based violence and promote the equality of women in society	T1 - Families
Violence, Crimes & Seeking Safety - 02 - Forced Marriage and Breast Ironing	To understand the terms; forced marriage and breast ironing To explore statistics related to forced marriages in the UK and other Commonwealth countries To understand who the forced marriage unit (FMU) are and to evaluate their effectiveness	T4 - Being Safe
Violence, Crimes & Seeking Safety - 05 - Modern-Day Slavery	To define the term Modern Day Slavery To examine human trafficking in the UK and evaluate the government's response To evaluate the best way to tackle modern-day slavery in the UK and abroad	T1 - Families
Violence, Crimes & Seeking Safety - 06 - Keeping Your Data Safe	To understand the importance of keeping personal data safe To learn about online fraud and be aware of different types of online scams and tricks To identify what the dark web is and why it can be dangerous	T3 - Online Safety and Awareness
Health & Wellbeing Teacher T1+T2		
Lesson	Learning Outcomes	Statutory RSE 2026
Mental Health and Wellbeing - 01 - Child Sexual Abuse	To define the term sexual abuse and understand the law relating to it To understand the importance of speaking out against any form of abuse To evaluate what support networks are available to those suffering sexual abuse	T2 - Respectful Relationships Inc Friendships
Life Beyond School Tutor T1+T2		
Lesson	Learning Outcomes	Statutory RSE 2026
Rights and Responsibilities - 02 - Targeted Advertising and Your Data	To describe the three main types of targeted advertisements and explain how they work To explore the role of the advertising standards agency (ASA) To evaluate the role targeted advertising plays in elections	T3 - Online Safety and Awareness

Rights and Responsibilities - 03 - What is Marriage	I can describe what marriage is and what marriage is not I understand the legal position of gay marriage across different countries in Europe Evaluate a range of views on sex before marriage	T1 - Families
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Year 11 Curriculum Overview		
Relationships and Sex Education Teacher T3+T4		
Lesson	Learning Outcomes	Statutory RSE 2026
Sexual Health - 01 - Peer on Peer Abuse	To define the phrase 'peer on peer abuse' and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need	T1 - Families
Sexual Health - 02 - Fertility and What Impacts it	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF treatment	T5 - Intimate Relations & Sexual Health
Sexual Health - 03 - Alcohol, Parties and Bad Choices	To describe the risks associated with house parties and alcohol To explore alcohol abuse, drink spiking and the associated risks To evaluate what and who impacts our decisions about our own health and the choices we make	T5 - Intimate Relations & Sexual Health
Sexual Health - 04 - Importance of Sexual Health	To increase awareness of the importance of a young person's sexual health To explore various consequences of neglecting sexual health To understand what emergency contraception is available and when it is appropriate to use it	T5 - Intimate Relations & Sexual Health
Sexual Health - 05 - Revisiting STIs	To understand the way STIs spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic To understand the differences between viral, bacterial, fungal and parasitic STIs	T5 - Intimate Relations & Sexual Health
Sexual Health - 06 - Revisiting Contraception	To revisit how a variety of different forms of contraception work To further understand the advantages and disadvantages of different contraceptive methods To explore which forms of contraception protect against pregnancy, STIs or both	T5 - Intimate Relations & Sexual Health
Sexual Health - 07 - Respect, Love and Relationships	To understand the importance of respecting others, especially those we are in a relationship with To be able to describe what love is and	T5 - Intimate Relations & Sexual Health

	what love is not To evaluate what support is available for someone in an abusive relationship	
Staying Safe, Online & Offline Form T3+T4		
Lesson	Learning Outcomes	Statutory RSE 2026
Staying Safe - 02 - Online Reputation and Digital Footprints	To define the terms digital footprints and online reputation To understand how to complete an online audit of yourself and know why it is important To understand why and how to build an online personal brand	T3 - Online Safety and Awareness
Staying Safe - 03 - Group Chats & Anti-Bullying	To identify other terms surrounding cyberbullying To analyse the effects of bullying in group chats To explain how and where someone can ask for help if they are being bullied	T3 - Online Safety and Awareness
Health & Wellbeing Teacher T1+T2		
Lesson	Learning Outcomes	Statutory RSE 2026
Adult Health and Looking After Yourself - 02 - Teenage Pregnancy Choices	To understand the impact of an unplanned pregnancy To know what to do if you think you or a friend is pregnant To understand the options available for unplanned pregnancies	T5 - Intimate Relations & Sexual Health
Adult Health and Looking After Yourself - 03 - Abortion Laws, Morals and Ethics	Examine what is meant by abortion and the law regarding abortion. Consider different reasons why women have abortions. To be able to explain the religious and legal perspectives on abortion in the UK and Northern Ireland	T5 - Intimate Relations & Sexual Health
Adult Health and Looking After Yourself - 04 - Parenthood for Teenagers	To understand the challenges that raising a child presents for a couple To evaluate the impact parenthood has on teenagers To understand the many ways people can become parents	T1 - Families
Adult Health and Looking After Yourself - 07 - Love and Abuse	To describe a positive and healthy relationship To understand the different types of abuse that exist To identify where to go for help and support with abusive relationships	T1 – Families
Life Beyond School Form T1+T2		

Lesson	Learning Outcomes	Statutory RSE 2026
Your Future and Beyond - 04 - Social Media Vs Real Life	To describe the differences between real life and social media life To explore the impact social media influencers have on society To identify coping strategies for social media wellness and improving self-esteem	T3 - Online + Media

New RSE Lessons for 2026

Year	Name	Statutory RSE 2026
9	What is Sextortion?	T3 - Online Safety and Awareness
KS4	What are Deepfakes?	T3 - Online Safety and Awareness
9	What is AI Generated Sexual imagery and the dangers / rise of it?	T3 - Online Safety and Awareness
9	Dangers of Virginity testing and hymenoplasty	T4 - Being Safe
KS4	How Deepfakes are being used in politics	T3 - Online Safety and Awareness
8	Respect: Why women deserve it	T2 - Respectful Relationships
KS3	Is it banter or is bullying.	T2 - Respectful Relationships
Y10	Marriage, Cohabitation & Civil Partnerships	T1 - Families
Y11	Ending Relationships	T2 - Respectful Relationships
KS4	AI Chat Bots and the Risks	T3 - Online Safety and Awareness
KS3	Personal Safety in Public Places	T4 - Being Safe

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

	• The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers
Online and media	• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues • The characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real/have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI-generated imagery. • Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. • Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime

	• What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners and feel about them. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising) • That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should

learn ways of seeking help when needed and how to report harmful behaviour.

- Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, **emphasising that it is never the fault of the person experiencing it**
- **That sexual harassment includes unsolicited sexual language, attention and/or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting**
- The concepts and laws relating to sexual violence, including rape and sexual assault
- The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language
- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
- **That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed**
- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation
- The concepts and laws relating to forced marriage
- The physical and emotional damage which can be caused by female genital mutilation (FGM), **virginity testing and hymenoplasty**, where to find support, and the law around these areas. **This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible**
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death
- **That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful**
- **How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault**

Intimate and sexual relationships, including sexual health

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive
- The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex
- **Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent**
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- That some sexual behaviours can be harmful
- The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making
- That there are choices in relation to pregnancy (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/AIDS, 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**
- 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 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

The Curriculum for Science covers:

Key Stage 3:

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4:

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Genes and sex determination in humans.

Resources

Key Stage 3: Year 7

Topic: Human Reproduction

Lesson Title	Key Points Covered
1. Types of reproduction	What are the life processes? What is reproduction? What are the two types of reproduction? What happens during sexual reproduction?
2. Sexual reproduction	What is a zygote? What is fertilisation? What is the function of the nucleus? What are gametes? Where are gametes produced? How are sperm cells specialised? What are the two types of fertilisation?
3. Male reproductive system	What is an organ system? What are the main structures of the male reproductive system? What is the function of the testes? What is the function of the scrotum? What is the function of the sperm ducts? What is the function of the glands?

	What is the function of the urethra? What is the function of the foreskin?
4. Female reproductive system	What are the main structures of the female reproductive system? What is the function of the ovaries? What is the function of the oviduct? What is the function of the uterus? What is the function of the cervix? What is the function of the vagina?
5. Puberty	What is puberty? What are hormones? What are the main changes that happen during puberty? When are sperm produced? When are eggs released?
6. Menstrual cycle	What is ovulation? What is the menstrual cycle? What is menstruation? When does the menstrual cycle stop?
7. Sexual intercourse	What is sexual intercourse? What is an erection? What is ejaculation? Where does the sperm travel to? What happens if a sperm cell meets the egg cell? Why will the baby have features from both the mother and father? What is implantation?
8. Pregnancy	What is an embryo? What is amniotic fluid? What is the amnion? What is the placenta? What nutrients are passed into the embryo's blood via the placenta?

	Why does the embryo need oxygen and food? What waste is removed by the placenta? Why is carbon dioxide produced as waste? Why does the mother's blood not mix directly with the babies? How does the embryo's blood travel to and from the placenta?
9. Development of the foetus	What is the gestation period? How long is gestation in humans? What is a foetus? How can the mother's life style affect the foetus? What substances can affect the foetus? How does smoking affect the foetus?
10. Birth	What is labour? What are contractions? What are the stages of birth? What is the afterbirth? Why are babies fed milk? What are antibodies?

Key Stage 3: Year 8

Topic: Biodiversity and Plant Reproduction

Lesson Title	Key Points covered
5. Asexual reproduction in plants	What is asexual reproduction? What are clones? How do plants reproduce asexually? What are the advantages of asexual reproduction? What are the disadvantages of asexual reproduction?
6. Sexual reproduction in plants	What is sexual reproduction? What is fertilisation? Where are the male gametes found? Where are the female plant gametes found?

7. Pollination	How is the structure of the flower adapted for reproduction? How are wind-pollinated flowers different to animal-pollinated flowers?
8. The importance of pollination	What is the importance of fertilisation? Why is pollination important? Why is the decline of pollinators a concern? What are the advantages of cross pollination? What is a hybrid?
9. Seed dispersal	How are seeds dispersed? What is the importance of seed dispersal?

Key Stage 4: Year 10

Topic: Health and Disease

Topic Section	Key Points covered
Communicable Diseases	What are pathogens and how do they spread? How can the spread of disease be prevented or reduced? What is a virus and how do they affect infected organisms? (HIV/AIDS, Measles) What is a Bacteria and how do they affect infected organisms? (Salmonella, Gonorrhoea) Which diseases are caused by fungi and protists? (Malaria, Athletes foot)

Key Stage 4: Year 11

Topic: Homeostasis and Response

Topic Section	Key Points covered
Hormones In Human Reproduction	How are hormones involved in the human reproductive system? How do Hormones control the menstrual cycle? What are the 4 hormones of the menstrual cycle? What are the different methods of hormonal and non-hormonal contraception? HT How can Hormones be used to treat infertility?

Key Stage 4: Year 11

Topic: Reproduction

Topic Section	Key Points covered
Types of reproduction	What are the 2 different types of reproduction? What is Meiosis and why is it important?
More about genetics	How is sex inherited?
Inherited diseases and genetic screening	How can family trees be helpful? What is an inherited disorder? What are the likelihood of Cystic fibrosis or polydactyly being passed on? What is embryo screening? Why is embryo screening a contentious issue?

Appendix 2- Health Education Secondary Stage Curriculum and outcomes

Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness • That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions • How to critically evaluate which activities will contribute to their overall wellbeing • Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety
Internet safety and harms	• About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic

	expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt • How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online • The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it
Physical health and fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health • Factual information about the prevalence and characteristics of more serious health conditions • That physical activity can promote wellbeing and combat stress • The science relating to blood, organ and stem cell donation
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease • The impacts of alcohol on diet and unhealthy weight gain
Drugs, alcohol and tobacco	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health • The law relating to the supply and possession of illegal substances • The physical and psychological risks associated with alcohol consumption. What constitutes low-risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. • Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol • The physical and psychological consequences of problem-use of alcohol, including alcohol dependency

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

	• How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision-making, as well as skills to recognise and manage peer pressure • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too) • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern
Basic first aid	• Basic treatment for common injuries and ailments • Life-saving skills, including how to administer CPR • The purpose of defibrillators, when one might be needed and who can use them
Changing adolescent body	• 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 and 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 – Teaching Strategies including for Students with SEND

- 1 | Adaptation for students with SEND may include scaffolding some of the key language used so that students can fully understand the topics being taught and make clear links to the outside world. Interactive teaching methods such as the use of expert guest speakers, practical activities, videos, group and paired activities, drama and role play may also be used to enhance the learning experience. Where applicable some students may also receive pre-teaching so they are prepared for some of the topics being covered or will taught in a smaller group, allowing for a bespoke delivery. In addition, students will be given additional processing time or have questions re-framed to ensure students have understood what is being delivered, breaking learning into small steps and building on prior learning. Explicit instruction and modelling will support students so that they are clear on the information being shared and how complete tasks. We adopt a 'I do, we do, you do' approach, building student confidence and working towards independent learning. Consistent routines and clear expectation will also support a positive learning environment where students can thrive.