



Hedingham School & Sixth Form

Relationship and Sex Education and Health and Wellbeing Policy

New Policy
Mrs N Cook, Assistant Headteacher

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1. Aims

At Hedingham School we commit to our behaviour ethos of 'Ready, Respect, Safe' which underpin our approach to teaching relationship, sex and health education. The DFE's 2025 statutory guidance informs what we teach at Hedingham School. However, leaders are responsive to their local contexts, ensuring that young people are engaged in learning that is relevant to the communities in which they live.

At Hedingham School we encourage all students to understand and follow the Hedingham School behaviour ethos. We believe that a comprehensive relationships and sex education, health and wellbeing programme of study will provide students with the appropriate knowledge and understanding to underpin these values and support them in fostering meaningful, respectful and safe relationships both now and in the future.

The aims of relationships and sex education, health and wellbeing (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Ensure students know the law surrounding a number of the topics taught
- Ensure students know how to keep themselves and others safe

2. Statutory requirements

As a secondary school, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Hedingham School, we teach RSHE as set out in this policy.

3. Policy development and stakeholder engagement

We consult with parents/carers when developing and reviewing our RSE policy. We also involve staff and students in our consultation.

This policy has been developed working with all stakeholders including staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review at SLT level – Appropriate members from SLT met and discussed the new guidance and recommendations.
2. RSHE lead pulled together all relevant information including relevant national and local guidance.
3. Student consultation – we investigated what exactly students want from their RSE learning.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations and give feedback within a fixed two-week period.
5. Parent/stakeholder consultation – the curriculum map and curriculum content were shared with parents/carers along with a feedback questionnaire to provide further feedback to develop the policy.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition and wider rationale

For the purpose of this policy:

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity along with mental and physical health and wellbeing.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, students and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not seek answers online.

We will share all curriculum materials with parents and carers on request. Due to copyright limitations of resources this is likely to be shared in person.

5.1 Assessment

Whilst we do not have formal written assessments in this subject, there is ongoing assessment and student learning and understanding will be assessed using strategies including but not exclusive to:

- 321 reflections (For example, 3 things I have learnt today/ 2 things I am unsure about and 1 question I want to find out)
- Blurting and pictograms (writing down as much information at the start of the lesson without teacher input and then adding to this at the end with new learning)
- Confidence continuum (continuums from 1-10 on a subject, 1 being I know this subject really well, and 10 being I don't know this subject very well at the start and end of the lesson and/or unit)
- Scenario skill sessions (students give scenarios and explain what they would do and why)
- White boards (demonstrate understanding to the teacher)

This is to ensure the teacher knows what the students have learned and understood to allow them to identify and address misconceptions, revisit prior knowledge, and ensure they have sound understanding of the law for key topics.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education at KS3. We will also work with external providers who will be carefully vetted to ensure appropriate content and delivery.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations
- We will carefully consider how to make the curriculum accessible for children with SEND needs so they can access the content based on their needs within their EHCPs or group centered plans.

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

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

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

Teachers will make sure that students understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on students of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

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

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

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

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers. The curriculum map is shared on the school website and information regarding Enrichment Days is shared with parents and carers in advance. This is also the case for guest speakers on key topics throughout the year.

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

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Students should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families,

same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

6.1 Inclusivity, diversity and equality (supporting children with SEND)

We will teach about these topics in a manner that:

- Considers how a diverse range of students (including but not exclusive to Race and Ethnicity, Sexual Orientation, Special Educational Need and Disability, Religion and Gender Identity) will relate to them.
- Is sensitive to all students' experiences and family context, reflecting sensitively that some children may have a different structure of support around them e.g. looked after children and young carers
- During lessons, we will ensure students feel:
 - Safe and supported
 - Able to engage with the key messages
 - Informed and supported to access support where necessary

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them. This may include:
 - A whole-class setting e.g. in curriculum or part of tutor time
 - Small groups or targeted sessions e.g. intervention or workshops
 - 1-to-1 discussions
 - Digital formats e.g., Google forms/student surveys
- Ensure that lessons are high quality following our teaching and learning principles, supporting our students by scaffolding and modelling to ensure they can access the curriculum.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are delivered with sensitivity
- May be adapted to reflect contextual need in the local community

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

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers upon request

We **will not**, under any circumstances:

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

8. Roles and responsibilities

8.1 The Governing Board

The Governing Board will approve the RSE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw students from non-statutory and non-science components of RSE (see section 9).

8.3 Person responsible for RSHE

Responsible for planning its curriculum, ensuring that delivery is consistent and all students are receiving well delivered lessons.

8.4 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory and non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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

8.5 Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Students should not ask direct personal questions of their teachers.

9. Parents' right to withdraw

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

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

A copy of any withdrawal requests will be placed in the student's educational record. The Headteacher or another senior leader will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

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

Alternative schoolwork will be given to students who are withdrawn from sex education.

10. Training

Teachers are invited to attend external training and links with other school which enables collaboration and reflection through ASHE and other providers. The encouragement of school links allows sharing of resources, reflections on the impact of the curriculum and explores case studies of effective practice. The group ensures they are responsive to government policy and guidance.

We are responsive to local contextual needs and work with outside agencies to enhance our provision and offer.

11. Monitoring arrangements

The delivery of RSE is monitored by the senior leader responsible for RSHE through:

- Learning Walks
- Work reviews
- Student voice
- Staff voice
- Student book study methodology
- Parent voice

Students' development in RSE is monitored by class teachers and is not formally assessed, see section 6.

This policy will be reviewed by the senior leader responsible for RSHE every two years . At every review, the policy will be approved by the Governing Body and the Headteacher.

12. Safeguarding

The RSHE policy supports our school's approach to safeguarding and links to, or is informed by, other policies as well as statutory and non statutory guidance for schools including:

- Keeping Child Safe in Education 2025
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- Education Act 2011
- Equalities Act 2010

The effective delivery of RSE within our classrooms ensures children feel safe, protected and able to actively engage in wider class discussions to ensure personal development takes place. Through the group agreement students will be made aware that the classroom is a safe space and confidentiality amongst peers is encouraged. Students will be made aware that total confidentiality cannot be promised. Staff will follow the schools safeguarding policy if they have concerns or disclosures are made intentionally or unintentionally.

We carefully consider the needs and vulnerabilities of some students when delivering key topics and liaise with the safeguarding and pastoral teams to ensure they are able to access the RSE provision.

The protocol for inviting visitors/external agencies into lessons is for a written request to be sent to the organisation; outlining:

- Purpose
- Audience
- Topic and content

Visitors/External agencies supporting the delivery of RSE will be required to:

- Provide a DBS Certificate, ID or letter of assurance (to be checked)
- Share a copy of resources to be used in lesson prior to delivery
- Liaise with the DSL & PSHE Lead in relation to the topic and delivery method
- Read the schools Safeguarding Policy prior to delivery
- Be aware of the DSL and DDSL within the school

If a visitor/external agency receives a disclosure or concern from a student, they will inform the supporting member of staff linked to their visit, who will follow the schools safeguarding policy and procedures.

12.1 Students Attending Alternate Provision

The school will ensure that students attending alternative provision continue to receive a suitable personal development and relationships and health education (RHE)/relationships and sex education, health education (RSHE) programme. This will be undertaken by:

- The school liaising with the AP to establish their current provision
- Provision of suitable resources to be used whilst at the AP
- The School Lead for AP monitoring pupil progress within the AP provision

Appendix 1: Curriculum Map

Relationship and Sex Programme

Hedingham School delivers RSHE through its Personal Development programme and PSHE lessons in KS3, once per fortnight. This is delivered through Personal Development sessions which take place in two half hour sessions each morning in tutor groups. During these sessions students will discuss the topic areas covered in the PSHE lesson. In addition to this, RSE is taught through 'Drop Down Days' where aspects are delivered to students through 'in house specialists' or outside speakers.

Furthermore, RSE forms part of the Science National Curriculum and is delivered by staff in the Science Department. These lessons focus more on the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSHE is also delivered through the wider curriculum in subjects such as PE and Child Development. The Relationships and Sex Education programme will be age appropriate. The RSE programme includes the following components:

Ready

- Biological aspects of reproduction, family planning, pregnancy. Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships
- Physical and emotional changes during adolescence

Respect

- Developing positive values and a moral framework that will guide their decisions, judgements and behaviour
- Understand the value and importance of family life as a social institution
- Respect other people, in particular, learning to respect the different cultural/ ethnic/ religious, gendered viewpoints of others in our school community and the wider world

Safe

- Sexual Identity – have the confidence and self esteem to value themselves and others
- Sexual Attitudes – Understand and respect both their own and others' decision to judge what kind of relationship you/they want
- HIV/AIDS and sexually transmitted diseases
- Sexual Harassment – avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- Understand and be able to identify factors involved with unhealthy relationships and where to seek support
- Legislation relating to sexual behaviour including consent and online behaviour – understand the consequences of their actions and behave responsibly within sexual and personal relationships
- Support Services – be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Safety online

- How relationships may affect health and wellbeing, including mental health

Appendix 2: Curriculum Map – by the end of secondary school children should know.....

Relationships and Sex Education, Health and Wellbeing Curriculum Map

Relationships and Sex Education Curriculum Content

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students 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. Students 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. Students 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

TOPIC	STUDENTS SHOULD KNOW
	● The practical steps students 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. Students should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Students should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay ● How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Students should be equipped to recognise misogyny and other forms of prejudice ● How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others ● How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others ● How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● About online risks, including that any material they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues ● Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Students 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. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images

TOPIC	STUDENTS SHOULD KNOW
	● About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online ● That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime ● How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared ● What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online ● About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them ● That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons ● Where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong ● That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice ● How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns ● That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it ● How information and data is generated, collected, shared and used online ● That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) ● That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion

TOPIC	STUDENTS SHOULD KNOW
	• That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty

TOPIC	STUDENTS SHOULD KNOW
	• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Students should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour

TOPIC	STUDENTS SHOULD KNOW
	• 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

Health and Wellbeing Curriculum Content

TOPIC	STUDENTS SHOULD KNOW
Mental Wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 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. 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. 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. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 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. 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. 9. 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.

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TOPIC	STUDENTS SHOULD KNOW
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. 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. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 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. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 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.

TOPIC	STUDENTS SHOULD KNOW
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. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress.

	4. The science relating to blood, organ and stem cell donation.
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TOPIC	STUDENTS SHOULD KNOW
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. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.

TOPIC	STUDENTS SHOULD KNOW
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. 2. The law relating to the supply and possession of illegal substances. 3. 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. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 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. 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.

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TOPIC	STUDENTS SHOULD KNOW
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 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. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 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. 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. 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. 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. 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.

TOPIC	STUDENTS SHOULD KNOW
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). 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. 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. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 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). 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.

TOPIC	STUDENTS SHOULD KNOW
Basic First Aid	1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR.11 3. The purpose of defibrillators, when one might be needed and who can use them.

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Developing Bodies	1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. 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. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.
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Appendix 2: Parent/carer form requesting their child's withdrawal from sex education within RSE

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

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