Ranelagh School

Relationships and Sex Education Policy

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Context

At Ranelagh School, our approach to Relationships and Sex Education (RSE) is rooted in our Christian vision:

Though we are many, we are one body. Drawing students from over forty primary schools across a wide geographical area, our community reflects a rich diversity of backgrounds, beliefs and experiences. Some students and their families have experienced worship within a range of Anglican traditions, while others practise different denominations or faiths, or hold a variety of beliefs and worldviews. Within this diverse community, we seek to be a *unifying heartbeat* in which every individual is known, welcomed and valued, and where each person is encouraged to develop their unique gifts and talents.

In this context, RSE contributes to the wider work of the school in promoting safeguarding, personal development and the wellbeing of every student. Through a carefully planned curriculum, students are supported to develop the knowledge, understanding and skills needed to form healthy and respectful relationships, to value themselves and others, and to make wise and responsible choices. Guided by the example of Jesus' ministry and informed by the Church of England's guidance, including *Valuing All God's Children*, our RSE provision promotes dignity, empathy and mutual respect. In doing so, it seeks to equip young people to navigate the opportunities and challenges of modern life and to flourish as members of a supportive community, living well with others and aspiring to the promise of life in all its fullness.

Core Documents underpinning this policy

- Department for Education's Statutory Guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education,* July 2025

- The Church of England's *Relationships Education, Relationship and Sex Education (RERS) and Health Education (RSHE) in Church of England Schools,* November 2019

- The Church of England's *Valuing All God's Children*, 2019

Other related policies and documents include:

- Statement of Ethos and Aims
- Anti-bullying Policy
- Drug Policy
- Child Protection and Safeguarding Policy
- SEND Information Report
- Equal Opportunities Policy

In accordance with the Church of England's *Valuing all God's Children*, as well as their Charter for Faith Sensitive and Inclusive Relationships and Sex Education (RSE), we commit to the following:

1. To work in partnership with parents and carers.
2. That RSE will be delivered professionally and as an identifiable part of the school's PSHE curriculumdelivered via PAL lessons and form periods.
3. That RSE is delivered in a way that affords dignity and shows respect to all who make up our diverse community.
4. That RSE will seek to build resilience and empathy in our students to help them form healthy relationships, tokeep themselves safe and resist the harmful influence of pornography in all its forms.

5. That RSE will promote healthy, resilient relationships set in the context of character and virtue development.

6. That RSE is based on honest and medically accurate information from reliable sources of information, including the law and legal rights.
7. To take particular care to meet the individual needs of all students, including those with specialneeds and disabilities.
8. To seek students' views about RSE so that the teaching can be made relevant to their lives.

As a school working in partnership with parents, we will actively promote healthy well-being, staying safe, developing healthy relationships, and protecting self-esteem and good mental health within our RSE and PAL programmes. As a Church of England School, we believe that by meeting the essential aims of this policy, relationship and sex education will contribute to an education that develops dignity and respect, laying strong foundations for adult life and enable our young people to 'live life to the full'.

Intent of RSE:

- Provide RSE and PSHE curriculum which promotes the values of Dignity and Respect, and those outlined in the publication *Valuing all God's Children* and the *Church of England's Charter for Faith Sensitive and Inclusive Relationships and Sex Education*
- Provide a framework in which sensitive discussions can take place
- Teach students the requirements for healthy relationships so that they enjoy relationships based on love, mutual trust and respect, free from abuse
- 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
- Create a positive culture around the diverse issues of sexuality and relationships, prompting an understanding and respect for all
- Support students to live a healthy life, promoting both physical and mental well-being
- To enable students to understand the impact of external factors, such as the media, social media, the internet and peer groups and to remain independent decision makers, learning how to recognise and avoid exploitation and abuse
- To ensure young people understand how the law applies to sexual behavior
- To inform students of where they can go for further information and advice

Policy context

As a secondary academy, we must provide Relationship and Sex Education (RSE) and Health Education (HE)to all students as per section 34 of the Children and Social Work Act 2017. In teaching RSE and HE, we arerequired by our funding agreements to have regard to guidance issued by the Secretary of State, asoutlined in section 403 of the Education Act 1996. DfE statutory guidance https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education paragraphs 66-81 provide further detail on the requirements for Secondary Schools' RSE curriculum provision and delivery. The policy also follows the requirements set out in theEqualities Act 2010: www.legislation.gov.uk/ukpga/2010/15/contents

Definition of RSE

RSE covers the emotional, social and cultural development of students, and involves learning aboutrelationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity. HE is about supporting students to make well informed, positive choices for themselvesthat seek to support their own health and wellbeing.

We define relationships education as equipping pupils with the knowledge and skills for fostering healthy, respectful relationships, including friendships, family, and intimate partnerships. It covers safe, consensual, and positive behaviours, both online and offline, while addressing sexual health, consent, and emotional wellbeing.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health

Attitudes and values framework

The RSE programme reflects the ethos and aims of the school. It is always taught with due regard to moraland legal considerations and with the explicit values of family life and loving, supportive relationships. Among the values promoted are:

- respect for oneself and other people
- positive self-esteem
- taking responsibility for one's actions in all situations
- love and care for others in relationships
- honesty, loyalty and responsibility in relationships
- sensitivity towards the needs and views of others
- recognition of the physical, emotional and moral implications, and risks, of certain types of behaviour
- recognition, acceptance and appreciation of diversity with an absence of prejudice
- critical thinking as part of decision making

Personal and social skill development

Among the skills developed are:

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make safe choices based on accurate information
- developing an appreciation of the consequences of choices made
- empowering students with the skills to be able to avoid inappropriate pressures (both as exploitedor exploiter)

Content

Ranelagh provides a planned RSE curriculum through the following:

i. The Science National Curriculum outlines the content of the statutory RSE at Key Stages 3 and 4. This covers anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.
ii. RSE at Key Stages 3 and 4 includes the following topics: respectful and healthy relationships, including friendships; being safe; consent; intimate and sexual relationships including sexual health; online safety.
iii. Other curriculum areas such as Religious Education also contribute to aspects of the RSE curriculum.

Students will be taught how to judge when they or someone they know needs support and where they can seek help if needed.

The curriculum is taught within the context of family life. Teachers take care to ensure that there is no stigmatisation of children based on their home circumstances. The curriculum will include noting that families can consist of single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures. Delivery of the curriculum will reflect sensitively that some children may have different types of support around them than others e.g., children in care or young 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.

In addition to the promotion of attitudes and values and the development of personal and social skills outlined above, the key areas of knowledge and understanding are:

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy and the issues relating to teenage pregnancy
- the avoidance of sexually transmitted infections
- how the law applies to sexual relationships

Learning outcomes of RSE at Key Stage 3 and Key Stage 4 are listed in Appendix 1.

Organisation

a) Responsibility for coordination

The coordination of RSE is the responsibility of the Assistant Headteacher, (with responsibilities for Student Support and Guidance) and Teacher i/c of PSHE. The Curriculum Leaders for RE and Science and Heads of Year also have responsibility for parts of it.

b) Delivery

RSE is not delivered in isolation but is firmly embedded in all curriculum areas, including PAL, RE and Science. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

c) Staffing

The specified PAL lessons are taught fortnightly, normally delivered by a specialist teacher in mixed gender and ability groups. Other staff who may deliver aspects of RSE are provided with teaching guidance alongside resources and are signposted and encouraged to access further appropriate training and support. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

d) Visitors

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE e.g. the School Nurse, the Police and Youth Service workers.

e) Safe and effective practice

When teaching RSE and HE we ensure a safe learning environment. Classes are set clear ground rules regarding contributions to discussion. Distancing techniques such as stories, scenarios, clips from TV programmes or case studies can provide fictional characters and

storylines that stimulate discussion whilst 'de-personalising' discussions. This will enable students to engage more objectively with the lesson content. Sometimes an individual student will ask an explicit or difficult question in the classroom. Resources from Unifrog provide answers for staff which are not covered in the lesson. Questions do not have to be answered immediately and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and if necessary, seek the advice of another member of staff about how to answer a question. In some lessons students are given the opportunity to raise questions by having an anonymous question box available before, during and after RSE lessons. Pupils are also made aware of how to access confidential information and support after the lesson, should they need it.

f) Use of Resources

We will consider whether resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils 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 sensitive to pupils' experiences and won't provoke distress
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g) Monitoring and evaluation

The delivery of RSE is monitored by INSERT PAL LEAD through lesson observation and discussion with staff and students. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. PAL lessons are a regular agenda item Heads ofYear meetings. There are also a variety of informal activities built into the programme involving student voice collected via discussion and written evaluations by the students.

This policy will be reviewed by the Assistant Headteacher and PAL lead every 3 years. At every review, the policy will be approved by Governors.

h) Curriculum design

Our PAL curriculum follows the recommendations laid out by the Department for Education and the PSHE Association utilising resources from Unifrog and other specialist providers. Learning is carefully sequenced so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. The school will maintain a relevant and responsive curriculum to ensure that any particular or new issues that are affecting the pupils in the school (or nationally) are addressed in a timely manner so that the children are kept as safe as possible on/offline. Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks. Further detail about the curriculum design of PAL can be found in our PSHE curriculum outline.

i) Safeguarding

The RSE policy supports our school's approach to safeguarding and is informed by our safeguarding policy and the statutory safeguarding guidance found in Keeping Children Safe in Education 2025. If safeguarding concerns arise in a lesson these will be shared with the

Designated Safeguarding Lead (DSL) via CPOMS. Students are signposted to share any concerns for themselves or peers via the Confide button or worried@ranelagh.bonitas.org.uk email

Specific issues

The following issues may occur within RSE:

a) Use of visitors

Code of Practice for using visitors to support the delivery of RSE

- Visitors are invited in to school because of their particular expertise or contribution they are able to make; invitations to visitors to be agreed by the Headteacher or designated Assistant Headteacher
- All visitors are expected to work with the school's RSE policy and on the instructions of the Headteacher or designated Assistant Headteacher
- Visitors are informed of safeguarding protocols and details of DSL by reception staff on arrival
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff inadvance
- All visitors are supervised and supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and students. This evaluation informsfuture planning.

b) Vulnerable students

The School recognises that some students are particularly vulnerable and sensitive to certain topics that are covered such as abuse and domestic violence. Each Head of Year has oversight of their Year Group's PAL curriculum and therefore work with the rest of the pastoral team and Assistant Headteacher (with responsibilities for student support) to ensure that students are supported where appropriate

c) Confidentiality

- Staff always ensure that students know that teachers cannot offer unconditional confidentiality
- All students are offered sensitive and appropriate support as needed
- Students are encouraged to talk to their parents and carers and supported to do so
- Information about sources of help is made available e.g. school nurse, helplines, support groups via the school safeguarding page on the website: https://ranelagh.bonitas.org.uk/school-information/safeguardingkeeping-safe/
- If there is any possibility that a child may be at risk or putting others at risk, the school's Safeguarding procedure is followed. Staff will reassure students that their best interests will bemaintained and any child concerned will be supported through the process

d) Dealing with questions

- Ground rules established with the class set clear parameters of what is appropriate and inappropriate in a whole class setting
- Both formal and informal RSE may arise from students' questions and these are answered according to the age and maturity of the pupil concerned within the ground rules established at the start of the lesson. Questions may be addressed individually later if more appropriate
- Staff are given appropriate support, advice and training for dealing with questions
- If a teacher is concerned, they will follow the Safeguarding procedures

e) Controversial and sensitive issues

All RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may havedifferent opinions. However, RSE is always taught with due regard to moral and legal considerations and with the explicit values of family life and loving, supportive relationships. It is an important aspect of RSE lessons to dispel myths and inaccurate information, to clarify understanding and to counteract prejudice.

f) Withdrawal from RSE lessons

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. There is no right to withdraw from relationships education and health education nor can students be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Requests for withdrawal should be put in writing and addressed to the Headteacher.
A copy of withdrawal requests will be placed on the student's educational file. The Headteacher will discuss the request with parents and take appropriate action. See Appendix 2 for a copy of the withdrawal form. Alternative work will be given to students who are withdrawn from sex education. In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

Inclusion

- **Students with specific needs**
  All young people will receive sex and relationship education. Provision is offered that is appropriate to the particular needs of individual students; specialist advice is sought where necessary.
- **Sexual identity and orientation**
  We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that RSE is relevant to them.

- **Ethnic and cultural groups**
  We are sensitive to the needs of different ethnic groups and will respond to parental concerns and requests.

Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Dissemination

Parents are informed about the RSE policy through its publication on the school website.

The full policy is published on the school website. We notify parents when RSE is taught via a letter home which details the topics to be addressed. An overview of the curriculum is also provided to parents at the Parent/Carer information evening each year.

Copies of the full policy and programmes of work are available on request to parents through the Headteacher and Chair of Governors.

Appendix 1: By the end of secondary school students should know (content outlined in the Department for Education *RelationshipsEducation, Relationships and Sex Education (RSE) and Health Education*, July 2025)

Relationships and Sex Education

RSE 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 marrying before the age of 18 are illegal. • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	• The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. • What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.

	• The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness	• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. • The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. • That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as

	well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). • That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault.

	• The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • 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.

RSE TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Health Education

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

	• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. • How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. • The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical Health and Fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. • Factual information about the prevalence and characteristics of more serious health conditions. • That physical activity can promote wellbeing and combat stress. • The science relating to blood, organ and stem cell donation.
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. • The impacts of alcohol on diet and unhealthy weight gain.

HE TOPIC	STUDENTS SHOULD KNOW
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 protection 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.
Basic first aid	• Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators when one might be needed and who can use them
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.
Developing Bodies	• The main changes which take place in males and females, and the implications for emotional and physical health. • The facts about puberty, the changing adolescent body, including brain development. • About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome;

	heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2: Parent Form - Withdrawal from Sex Education within RSE

Please complete and return to school '**For the attention of the Headteacher'**

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships and Sex education provision (*on curriculum map)			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

CHURCH OF ENGLAND GUIDANCE

https://www.churchofengland.org/more/media-centre/stories-and-features/relationships- and-education

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf

GENERAL RSE GUIDANCE

https://learning.nspcc.org.uk/media/1682/briefing-summary-dfe-guidance-relationships-education-sex-health-education-england.pdf

https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe

DFE GUIDANCE

https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and- health-education-faqs

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

https://www.gov.uk/government/publications/education-for-a-connected-world

NATIONAL CURRICULUM

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf

SUGGESTED LESSON/ LEARNING RESOURCES

https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources- lesson-plans/

https://www.dosreforschools.com/

https://pshe-association.org.uk/resource/pshe-programme-builders

https://www.dove.com/uk/dove-self-esteem-project.html

https://bettyforschools.co.uk/

https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/

https://swgfl.org.uk/resources/so-you-got-naked-online/

https://www.youtube.com/watch?v=Ur8G8kOYEfI&feature=youtu.be

https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-L8R-Youngers-3/zvmp47h

https://www.bbc.co.uk/teach/gcse-national-5-pshe-modern-studies/zfwtrj6

https://nationalonlinesafety.com/lesson-plans

https://www.themix.org.uk/sex-and-relationships