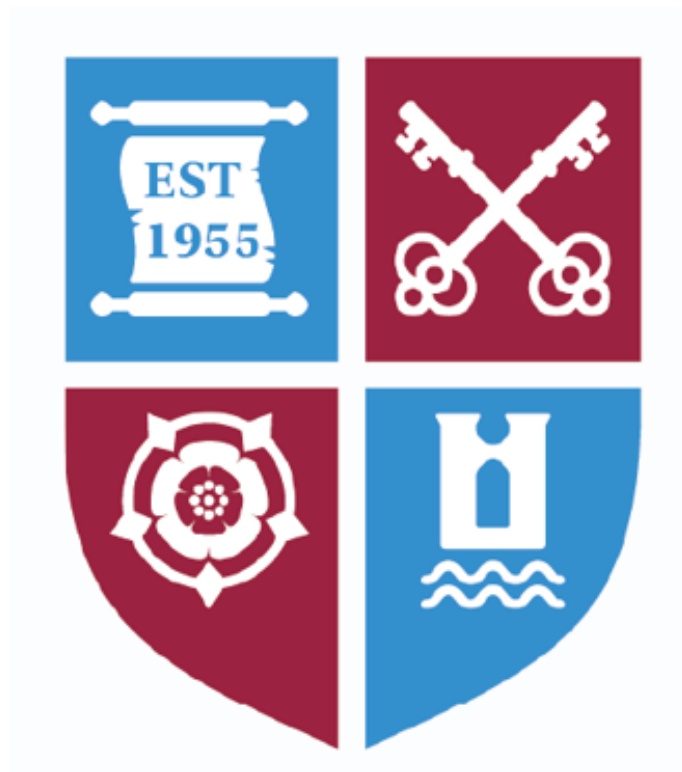


**WARBLINGTON
SCHOOL**

RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY



Reviewed by:	Assistant HT	Date: July 2026
Approved by:	Full Governing Body	Date: July 2026
Next Review:	July 2028	

1. Aims

Relationships, sex and health education (RSHE) is delivered through the personal, social, health and economic (PSHE) curriculum at Warblington School and it aims to:

- Enable all students to make informed and ethical decisions about their wellbeing, health and relationships, providing a framework in which sensitive discussions can take place.
- Help prepare students for the opportunities and responsibilities of adult life, and to promote their moral, social, mental and physical development.
- Support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.
- Support prevention of harms by helping young people understand and identify when things are not right.
- Encourage every child to feel special in a safe, happy and caring environment in which both staff and children feel valued.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Value the significant contribution that all parents have in the life of our school and listen to their views with respect and consideration.

2. Statutory requirements

In teaching RSHE, we must have regard to statutory guidance issued by the secretary of state as outlined in Section 80A of the [Education Act 2002](#)

As a maintained secondary school, we must provide RSHE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSHE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed as a draft and will be part of a consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- a) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- b) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

- c) Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy.
- d) Student consultation – as part of the delivery students views will be gathered at the end of each rotation to ensure students are involved in the continual review of this curriculum and its delivery. We will build up opportunities for student voice to be gathered at the end of each year's delivery.
- e) Ratification – once amendments are made, the final policy will be shared with governors and ratified

4. Definition

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.

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

RSHE is not about the promotion of sexual activity.

5. Delivery of RSE

The RSHE curriculum focuses on giving young people: -

1. The information they need to help them develop healthy, nurturing relationships of all kinds including:
 - Families
 - Respectful relationships, including friendships
 - Online safety and awareness
 - Being safe
 - Intimate and sexual relationships, including sexual health
2. The information they need to help them make good decisions about their own health and well-being including:
 - Mental well-being
 - Wellbeing online
 - Physical health and fitness
 - Healthy eating
 - Drugs, alcohol, tobacco and vaping
 - Health protection and prevention and understanding the healthcare system
 - Personal Safety
 - Basic First Aid
 - Developing bodies

6. Curriculum

In line with the new RSHE guidance [“Relationships Education, Relationships and Sex Education \(RSE\) and Health Education”](#) (July 2025), our bespoke curriculum is based on the PSHE Association programme of study. There may need to be adaptations made as and when necessary and it will be reviewed at least every three years to ensure that the materials are up to date and relevant to the needs of the current students attending the school.

We may further develop the curriculum following consultation with parents/carers, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

At Warblington School, RSHE is taught within our personal, social, health and economic (PSHE) education curriculum. This is addressed in the main through the weekly timetabled lessons, but also via our assembly programme. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Each curriculum year, students rotate around six carousel topics. The rotation areas are:

My body: how it works and my choices – puberty and adolescence; reproductive health and fertility; sex education; boundaries and consent.

Looking after myself and my relationships – healthy positive relationships; harmful behaviour; healthy lifestyles; keeping well, health services and first aid.

Online Life: how “safe” am I? – online life and online harms.

Respecting myself and others – Inclusion, bullying and discrimination: personal safety, risk and influence.

Know my own mind – mental health and wellbeing; drug education.

My future – careers and economic wellbeing.

For more detailed information about our school RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. At Warblington School, we aim to ensure that our teaching reflects that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We work to ensure that our delivery reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing body

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw their children from some or all of sex education delivered as part of statutory RSHE.

7.3 Staff

Staff are responsible for:

- Designing and delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE

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

The Senior Leadership Team takes responsibility for the strands within RSHE.

7.4 Students

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

8. Parents/Carer's right to withdraw

Parents/Carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE 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.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

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

Parents do not have the right to withdraw their child from topics taught as part of the science curriculum.

9. Training

Staff are supported to deliver RSHE as part of their induction and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSHE is monitored by the Leadership and Year Leader team through:

- Monitoring of lessons each week and by regular CPD sessions for staff delivering the session.
- Students' development in RSHE is monitored by class teachers as part of our internal assessment systems. At the end of each module a set of multi-choice questions are set to assess understanding within each module. Attainment will be shared with students and parent/carers at the end of the year.

This policy will be reviewed by the school bi-annually. At every review, the policy will be approved by the governing body.

My body: how it works and my choices

My body: how it works and my choices					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 7	about the adolescent brain; the relationship between brain development and hormonal changes as people mature DB2	about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up DB1 <i>Growing up – physical and mental changes (Sex Y7)</i>	how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health DB3 <i>Understanding menstruation (Sex Y7)</i>	Teenage Hygiene <i>Healthy Lifestyles (Physical Y7 & Y8)</i> the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes HPP2	that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person RR8 BS1
	to gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive	the law relating to sexual consent RR8 ISR2 ISR4	the skills to communicate and recognise consent, including in early romantic or sexual relationships; how to seek, give, not give and withdraw consent (in all contexts, including online) RR8 RR10 BS1 <i>Consent – what is it? (Sexual Y9)</i>	how to recognise and respond to pressure to engage in sexual activity, and the importance of not pressuring others BS2	
Year 8	how choices about sex can impact physical health, relationships and mental wellbeing	about the purpose and efficacy of different contraceptives; how and where to access contraception and medically accurate advice ISR6 ISR12 <i>Practicing self-sex (Sexual Y9)</i>	that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances RR8 BS1	how to access confidential advice and treatment regarding sexual health ISR12	
		the communication skills to effectively discuss contraceptive use (including condoms) with a partner ISR6	about influences on peoples' decision to engage in sexual activity e.g. values, faith, law; that everyone has the choice to delay sex, or to enjoy intimacy without sex ISR2 ISR3		
		the risks related to unprotected sex, including sexually transmitted infections (STIs) and unintended pregnancy ISR7 ISR9	that the seeker of consent in any circumstances is legally and morally responsible for ensuring that consent has been given, and that if consent is not given or is withdrawn, that decision should always be respected; the legal age of sexual consent RR8		
		about STIs, how they are spread and how they can be prevented and treated; the importance of regular testing for sexually active people ISR8 ISR9			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 9	that the menstrual cycle, including periods, varies over time and between individuals; how to recognise regular and irregular patterns, menstrual health concerns or symptoms, including premenstrual syndrome (PMS), heavy bleeding, polycystic ovary syndrome (PCOS), endometriosis; how to advocate for themselves with healthcare professionals DB3	about male and female fertility, how it changes over the life course, and can be affected by STIs and other lifestyle factors, and the options available to people who can't conceive DB4 about healthy behaviours before and during pregnancy and how lifestyle choices can affect a developing foetus HPP7 where, how and why to access reproductive health advice and treatment ISR12 how and why to carry out regular self-examination e.g. breast and testicular self-examination HPP4 <i>Health Services self-examination (Physical Y9)</i>	the potential social, emotional and physical consequences (including on sexual and reproductive health) of choices people make about sex; that some sexual behaviours can be harmful; how to seek support if concerned about a sexual relationship ISR4 ISR5 ISR11 to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships ISR3 the facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM. BS13 <i>FGM – factors/risks (Physical Y7)</i>	effects of alcohol and drug use on someone's capacity to consent where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception ISR6 <i>Making Choices about your sexual health (Sexual Y12)</i> to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment ISR12	the skills to discuss contraception use with a partner, and when necessary, assert their right to insist on its use ISR6 how to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services ISR12 ISR12 ISR7 how the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them ISR8 about STIs and their prevalence; the symptoms, long- and short-term impacts, transmission, and treatment of STIs; the importance of regular testing ISR8 ISR9
Year 10	about different types of intimacy; the importance of mutual pleasure in intimate, sexual relationships ISR1 <i>Understanding consent and intimacy (Sexual Y11)</i> the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent RR8 about sexual pressure; internal and external expectations about sexual behaviours and how to manage these BS2	the options available in the event of an unintended pregnancy (abortion, adoption, raising the baby); how to access impartial, medically and legally accurate information and support, and sources of emotional support ISR7 <i>Understanding Pregnancy – your choices (Sexual Y10)</i> about miscarriage and pregnancy loss and the support available HPP7	about reproductive and gynaecological health, including menopause and the importance of pelvic floor health DB3 DB4 HPP7 2 what to carry out for regular self-examination e.g. breast and testicular self-examination HPP4	the legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made BS7 BS8 BS9 BS16 that ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent RR8 RR10 what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them BS5 BS6 BS7 BS8	the illegality, unacceptability and harms of so-called 'honour'-based abuse; the legal protections and reporting processes in place to support people at risk of forced marriage, FGM, virginity testing and hymenoplasty, and how to access help safely, report concerns, and protect themselves or others BS12 BS13

	Online life – how “safe” am I?				
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 7	about rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private OSA1 OSA4 <i>Stay safe, setting boundaries (In-line Y12)</i>	that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location settings OSA2 OSA4 <i>Media Literacy – staying safe online</i>	how to safely and responsibly form, maintain and manage positive, respectful and safe relationships online OSA1	that some online content (e.g. graphic videos, pornography, some computer games) is inappropriate, disturbing, upsetting or encourages harmful behaviours and attitudes, such as misogyny, discrimination or violence OSA8 OSA11	how to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information WO5 OSA3 <i>Understanding online misinformation (Online y13)</i>
	how to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information WO5 OSA3		the role social media plays in connecting people, sharing experiences and finding community WO1		
Year 8	how information and data is generated, collected, shared and used online, including for commercial purposes; choices people can make about how their data is kept private or used	that they will encounter information and advertising online that is manipulated, exaggerated or targeted towards them using their data; ways to limit targeted content and manage their responses to it WO5	how persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline WO1	how the portrayal of relationships and sex in the media, including pornography, and some online communities, can influence relationship expectations and attitudes, and normalise harmful behaviours RR11 RR12 BS15 OSA11 <i>Sex, relationships in the media (Sex Y9)</i>	
			how to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online OSA14	how generative AI works and is used; the ethical considerations related to generative AI, including regarding people's rights and the environment; about the impact and possible harms of generative AI tools, such as chatbots, on wellbeing, relationships and advice seeking OSA15	
				the laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences OSA4 OSA5	
				about the motivations, consequences and potential harms of creating and sharing deepfakes OSA7	
				when, why and how to report concerns to trusted adults and relevant platforms and organisations, such as Childline, CEOP, NSPCC's Report Remove tool or the police, and how this can help OSA6	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 9	how to critically assess and manage their online habits and when online activity can have both positive and negative impacts on their own and others' wellbeing WO1	about different forms of personalisation online, including targeted advertising, use of big data, and the influence of algorithms on social media feeds; how personalisation may be used to influence opinions, decisions and behaviours; strategies to evaluate and reduce negative impacts of this WO5	strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI OSA3 OSA12 <i>Media Literacy (Online Y8)</i>	how persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline	how to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online OSA14 <i>Media Literacy</i>
	how media and social media can portray idealised and artificial versions of life; how this can influence <i>Social Media Mental Health (Well being Y7)</i>	how mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online WO5 <i>Staying Safe-Misinformation (Online Y11)</i>			
	how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification WO2 <i>Body Enhancement(Wellbeing Y12)</i>	ways in which AI chatbots are designed to mimic human interaction and companionship; the potential risks and consequences of frequently engaging with AI chatbots; strategies for critically assessing the risks of new types of technology OSA15 OSA12 OSA13			
Year 10	evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others' bodies OSA7 OSA6 <i>Understanding Pornography (Sexual Y11)</i>		to recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and why to report the content and seek appropriate support WO7	the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the protections and rights young people have in relation to sexual image sharing; ways to reduce harm, how to seek support and report concerns OSA4 OSA5 OSA6 OSA7 <i>Sex and consent online (Online Y9)</i>	about thinking errors (e.g. 'gambler's fallacy') and product design features associated with gambling, including in online games; the risks and harms of gambling-related behaviours, including the accumulation of debt; how to access appropriate sources of help Back to contents MW8 <i>Gambling the facts (Life Y11)</i>
	about the negative influence pornography can have on people who see it, accidentally or deliberately; that pornography can promote misogynistic attitudes and behaviours; the law on, and purpose of, age-verification for websites showing pornographic content; how to seek support if affected by pornography or concerned about their own use or behaviour OSA8 OSA11		risks and warning signs of online scams, including sextortion, and the harm they can cause; the importance of seeking help swiftly, how to report and who to tell if scammed or involved in sextortion OSA14		
	how pornography can normalise harmful sexual behaviours (that many people do not and will never engage in), including the representation of strangulation; the legal, physical and emotional consequences associated with strangulation and suffocation; that applying force or pressure to someone's neck or covering the mouth and nose is dangerous and can lead to serious injury or death RR11 BS14 BS15				

Respecting myself and others					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 7	that people have different values and perspectives, and how to manage differences constructively and respectfully RR4 RR5	to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, <i>Recognise and prevent bullying (Life skills y7)</i>	To include lessons from Year 7 Diversity (currently used)		how to take care of personal belongings and use mobile phones safely when out and about PS1
	that on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media OSA3 OSA9	skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous PS3			skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads, railways, level crossings and water (including the water safety code); how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know BS4 PS1
	the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination RR9 RR2 <i>What is diversity (Diversity Y7)</i>				
Year 8	the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely RR9 <i>Recognising and Preventing Discrimination (Diversity Y9)</i>	to recognise bullying, and its impact when witnessing others, being bullied RR6	how risk-taking behaviour is influenced by peers, including through social media, and the need for peer approval; strategies to manage peer influence in offline and online contexts PS2 PS3 BS2 <i>Social Influence/tackling peer pressure (Relationships Y9)</i>	motivations for, misconceptions about, and social, legal and physical consequences of carrying knives or other weapons; strategies for managing pressure and influence to carry a weapon PS5 <i>Social influence young people and gangs (Life skills Y9)</i>	the risks associated with gambling, and that chance-based transactions in gaming can carry similar risks; strategies for managing peer and other influences relating to gambling WO4
			how to recognise signs that they or others may be being drawn into criminal behaviour (e.g. county lines drug running, money laundering, cybercrime); how to access appropriate support PS6 BS11	which trusted adults can support them with worries about knife crime or violence, and the likely outcomes of reporting concerns PS4	the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing MW8 MW9 DATV3

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 9	about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online RR2 RR9 Know your rights (Diversity Y 11)	to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics RR9 RR12 Challenging gender stereotypes (Diversity Y8)	to evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media PS2 BS2 Navigating social influence (Relationships Y10)	how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme OSA1 OSA3 OSA8	ways to identify risk and manage personal safety in new environments, social settings and workplaces, e.g. taking trips, going to festivals, or travelling abroad without an adult BS4 OSA2 PS1 Managing Risk (Life Skills Y10)
	that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures RR4 viewpoints that incite violence or hate RR2 Understanding cultural identity (Diversity Y12)	safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitudes RR9 RR12	to recognise situations involving adverse influence, grooming or exploitation (e.g. gang culture) and how to safely access appropriate help if involved in criminal behaviour PS4 PS6 BS11		personal safety strategies when online, out with friends, meeting new people or dating, including identifying potentially dangerous situations and trusting instincts if something doesn't feel right BS4 OSA2 Managing Risk (Life Skills Y8)
	about diversity in romantic and sexual attraction; when, where and how someone might access support and advice RR1 RR3				
Year 10	how people can be drawn into extremist narratives or communities offline or online; the personal RR4 RR9 consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others RR12	to recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online; the moral and legal responsibilities and protections everyone has in relation to bullying and harassment; how to report and seek support for self or others RR6 WO3 Challenging Prejudice (Diversity Y10)	the law relating to weapons and violence, including purchasing or supplying weapons online; the concept of joint enterprise PS5 PS3 WO6	how to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf PS4 BS16	strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations PS6 PS3 Staying safe (Life Y12)
	how false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm RR12	Strategies to avoid or deescalate conflict and challenge bullying behaviour online, including on social media, and how to report it when needed. OSA9 OSA10			
	how harmful narratives can spread online, including misogynistic or violent ideas; how to report disturbing or inappropriate content and where to seek advice and support related to online content that normalises or glamorises unhealthy or illegal behaviours OSA8				

Know my own mind					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 7	how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1 <i>Mental Health talking about emotions (Wellbeing Y8)</i>	about factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition MW4 MW6	to recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that participating in these activities can help reduce anxiety over time MW7	how friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness MW2 MW3	the importance of taking prescription and over-the-counter medicines correctly DATV5
	how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations MW1 MW4 MW5 <i>What is mental health (Wellbeing Y7)</i>	the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep HPP6 about nutrition and the role of a balanced diet as part of a healthy lifestyle HE1 how food and drink choices can affect wellbeing and physical health, including tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink HE1 HE2	how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, e.g. in response to the climate crisis or distressing events MW4 MW7 how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7		about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit DATV1 about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping DATV6 strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7 <i>Smoking & Vaping (Physical Y7)</i>
Year 8	to recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so * MW5	to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3 to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3 strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support. DATV1 DATV4 <i>Addictive substances: Alcohol (Physical Y8)</i>	hygiene routines, treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the benefits of immunisation for individuals and society HPP1 HPP5 how to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage HPP1 HPP4 where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinics); how, when and why to access them HPP3 HPP	how to respond to common injuries or minor ailments, including basic first aid BFA1 HPP3	life-saving skills, such as cardio-pulmonary resuscitation (CPR) BFA2
	<i>* In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others), or that might provide inspiration for students who are more vulnerable</i>				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 9	how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing MW4 MW6 MW7	to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW4 MW6 MW7	the nature and prevalence of mental health difficulties that commonly affect young people; facts about and signs of, more serious mental health conditions; what someone could do if concerned <u>about their own</u> or others' mental health or wellbeing MW5	about Gillick competence and medical consent; strategies to become a confident user of the healthcare system (NHS, dentists, pharmacist, sexual health clinics, specialist services) to overcome potential concerns or barriers to seeking help HPP3 HPP8 HPP9 •	how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators BFA1 BFA2 BFA3
	strategies for building connectedness with others, including making the most of opportunities for community participation and volunteering, and the importance of doing so for happiness and wellbeing MW2 MW6 how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness MW1 MW3	to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW4 MW6 MW7 the nature and prevalence of mental health difficulties that commonly affect young people; facts about and signs of, more serious mental health conditions; what someone could do if concerned <u>about their own</u> or others' mental health or wellbeing MW5 <i>Mental Health accessing support (Wellbeing Y13)</i>	how wellbeing can be affected by negative thinking patterns; how to reframe negative thinking and learn from disappointments and setbacks	the purpose of blood, organ and stem cell donation for individuals and society * BFA3 PHF4 * <i>liaise with the science and RE department for teaching about the facts and science of donation Health related choices (Physical Y10)</i> how to help prevent and reduce the spread of bacteria and viruses; how to treat infection including responsible use of antibiotics and the risks presented by antimicrobial resistance HPP1	
Year 10	the risks associated with the misuse of prescribed and over-the-counter medicines and how to recognise signs that something is wrong DATV5 <i>Addictive substances (Physical Y9)</i>	about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours MW8 MW9 <i>Alcohol Risks and Consequences (Physical Y10)</i>	strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers DATV3 to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping DATV4 DATV6 <i>Substance Addiction (Physical Y11)</i>	about wider and long-term implications of criminal drug convictions, e.g. for career, travel and future opportunities DATV2 the law and risks related to buying or selling substances online WO6	to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing * MW6 MW9 why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources MW6 WO7
	the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society DATV1	the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity DATV4 ISR10 MW4 MW6 MW7			

Looking after myself and my relationships					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 7	about different types of relationships, including friendships, family, peer, romantic and intimate relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others RR1 RR3 ISR3 <i>What makes a healthy relationship (Rels Y7)</i>	to develop a healthy relationship with themselves; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships RR3 <i>Self esteem and confidence (Wellbeing Y8)</i>	the importance of loving family relationships for bringing up children and roles and responsibilities within families F2 F7 <i>Family Life and Parenthood (Relationships Y9)</i>	that ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours RR8 RR1	how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know RR2 RR5
	how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change RR7	the skills of active listening, clear communication, negotiation,	the services available to support healthy relationships and manage unhealthy relationships, and how to access them RR5 RR6 BS16 ISR11	<i>Impact of relationships (relationships Y10)</i>	
	compromise, and how to reconcile after disagreement, including disagreements with families RR5 F8		that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships F6		
Year 9	ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe BS3 BS4	strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds RR2 RR7 <i>Respectful relationships (?????)</i>	the characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help BS11	the characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or access support for themselves or others WO3 BS8 OSA10	to recognise the signs of relationship abuse, including in the home; that abuse can take different forms; strategies to seek help and support BS9 BS16 <i>Spotting unhealthy and abusive rels (Relationships Y8)</i>
	to distinguish between crushes, romantic gestures and obsessive fixation on others BS10		what is meant by, and how to recognise, harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them BS5 BS8	what to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it BS16 ISR11	
			the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour BS6 BS7		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Year 9	that characteristic such as self-worth, independence and having a positive relationship with oneself support personal wellbeing; building and maintaining healthy, equal relationships with others RR3	to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships RR1 RR7 <i>Respectful relationships (Rels Y12)</i>	about the nature, legal status, rights and protections of different types of committed relationships, such as marriage, arranged marriage, cohabitation and civil partnerships F8 F1 F3 F4	about the qualities, responsibilities, joys and challenges of parenthood, and factors that support development in the early years of a child's life F7	how to judge the trustworthiness of adults and when a family relationship is unsafe, and to confidently access appropriate sources of support F8
	the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online support and advice BS1 RR1 RR8 <i>Impact of relationships (relationships Y10)</i>	reasons people have for making different choices about long-term relationships and parenting F3 F7 F2	that marriage and civil partnerships are legal, social and emotional commitments, entered into freely after the age of 18 and never through force or coercion F3 F5 <i>Understanding Marriage (Rels Y8)</i>	about shifting family dynamics and how to manage their increasing independence in relation to others in their family F6 <i>Coping with Change (</i>	strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed RR5 RR6 BS16
			that forced marriage is illegal, and how to access help if they or someone they know is at risk of forced marriage BS12 F5		
Year 10	to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond BS2	to recognise coercive and controlling behaviours online, including harassment and stalking; to manage the risks of technology being used to facilitate harassment and stalking; how to seek appropriate support and report concerns OSA10	the law relating to violent or threatening behaviour, coercive control, emotional, sexual, economic or physical abuse in relationships (including domestic abuse); the importance of getting help and how to overcome challenges in doing so; how to access appropriate sources of advice and support BS9 ISR11 <i>Understanding consent /intimacy (Sexual health Y11)</i>	about the impact of victim-blaming, and ways to challenge victim-blaming attitudes RR6 BS4	how and why to maintain and monitor health independently; about the prevalence, symptoms and treatments of serious health conditions and the importance of regular self-examination and cancer screening PHF2 HPP4
	to recognise when attention or behaviours are unwanted, fixated or obsessive; the legal implications of these behaviours; ways to manage obsessions and access help for own behaviour; how to report or seek help if experiencing unwanted attention and related behaviours BS10 BS16		how inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships RR10		to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, fillers and the use of sunbeds HPP4 <i>Health related choices (Physical Y10)</i>

Economic wellbeing

KS3 | Learning opportunities: Students should have the opportunity to learn...

- about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances
- how to manage emotions in relation to money
- how to assess and manage risk in relation to financial decisions that young people might make
- how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people

KS4 | Learning opportunities: Students should have the opportunity to learn...

- how personal values and attitudes can affect financial decisions
- about social and moral dilemmas relating to spending
- to recognise and manage a range of influences on their financial decisions
- the skills to evaluate the reliability of sources of financial advice for young people
- how to budget effectively for different circumstances; the benefits of saving
- the opportunities, risks and challenges involved in different financial decisions, including investments, pensions, contracts, loans and insurance
- factors to consider before taking on debt and ways of managing debt

Careers education: aspirations, learning and work (1 of 2)

KS3 | Learning opportunities: Students should have the opportunity to learn...

- that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities
- to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices
- to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty
- how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life
- to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative
- about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person's type of employment

KS4 | Learning opportunities: Students should have the opportunity to learn...

- how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting
- how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes
- the range of opportunities available to them for career progression, including in education, training and employment
- how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy
- the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities
- different employment sectors and types, and changing patterns of employment, including hybrid or home working, zero hours contracts and the gig economy

Careers education: aspirations, learning and work (2 of 2)

KS3 | Learning opportunities: Students should have the opportunity to learn...

- factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment
- the options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process
- how external influences, including stereotypes and family or cultural expectations, can affect key stage 4 option choices; how to manage emotions and pressures relating to options, including how to challenge influences that may limit aspirations

KS4 | Learning opportunities: Students should have the opportunity to learn...

- how a range of factors might influence career decisions (e.g. contract types, salary, risks and rewards, working patterns, the labour market, personal circumstances, qualifications, values, interests and strengths)
- how to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; how to align their values with possible career choices
- how to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills
- how to challenge stereotypes about particular career pathways, evaluate different role models, maintain high aspirations for their future, set realistic yet ambitious goals, and embrace new opportunities
- about the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities
- the benefits and challenges of cultivating career opportunities online; safe and positive ways to create and share content
- strategies to manage their online presence and how to evaluate its impact, including both reputational risks and career opportunities
- how to research, secure and take full advantage of any opportunities for work experience that are available; how to draw on their work experience, and the skills developed, to support future applications
- about preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work placements

Appendix 5 : Parent form: withdrawal from sex education within RSE

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

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

Parents will be encouraged to complete a Microsoft Forms version of this document so that an online record of it can be stored within the safeguarding records for students.