



RSE Policy

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Rationale

The school recognises the entitlement of all learners to receive Relationships and Sex Education and Health Education (RSHE), which is current, meaningful, and relevant. The school embeds a respect for diversity and encourages a sense of compassion and understanding of others. We recognise and respect that members of the school community are diverse in culture, religious values, and sexual orientation. We also recognise that modern technology brings with it issues of safeguarding and we are committed to addressing online safety in its various forms.

We will ensure that Relationships and Sex Education is accessible for all learners. Delivery and resources will be differentiated and personalised to meet the needs of all young people with SEND, in preparation for adulthood and in line with the SEND Code of Practice (2014). Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

This policy has due regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2025, which schools must implement by September 2026, and reflects best practice from the PSHE Association SEND Programme of Study.

Statutory Guidance and Legislation

RSE is statutory in all secondary schools, and Relationships Education and Health Education are statutory in all schools.

The school ensures that:

- The curriculum is age-appropriate, developmentally appropriate, and responsive to learners' needs
- Content is carefully sequenced and builds over time
- Parents are consulted and informed about curriculum content
- Learners are supported to develop knowledge before encountering real-life situations

The curriculum reflects key principles of the updated guidance, including:

- Engagement with learners and parents
- Positive, preventative education
- Safeguarding-focused teaching
- Responsiveness to emerging risks (e.g. online harms, misogyny)

Definition

The Sex Education Forum defines relationships and sex education (RSE) as learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It should equip children and young people with the information, skills, and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Aims

RSE, as part of the PSHE education curriculum, is vital to the development of the young people in our school. The planned programmes are designed to help them deal with the difficult moral, social, and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as

individuals, parents, workers, and members of society. Effective RSE is a key component in our approach to safeguarding our learners through the curriculum. The secondary age group is considered vulnerable with respect to the specific safeguarding issues of child exploitation (CCE and CSE) and child on child abuse, including teenage domestic violence.

Effective RSE can make a significant contribution to the development of the personal skills needed by learners if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Specifically, our RSE curriculum:

- Provides a framework in which sensitive discussions can take place.
- Prepares learners for puberty and gives them an understanding of sexual development and the importance of health and hygiene.
- Helps young people develop feelings of self-respect, confidence, and empathy.
- Creates a positive culture around issues of sexuality and relationships.
- Teaches and confirms the correct vocabulary for young people to describe themselves and their bodies.
- Has been adapted to ensure full coverage of the new 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025' framework as stated below:
 - Primary Outcomes: (*Appendix 1*)
 - Families and people who care for me; Caring friendships; Respectful, kind relationships; Online safety and awareness; Being safe
 - Secondary Outcomes: (*Appendix 2*)
 - Families; Respectful relationships, including friendships; Online and media; Being Safe; Intimate and sexual relationships, including sexual health; Mental Wellbeing; 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
- The curriculum reflects updates within the 2025 guidance, including:
 - Increased focus on online safety and digital harms
 - Teaching about misogyny, harmful influences, and pornography (age-appropriate)
 - Inclusion of same-sex relationships and diverse families
 - Teaching correct terminology to support safeguarding and communication

Policy Development

This policy will continually be developed in consultation with staff, young people, and parents.

The consultation and policy development process involves the following steps:

1. Review – the staff working group pulls together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations.
3. Parents consultation – parents are invited to attend a meeting about the policy and provide feedback through various mechanisms.
4. Young people consultation – an enquiry into what exactly young people want from their RSE.
5. Ratification – once amendments are made, the policy is shared with directors and ratified.

Consultation with young people takes place both formally and informally. Formally, learners will be consulted through learner voice, with tutors. Informally, there is an open dialogue between staff and learners. There is also the use of plenary activities to evaluate lessons.

The Law

It is important to know what the law says about sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos, and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Young people should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent.
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting,' youth-produced sexual imagery, nudes, etc.)
- pornography
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)

Inclusion and Equality

Our RSE programmes recognise that young people will bring prior learning and real-life experiences to their learning. Our curriculum respects and builds on these, providing programmes that reflect both the universal and unique needs of our learners. In this way, the programmes recognise and respect learners' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith, or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends, and wider community.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject learners to discrimination. This includes protection for all the **nine characteristics** stated in the Act. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, and transgender (LGBT) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between learners, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE 2014b).

Partnerships with Parents

The school recognises that parents are crucial to the success of the RSE programme and is committed to providing both information about what is provided and accessible opportunities to comment on policy and practice.

Parents will retain the right to withdraw their child from sex education at the school. However, young people can opt into sex education from three terms before their 16th birthday and at that point, parents/ will not have the option to withdraw their children from relationships education or health education. Schools are advised to keep a record of the process of dialogue with parents relating to requests to withdraw from sex education. If you wish to withdraw your child from sex education, please speak to the school principal.

Requests for withdrawal should be put in writing using a form available for this purpose and available from the office. A copy of withdrawal requests will be placed in the learner's educational record. The school principal will discuss the request with parents and take appropriate action.

Alternative, purposeful, and appropriate work will be given to learners who are withdrawn from sex education.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSE is clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with learners through the development of a group agreement at the start of lessons, making it clear that staff cannot offer unconditional confidentiality and will report concerns or suspicions to the Designated Safeguarding and Prevent Lead as outlined in the safeguarding and child protection policy.

Delivery of the RSE Curriculum

To ensure both progression and coverage of the statutory curriculum, we use the *PSHE Association's Education Planning Framework for Pupils with SEND*. Our programmes recognise that young people will bring prior learning and real-life experiences to their learning. We respect and build on these, providing programmes that reflect both the universal and unique needs of our learners.

Controversial topics will be covered with sensitivity and respect for all viewpoints. The programmes are not aimed at telling what is right and wrong but to consider different perspectives and provide young people with the information to make their own decisions.

At school, we teach young people in mixed-age classes, divided into key stage 3 (years 7-9) and key stage 4 (years 10-11). We have amalgamated the frameworks into a rolling 3-year programme for Key Stage 3 and a 2-year programme for Key Stage 4.

Some young people at the school may either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to a trusted adult. They will also be interested in other influences on sexual decision-making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

Young people at KS4 will need more information on sexual risk, pregnancy, sexual health, fertility, and infertility. They may be keen to discuss gender stereotyping, violence, exploitation, the law, and discrimination. Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

RSE will be taught primarily within PSHE, but also in Science, ICT, People, and the Community (RE) and Talkabout. Lessons may be taught as part of a discrete unit, or they may be embedded within other subjects. The school will offer a flexible approach to delivery where a particular need or concern is identified.

Teaching learners about LGBT will be at the point where the school considers it age and developmentally appropriate.

Young people also have regular access, throughout the academic year, to workshops and RSE lessons taught by external organisations promoting positive sexual health and relationships.

Young people will also be signposted to appropriate support and services when required. This may include counselling services, local sexual health services and healthcare professionals.

How We Assess, Record and Report Learners' Learning and Progress

We will ensure that assessment opportunities are built into the RSE programmes and that RSE is assessed on skills and attributes as well as knowledge. Regular opportunities will be provided to enable learners to reflect on their work and learning, for example, in-class question and answer, discussion, group work, peer assessment, self-assessment and marking.

Learner progress will be tracked by the PSHE teacher and will link with the schools' overall learner tracking, including individual needs.

We will ensure that parents and other stakeholders are provided with feedback and information about learners' learning in RSE.

The curriculum itself will be quality-assured in a variety of ways including learning walks, drop-ins, lesson observations, planning, and work scrutiny. This will be carried out as part of the schools' ongoing quality assessment cycle by the SLT.

Roles and Responsibilities

Learners

Young people are expected to participate in RSE and treat others with respect and sensitivity. Alternative work, which focuses on values and self-esteem will be given to those who are withdrawn from RSE.

Staff delivering RSE are responsible for:

- Planning the curriculum using the school's proformas.
- Delivering RSE in a sensitive way.
- Differentiating and personalising delivery to the needs of the individual.
- Modelling positive attitudes to Relationships and Sex Education.
- Monitoring and tracking progress.
- Responding to the needs of individual young people and issues as they arise.
- Responding appropriately to young people whose parents wish them to be withdrawn from the sex education components of RSE.
- Take responsibility to attend regular CPD to ensure they are confident and have up to date knowledge and understanding.

The Principal:

The principal is responsible for ensuring that RSE is fully covered and that it is taught consistently well. The principal is responsible for managing requests to withdraw learners from the non-statutory/non-science components of RSE. The principal and RSE Lead will provide regular access to training and development to ensure that staff are confident in their subject knowledge and delivery. The principal is responsible for the monitoring and evaluation of the RSE programmes.

Monitoring and Evaluation

The principal will lead the evaluation by encouraging learners to participate in completion of surveys and focus group discussions. Relationships and Sex Education can be evaluated by monitoring the decline in recorded instances of homophobic bullying, bullying, use of derogatory language, including genderised or sexual comments.

Links to Other Policies

This policy should be read in conjunction with the following:

- Health and Safety Policy
- Prevent Duty Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Curriculum Policy
- Equity, Diversity, and Inclusion Policy
- PSHE/RSHE - whole school curriculum overview

- PSHCE (incorporating SMSC) Policy
- Behaviour Policy
- SEND Policy

Further Information

Brook – the UK's leading sexual health charity for young people under 25 www.brook.org.uk.

Bish websites – online advice and information for both professionals and young people, created by Justin Hancock, an experienced relationships and sex educator www.bishtraining.com (for professionals) and www.bishuk.com (for young people).

Sex Education Forum – a membership organisation that works together with its members for quality relationships and sex education www.sexeducationforum.org.uk.

RSE Hub – a membership organisation that believes that relationships and sex education (RSE) should be an entitlement for all children and young people www.rsehub.org.uk.

Family Planning Association – a UK registered charity working to enable people to make informed choices about sex and to enjoy sexual health www.fpa.org.uk.

National Aids Trust – the UK's leading charity dedicated to transforming society's response to HIV www.nat.org.uk.

PSHE Association, <https://www.pshe-association.org.uk/>

Appendix 1

<u>Relationships Education, Relationships and Sex Education (RSE) and Health Education</u>				
<u>Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:</u>				
Topic (DfE Curriculum Coverage) KS3 KS4	PSHE	Science	ICT, RE and PE	OITC, Talkabout (Ongoing) and PfA
Families and people who care for me				
That families are important for children growing up safe and happy because they can provide love, security, and stability.	Y1 Relationships A1		KS4 RE Aut 2 – Relationships and families	
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Y1 Relationships A1		KS4 RE Aut 2 – Relationships and families	
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Y1 Relationships A1			
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Y1 Relationships A1			

That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y1 Relationships A1			
How to recognise if family relationships are making them feel unhappy or unsafe. And how to seek help or advice from others if needed.	Y1 Relationships A1			
Caring friendships				
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Y1 Relationships A1			
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Learners should learn skills for developing caring, kind friendships.	Y1 Relationships A1			
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Y1 Relationships A1			
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	Y1 Relationships A1			
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Y1 Relationships A1			

How to manage conflict, and that resorting to violence is never right.	Y1 Relationships A1			
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed	Y1 Relationships A1			
Respectful, kind relationships				
How to pay attention to the needs and preferences of others, including in families and friendships. Learners should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Y1 Relationships A1			
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers, and adults.	Y1 Relationships A1			
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	Y1 Relationships A1			Talkabout (Ongoing)
Learners should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.				Talkabout (Ongoing)
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Y1 Relationships Sp2			

Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Y1 Relationships A1			
The conventions of courtesy and manners.	Y1 Relationships A1			
The importance of self-respect and how this links to their own happiness. Learners should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	Y1 Relationships Sp2			Talkabout (Ongoing)
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Y2 Relationships Sp1/2			
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Y1 Relationships Sp2			
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust	Y1 A1 and Sp2 Relationships			
Online safety and awareness				
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.			Y2 Au1 Online Safety and Awareness	
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example,			Y2 Au1 Online Safety and Awareness	

that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this				
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.			Y2 Au1 Online Safety and Awareness	
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			Y2 Au2 Online Safety and Awareness	
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.			Y2 Au2 Online Safety and Awareness	
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.			Y2 Au2 Online Safety and Awareness	
Being Safe				
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc	Y1 Relationships	A1		

The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe	Y1 Relationships A1			
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Y3 Relationships and Y2 Su2 PLP A2			
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Y3 Relationships A2			
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6.	Y2 Relationships A1			
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.			Y2 Au2 Online Safety and Awareness	
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school, and/or other sources.	Y2 Relationships A1			

Appendix 2

<u>Relationships Education, Relationships and Sex Education (RSE) and Health Education</u>				
Topic (DfE Curriculum Coverage) KS3 KS4	PSHE	Science	ICT, RE and PE	OITC, Talkabout and PfA
Families				
That there are different types of committed, stable relationships.	Y1 Relationships A1		Y2 A2 – RE Relationships	
How these relationships might contribute to wellbeing, and their importance for bringing up children.	Y1 Relationships A1		Y2 A2 – RE Relationships	
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.	Y1 Relationships A1			
That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Y1 Relationships A1			
That forced marriage and marrying before the age of 18 are illegal.			RE – Y2 A2 Relationship	

How families and relationships change over time, including through birth, death, separation, and new relationships.			RE - Y2 A1 Birth and Deaths	
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.	Y1 Relationships A1		Y2 A2 RE - Relationships	
How to judge when a relationship is unsafe and where to seek help when needed, including when Learners are concerned about violence, harm, or when they are unsure who to trust	Y1 Relationships A1			
Respectful relationships, including friendships				
The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, Learners 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.	Y1 Relationships A1		Y2 A2 - RE Relationships	
How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Learners should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	Y1 Relationships A1			

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. Learners should understand what it means to be treated with respect by others.	Y1 Relationships A1			
What tolerance requires, including the importance of tolerance of other people's beliefs.	Y1 Relationships A1		Embedded throughout RE lessons. Case Studies KS4 Y2 Aut 1, KS3 Y2 Aut 2.	
The practical steps Learners 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.	Y1 Relationships A1			
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.	Y2 Relationships Sp1/2			
Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt, or frustration.	Y1 Relationships A1			
The role of consent, including in romantic and sexual relationships. Learners 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. Learners should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	Y2 Relationships Sp1/2			

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). Learners should be equipped to recognise misogyny and other forms of prejudice.	Y1 Sp 2 Relationships			
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.	Y2 Sp1/2 Relationships		Y2 A2 - Relationships	
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.	Y2 Su1/2 Sexual Health Awareness			
Learners 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.			RE - Y2 A2 Relationship	
Online and media				
Rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Y3 Sp1 Online Media Y1 Sp1 Online Media			

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. Learners should also understand the difference between public and private online spaces and related safety issues.	Y3 Sp1 Online Media			
	Y1 Sp1 Online Media			
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.	Y3 Sp1 Online Media			
	Y1 Sp1 Online Media			
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. Learners 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. Learners should understand the serious risks of sending material to others, including the law concerning the sharing of images.	Y3 Sp1 Online Media			
	Y1 Sp1 Online Media			
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. Learners 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. Learners 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. Learners should	Y2 Su1/2 Sexual Health Awareness			

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.	Y3 Sp1 Online Media			
	Y1 Sp1 Online Media			
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.	Y3 Sp1 Online Media			
	Y1 Sp1 Online Media			
That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence, or use of weapons. Learners should be taught where to go for advice and support about something they have seen online. Learners should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.			ICT - Y2 Su1 E-Safety/Online Media	
			ICT - Y2 A2 E-Safety/Online Media	
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Y3 Sp1 Online Media			
	Y1 Sp1 Online Media			

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.	Y3 Sp1 Online Media			
	Y1 Sp1 Online Media			
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 Learners 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.	Y3 Sp1 Online Media			
	Y1 Sp1 Online Media			
How information and data is generated, collected, shared, and used online.			ICT – Y3 A2 E-Safety/Online Media	
			ICT – Y2 A2 E-Safety/Online Media	
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).			ICT – Y3 A2 E-Safety/Online Media	
			ICT – Y2 A2 E-Safety/Online Media	
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			ICT – Y2 A1/2 E-Safety/Online Media	

support if they have been scammed or involved in sextortion.			ICT - Y2 A2 E-Safety/Online Media	
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.			ICT - Y3 A2 E-Safety/Online Media ICT - Y2 A2 E-Safety/Online Media	
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.	Y2 Relationships Sp1/2			
That there are a range of strategies for identifying, resisting, and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	Y1 Relationships A1			
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.	Y1 Relationships A1			
How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community, or strangers. Learners should learn ways of seeking help when needed and how to report harmful behaviour. Learners should understand that there are	Y2 Su2 Living in the Wider World			Talkabout Orchard in the Community

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. Learners 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.				(ongoing)
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.	Y2 Relationships	Sp1/2		
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.	Y2 Relationships	Sp1/2		
The concepts and laws relating to sexual violence, including rape and sexual assault.	Y2 Relationships	Sp1/2		
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.	Y2 Relationships	Sp1/2		
The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic, or physical abuse, and violent or threatening behaviour.	Y2 Relationships	Sp1/2		
That fixated, obsessive, unwanted, and repeated behaviours can be criminal, and where to get help if needed.	Y2 Relationships	Sp1/2		

The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	Y2 Relationships Sp1/2			
The concepts and laws relating to forced marriage.			RE - Y2 A2 Relationship	
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 10 The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children. 18 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.	Y2 Relationships Sp1/2			
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.	Y2 Relationships Sp1/2			
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.	Y2 Relationships Sp1/2			

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.	Y1 Sp1 Living in the Wider World			
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.	Y2 Sp1/2 Relationships		A2 Aut 2 - Relationships	
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.	Y2 Sp1/2 Relationships			
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.	Y2 Sp1/2 Relationships			
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.	Y2 Sp1/2 Relationships			
That some sexual behaviours can be harmful.	Y2 Sp1/2 Relationships			
The facts about the full range of contraceptive choices, efficacy, and options available, including male and female condoms, and signposting towards medically accurate	Y1 A2 Health and Wellbeing		Y2 S1 - Religion and life.	

online information about sexual and reproductive health to support contraceptive decision making.				
That there are choices in relation to pregnancy. Learners 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.	Y1 A2 Health and Wellbeing		Y2 Aut 2 - Relationships	
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	Y1 A2 Health and Wellbeing			
The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.	Y2 Su1/2 Sexual Health Awareness			
How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Y2 A1/2 Alcohol Awareness			
How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Y2 Su1/2 Sexual Health Awareness			
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.	Y2 Su1/2 Sexual Health Awareness			

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental Wellbeing				
How to talk about their emotions accurately and sensitively, using appropriate vocabulary				Talkabout Orchard in the Community (ongoing)
The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	Y1 A2 Health and Wellbeing	Y2 Spr1 Health and fitness		PE (ongoing)
That happiness is linked to being connected to others. Learners 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.	Y1 A1 Relationships			
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.	Y1 Su1 Health and Wellbeing			
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.	Y1 A2 Health and Wellbeing			
How to critically evaluate which activities will contribute to their overall wellbeing.	Y1 Su1 Health and 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.	Y1 A2 Health and Wellbeing			
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.	Y1 Su1 Health and Wellbeing Y1 Su2 Health and Wellbeing			
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	Y1 A2 Health and Wellbeing			
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.			ICT – Y3 Sp2 E-Wellbeing Online ICT – Y2 Sp2 Wellbeing Online	
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			ICT – Y3 Sp2 E-Wellbeing Online ICT – Y2 Sp2 Wellbeing Online	

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.			ICT – Y3 Sp2 E-Wellbeing Online ICT – Y2 Sp2 Wellbeing Online	
The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	Y1 Su1 Health and Wellbeing Y1 Su2 Health and Wellbeing			
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.			ICT – Y3 Su1 E-Wellbeing Online ICT – Y2 Sp2 Wellbeing Online	
The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.			ICT – Y3 Su1 E-Wellbeing Online ICT – Y2 Sp2 Wellbeing Online	
The serious risks of viewing online content that promotes self-harm, suicide, or violence, including			ICT – Y3 Su1 E-Wellbeing Online	

			ICT – Y2 Sp2 Wellbeing Online	
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.	Y2 A2 Health and Wellbeing	Y2 Spr1 Health and Fitness Y2 A1 Healthy Eating / Heart and lungs		
Factual information about the prevalence and characteristics of more serious health conditions.				PE (ongoing)
That physical activity can promote wellbeing and combat stress.	Y2 A2 Health and Wellbeing	Y2 Spr1 Health and Fitness		
The science relating to blood, organ, and stem cell donation		Y2 A1 Heart and Lungs Y2 A1 Cells, DNA and Variation		
Heathy 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.	Y1 A2 Health and Wellbeing	Y2 A1 Healthy Eating		
The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes, and cardiovascular disease.	Y1 A2 Health and Wellbeing	Y2 A1 Healthy Eating		
The impacts of alcohol on diet and unhealthy weight gain.	Y2 A2 Alcohol Awareness			

Drugs, Alcohol, Tobacco, and Vaping				
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.	Y1 A2 Health and Wellbeing			
The law relating to the supply and possession of illegal substances.	Y1 A2 Health and Wellbeing			
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.	Y1 A2 Health and Wellbeing			
The physical and psychological consequences of problem-use of alcohol, including alcohol dependency	Y1 A2 Health and Wellbeing			
The dangers of the misuse of prescribed and over-the-counter medicines.	Y1 A2 Health and Wellbeing			
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.	Y2 A2 Health and Wellbeing			
The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Y2 A2 Health and Wellbeing			

Health protection and prevention, and understanding the healthcare system				
Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment, and prevention of infection, and about antibiotics.	Y1 A2 Health and Wellbeing	Y1 A1 Basic food hygiene / pathogens and food poisoning Y2 A2 Pathogens and food poisoning		
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	Y1 A2 Health and Wellbeing	Y2 A1 Healthy Eating		
How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals	Y2 A1/2 Substance Misuse Awareness			
The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Y2 A2 Health and Wellbeing			
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 Learners.	Y3 A2 Health and Wellbeing			
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.	Y2 A2 Health and Wellbeing			
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	Y2 Su1/2 Sexual Health Awareness			

How to navigate their local healthcare system: what a GP is; when to use AandE / 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.	Y2 A1/2 Substance Misuse Awareness			
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. Learners should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	Y1 A2 Health and Wellbeing Y1 A1 Health and Wellbeing			
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).	Y1 Su1 Personal Safety			
How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media..	Y1 Su1 Personal Safety			
How to develop key social and emotional skills that will increase Learners' 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.	Y1 Su1 Personal Safety			

Understanding which trusted adults they can talk to if Learners are worried about violence and/or knife crime.	Y1 Su1 Personal Safety			
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).	Y1 Su1 Personal Safety			
The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Y1 Su1 Personal Safety			
Basic First Aid				
Basic treatment for common injuries and ailments.				Orchard in the Community KS4 Y1 A1, KS3 Y3 A1
Life-saving skills, including how to administer CPR.				Orchard in the Community KS4 Y1 A1, KS3 Y3 A1
The purpose of defibrillators when one might be needed and who can use them.				Orchard in the Community KS4 Y1 A1, KS3 Y3 A1
Developing Bodies				
The main changes which take place in males and females, and the implications for emotional and physical health.	Y2 A2 Health and Wellbeing			

The facts about puberty, the changing adolescent body, including brain development.	Y2 A2 Health and Wellbeing			
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.	Y2 A2 Health and Wellbeing Y2 Su1/2 Sexual Health Awareness			
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Y2 A2 Health and Wellbeing Y2 Su1/2 Sexual Health Awareness	Y3 Spr2 Reproductive organs		