



St Johns Road, Tiffield, Northampton, NN12 8AA

Personal, Social, Health, Emotional and Economic (PSHEE)/Relationships and Sex Education (RSE)/Citizenship

Issue Date:

Authorised by: Martin Mason

Position: Chairman – LGB

Review date:	Revisions/Amendment details & reasons:	Reviewed by:
Sept 2026	Updated policy to reflect change in guidance	

Relationships, Sex and Health Education (RSHE) / Citizenship

1. Intent

1.1 Overview –

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

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Gateway School, we are aware of the need to meet the DfE requirements of RSHE and Citizenship and we aim to dovetail teaching and learning within our existing educational and pastoral framework. Our intention is to implement a specifically tailored programme via our continually developing curriculum, via discrete teaching and learning units, and via the implicit delivery process that occurs in lessons, around the school more generally in the interactions between staff and students, and in our numerous interventions and enrichment programmes.

RSHE/Citizenship seeks to anchor outcomes for pupils on a model of implementation and impacts rather than through purely traditional classroom-based pedagogic delivery and assessment of progress. In this respect, we look to catch pupils' learning in at least equal proportion to taught lessons. The rationale behind this is that Gateway pupils have the potential, in classroom settings, to respond negatively to direct teaching of often uncomfortable subject matter, thus important lessons for life are lost. However, as young people with identified primary needs extending across a broad range of social and emotional mental health issues, our pupils are often far more open to less formal approaches. Our provision and curriculum structure has the ability to meet these requirements.

2. Implementation

2.1. Subject-specific delivery - We are aware that many aspects of the RSHE/Citizenship curriculum will cross over; therefore, our aim is to spread implicit and discrete delivery across the whole school to maximise opportunities for learning and pupil development. We have a whole school delivery and implementation model via key delivery areas (KDAs) across a range of subject areas. In so doing, we are also aware that pupils at TGS often gain most from



pastoral intervention activities, particularly where RSHE/Citizenship learning is concerned. Much of the required DfE programme is also implemented at Gateway through ongoing initiatives such as Team Around the Child and enrichment and intervention strategies such as drama and Forest School. We feel that we are able to target various areas with individuals far more effectively.

Implementation Frameworks - Staff at TGS work to a pedagogy outlined in the documents 'The Curriculum @ TGS' (*1) and 'How SMSC dovetails with the curriculum at TGS' (*2). Within the first of these frameworks, learning is set out under the three headings: Knowledge, 6 Core Themes.

Knowledge is defined as “giving our pupils knowledge and skills they can remember, use and apply”, and for the purposes of RSHE/Citizenship, this is most often implemented through a process of catching learning alongside taught lessons, as outlined in the overview.

For our pupils, this is demonstrated most keenly in their ability to move forward with a better understanding of productive, positive relationships in the immediate and longer-term future, with pupils recognising that this has a beneficial role to play in their own lives and the lives of those around them. This also has the effect of closing the knowledge gap that exists for many of our pupils between their prior knowledge of the issues and the greater understanding that may be presumed in the broader population of their peers.

Understood as cultural capital, pupils thus have a bank of ideas and knowledge that enables them to integrate more fully and more successfully into society. At the heart of this implementation process is the desire to develop pupils' social confidence, allowing them not to feel left behind or disadvantaged in a wider-world context.

For this knowledge to be of the highest value to our pupils, it must incorporate learning of issues around personal health and wellbeing, sexual health and wellbeing, physical and mental health and wellbeing, and the recognition that this knowledge applies to the pupils themselves and to those around them in the wider social context.

Our 6 Core Themes are defined as: **balance, communication, going beyond your borders, reflection, independence, and resilience**, the intent of which is to "support both [the] social and academic development" of TGS pupils. These are implemented through our enrichment and interventions programmes, pastoral sessions.

As written into the 6 Core Themes, through RSHE/Citizenship, learners will strengthen and broaden their experience of safe and respectful relationships, build stronger understandings of mental health - its meanings and impacts, and develop their 'felt safety'.

linked in a significant way to the incident. Socially and emotionally, this provides powerful tools for pupils, impacting positively on their 'felt safety', emotional well-being and mental health, whilst also addressing DfE requirements to address content covering respectful relationships and friendships.

Secondly, the SMSC framework details how the TGS 6 Core Themes dovetail with spiritual, moral, social and cultural concepts and concerns. Here, RSHE/Citizenship requirements are integrated and delivered implicitly within the SMSC framework. For example, Reflection as a Core Theme also implicitly covers moral and social imperatives when pupils reflect upon their own mistakes, guided by staff. Within the DfE requirements, this has direct relevance to respectful relationships and mental wellbeing.

2.2. The School Council - Alongside the above frameworks, the School Council provides an opportunity for pupils to engage with the running of the school in a more direct capacity, taking in to account the wishes and ideas of their fellow pupils, whilst offering an understanding of the running of aspects of the school, meets numerous RSHE and Citizenship criteria and includes the takeaway for pupils of an invaluable marker of their engagement and maturity for future education settings and employers.

3. Impact - The precise impact of RSHE/Citizenship delivery at TGS is difficult to measure and quantify with a high degree of accuracy as it is designed, at core, to be a set of concepts, strategies and behaviours that pupils begin to develop and understand whilst at school, bringing immediate benefits and changes. Furthermore, its greatest strengths lie in its future application by pupils on entering the world beyond their time in school. Its impact upon pupils and those around them in wider society, by its very nature, will almost not be understood precisely because it embraces a wholistic approach to interaction and conduct that serves to facilitate their smoother movement through society, counteracting some of the sources and drivers of misunderstanding, conflict and confusion so often present when pupils first arrive at TGS. That said, both formal and informal, concrete and suppositional measures of the effects, benefits and impacts of the RSHE/Citizenship curriculum are in also firmly place.

3.1. Measured impact - The EHCP tracking document (*3) acts as both tracker and driver of pupil progress in their social, emotional and educational development. Pupil Voice and Parent Voice provide authentic, ground level feedback on wellbeing and development as perceived directly by pupils and their parents and carers. The Interventions Tracker demonstrates what interventions pupils have engaged with, with what success and how future intervention programmes have been adapted for pupils as a result of previous participation.

Impact is also evidenced low stakes testing carried out across academic and vocational subjects and rolled out within the RSHE/Citizenship curriculum.

For assessing measurable impacts, the PSHE Association's A Guide to Assessment in Secondary PSHE Education is used alongside that organisation's Programme Builders for PSHE Education - Thematic Model and using resources provided by Pol-Ed which is educational programme made up of various phases of intervention, working collaboratively with the educational sector, Police Forces, Local Authorities and wider partners with the main aim – Keeping Children Safe. The taught curriculum uses the Thematic Model to scaffold planning within discrete RSHE lessons and as an outline to ensure greatest coverage when taught within lessons in other subject areas. For example, the Drugs and Alcohol strand from the Thematic Model is used to inform delivery of that topic when

delivered in PE, science, drama, and in RSHE.

3.2 Immeasurable impact - Crucially, pupil destinations are a vital measure of the impact of social and emotional development for TGS pupils, many of whom might not have contemplated reintegrating in school, let alone taken the major step of leaving school for a place on an apprenticeship or at college. The level of interaction required of pupils to succeed in accessing these destinations in such public environments is an absolute measure of the success and impact of the sideways or caught learning approach taken at TGS. Prior to this, the majority of pupils will have participated in, and usually completed, a work experience placement - some going on to gain post-16 employment as a direct result of this scheme. As a measure of impact, this has no grade criteria. The impact upon the pupil, however, is beyond measure.

RSHE/Citizenship outcomes are discussed through termly reports from subject and intervention staff to ensure the fullest coverage appropriate to TGS pupils and, where applicable, using the PSHE Association assessment guidance to measure pupil achievement and success.

Relationship and Sex Education at The Gateway School

4. DfE Requirements for RSE - The Department for Education, High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

5. The DfE guide explains that RSE should focus on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex. It should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

6. Health Education content will build on Primary content supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention. We will also teach about issues which are not listed in the secondary curriculum content, such as eating disorders, self-harm and suicide prevention. These topics will be taught in a safe and sensitive way and we will seek support and advice from the NHS and or local specialist services who may be able to provide advice and support to staff. Careful considerations will be made on an individual basis as to when it is suitable to deliver suicide prevention content, taking into account the age, maturity, and personal experiences of pupils as well as the views of parents and the confidence and skills of teachers, recognising that pupils' emotional and cognitive maturity to understand this material increases across the early secondary years

7. Policy aims - Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationships and Health Education, The Gateway School aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure students know how and when to ask for help and where to access support. By the end of their education The Gateway School hopes students will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

8. Definitions

8:1 Relationships and sex education (RSE) – Relationships, sex and health education will build on the primary health and wellbeing curriculum content

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on pupils having respect for themselves and others
- Not normalise early sexual experimentation

- Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives students the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

8.2 RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

9 Roles and responsibilities:

9.1 Governors - Governors will monitor and evaluate the impact of the policy by reviewing students' progress in achieving the expected educational outcomes. They will hold the Headteacher to account for the implementation of the policy.

9.2 Headteacher - The Headteacher with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students and will liaise with parents regarding any concerns or opinions regarding RSE provision and will manage parental requests for withdrawal of students from non-statutory, non-science components of RSE.

9.3 Staff - Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage students to communicate concerns regarding their social, personal and emotional

development in confidence, listen to their needs and support them seriously.

9.4 Parents - The Gateway School expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school PSHEE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

9.5 Students - Students are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development. The Gateway school expects students to recognise this. Students will be encouraged to support one another with issues that arise through RSE. Such as listening in class and being considerate of other people's feelings and beliefs.

Complying with confidentiality rules that are set in class are key to effective provision. Students who regularly fail to follow these standards of behaviour will be managed under the school behaviour policy, which can be accessed via the school website. We also hope that students will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships, sex education or otherwise.

10 Implementation and curriculum - It is important that The Gateway School implement the Relationships, Sex and Health policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the students in that class, and responsive to their behaviour and development. Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our students to make informed decisions regarding RSE and Health Education. It is important that students know the difference between fact, opinion and belief. The RSE, Relationships and Health Education will be delivered in RSHE and elements of our curriculum and will build on the foundation of the RSE delivered in primary school. The nature of our school and our pupils also means that our interventions and enrichment curriculum often provides an excellent basis for discussions around safe, appropriate and consensual relationships.

This includes the exploration of what harmful sexual behaviours (HSB) are and what constitutes harmful behaviour. It is key that pupils can distinguish between normal, healthy and safe behaviour, problematic, inappropriate behaviours and violent and/or abusive ones. By the end of secondary school, The Gateway School expects students to know the information set out at **Appendix 2**.

The Gateway School wishes to promote students' health and well-being by encouraging; self-control, their ability to self-regulate and strategies for doing so. This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, also to respond calmly and rationally to setbacks and challenges. The Gateway School believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

Health Education will be delivered within Physical Education (PE), Science and Personal, Social, Health and Economic Education (PSHEE). Secondary Students: By the end of their secondary education the School expects students to know the information set out at Appendix 4.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

11 Dealing with difficult questions - Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the teacher with responsibility for RSHE or members of the pastoral team.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- An anonymous question box; this will enable students to feel more comfortable to ask questions without being identified
- Making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time.

We hope this will give students the sense that they are in a safe zone to speak freely about sex and relationships.

12 Special educational needs - The Gateway School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and health education.

The Gateway School will use a variety of different strategies to ensure that all students have access to the same information. Some of these include:

- Interactive teaching methods e.g. card games
- Communication support as identified in personal student profiles
- Use of expert guest speakers
- Practical activities
- Using DVDs or video
- Group and paired activities.

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

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers We

won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

13 Withdrawal from RSE - The Gateway School hopes that parents will feel comfortable with, and understand the importance of the education provided to their children as described in this policy. Parents of children in secondary school have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE. Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction.

Any parent of a secondary student wishing to withdraw their child from sex education should put their request in writing and send it to the Headteacher using the form found in Appendix 3 of this policy who will arrange a meeting with a relevant member of staff to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn the school will arrange to provide the child with sex education during one of those terms. A copy of withdrawal requests will be placed in the pupil's educational record. If a student is excused from sex education the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

14 Complaints - Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

15 Equal opportunities - The School has duties under the Equalities Act 2010 to ensure that students are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy, which can be accessed via the school's website.

16 Safeguarding and confidentiality - We hope to provide a safe and supportive community at The Gateway School where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure will be followed. The school's Safeguarding policy can be accessed via the school website.

If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health, the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved.

If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

The school recognises that students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead (DSL) to decide what is in the best interest of the child.

17 Monitoring, review and evaluation - The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason, we review the RSE and Relationships curriculum yearly, and will inform parents of any revisions to the School's policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- Yearly feedback from students
- Yearly feedback from parents
- Feedback from staff
- Classroom observations.



The school will review this policy annually, evaluating its effectiveness by considering feedback from students, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

18 Support - We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex and relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. Parents wishing one to one support for providing effective sex and relationship education at home should contact the school's Pastoral Leader. The support organised may be provided by the school nurse, the class teacher or members of the pastoral team.

Appendix 1 – RSE Secondary stage curriculum and outcomes

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. 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.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.⁸
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. 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.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships including friendships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. 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.

11. 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.

12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. 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.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and

even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

6. 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.

7. 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.

8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. 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.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.

12. How information and data is generated, collected, shared and used online.

13. 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).

14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.

15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. 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.
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.
3. 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.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. 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.

6. 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.
 7. The concepts and laws relating to sexual violence, including rape and sexual assault.
 8. 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.
 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
 12. The concepts and laws relating to forced marriage.
 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 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.
14. 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.
 15. 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.
 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. 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.
3. 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.
4. 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.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. 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
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. 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.

Science embedded within our Preparing for Adulthood curriculum covers:

Key Stage 3

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

Key stage 4

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

Appendix 2 – Health Education Secondary stage curriculum and outcomes

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall

wellbeing.

7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Internet safety and harms

Curriculum content:

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Physical health and fitness

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol and tobacco

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.

7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health and prevention

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.

9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic First Aid

- Basic treatment for common injuries
- Life-saving skills
- The purpose of defibrillators and when one might be needed

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 3: Parent/carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		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/carers	
Teacher Signature	

