



Relationships, Sex and Health Education

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1. Introduction

This policy covers Rugby Free Secondary School's approach to the teaching of Relationships Education, Relationships and Sex Education (RSE) and Health Education (HE).

Young people today are growing up exposed to the world of technology. Growing up in a complex world living their lives between an on and offline world. There are many positive and stimulating opportunities, but also challenges and risks associated with this new online world. Children and young people need to learn how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

High quality evidence-based and age-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. These subjects also promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society.

Our RFSS vision is to develop well educated, considerate and caring citizens with a strong sense of values who will succeed in, and contribute to, 'modern society'.

2. What are Relationships and Sex Education

Relationship and Sex Education (RSE) is defined as:

"... lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health." (DfE 2000)

"... 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." (Sex Education Forum)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The aim of teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others.



Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

3. Statutory Duty of Schools

The Government has produced statutory guidance for schools on their legal duties with which they must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education, this is effective from September 2020. Appendix 1 and Appendix 2.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in schools.

This guidance also sets out both the rights of parents/carers to withdraw students from sex education and the process that Headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. See section 8 “Right to be Excused” for further detail.

4. RFSS Relationship and Sex Education Programme

Our Aims

Good quality RSE helps provide accurate information about the body, reproduction, sex and sexual health. It also gives young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Good quality RSE promotes the core values of respect, love and care. It provides opportunities for young people to reflect on their own attitudes, values and beliefs and those of their peers and others.

We are clear that parents and carers are the prime educators for children on many of these matters. The school’s RSE is designed to be complementary and supportive of this parental role.

We will build on the foundation of statutory Relationships & Health Education taught in Primary school.

Our objectives are to support the development of the knowledge, skills, attitudes, values and behaviour which enable students to:

- Have a sense of purpose
- Value self and others



- Develop positive character traits & personal attributes
- Form healthy relationships
- Promote the value of long-lasting relationships and the place of intimacy within them
- Consider the impact of relationships on their mental health
- Appreciate the value of family life and associated responsibilities
- Understand safer sex and sexual health
- Make and act on informed, value-based decisions and counteract myths and misconceptions
- Communicate effectively using appropriate words without embarrassment
- Understand a range of views and religious influences about sex and relationships in society
- Be able to delay early sexual activity and resist and report any unwanted touch or pressure
- Understand the law, their rights and responsibilities
- Be aware of sources of help and to acquire the skills and confidence to use them

Our Values

RSE is linked with the Rugby Free Personal Development Programme “Exploring Healthy Relationships” Programme, and provision will be consistent with the values and ethos of the school. Exploring morals and values is a key dimension of RSE. The programme is consistent with our core-shared values of Kindness, Collaboration, Resilience, Endeavour, Respect & Curiosity. The RSE programme will aim to promote those values of respect and dignity for human life. It is a holistic approach and aims to help young people develop their own set of moral values.

The fundamental ethos of RFSS has a mission to help each student to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all students will flourish and have an abundant life. Our RSHE programme is linked to a set of core values that:

- Every individual can learn to show kindness in the way the talk and treat others
- Every individual can practice working in collaboration with others
- Every individual is of equal value and worthy of respect
- Every individual is able to learn how to develop a growth mind set and mature in resilience
- Every individual should be encouraged to show endeavour in all they do
- Every individual is able to explore and exercise curiosity in learning



RSE is underpinned by a wider deliberate cultivation and practice of resilience and character in the individual. RSE should help to develop character traits (such as belief in achieving goals and persevering with tasks) and personal attributes (such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, a sense of justice, self-respect and self-worth).

5. RFSS Relationship and Sex Education Programme Delivery

The RSE programme will be co-ordinated by the Whole School Personal Development Lead and overseen by Senior Leaders. Content will be delivered in a variety of different ways, by teachers as well as external specialists, through:

- The Set for Life Curriculum (off-timetable days, tutor-time & intervention courses)
- The “PSHE” (Personal, Social, Health and Economic) Education timetabled curriculum
- The National Curriculum Science programme of study
- The Health and Life Sciences Department programme of study
- The Digital Communication programme of study
- The Physical Education Department programme of study
- Pastoral support & intervention for vulnerable students
- School nurse services, dependent on NHS provision and other relevant external agencies
- Provision of appropriate information through leaflets & display of posters

The Whole School Personal Development Lead will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE.

RFSS will deliver the content set out in Appendix 3 in the context of a broad and balanced curriculum. There will be a planned programme of lessons sequenced so that core knowledge is broken down into units. Teaching methods will be relevant to key stages, levels of development and age appropriate

Effective teaching will:

- Include sufficient well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real life situations
- Be delivered in a non-judgmental, factual way and allow scope for students to ask questions in a safe environment
- Include distancing techniques and setting ground rules with the class to help to manage sensitive discussion, using question boxes to allow students to raise issues



anonymously

- Encourage active student participation in order to learn from others and to practise using appropriate language in ways which are understood by others

RSE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum on relationships and on sex will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. The subjects will sit within the context of the school's broader ethos and approach to developing students socially, morally, spiritually and culturally, and its pastoral care system. This is also the case for teaching about mental health within health education. The curriculum on health education will similarly complement, and be supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.

All staff, whether directly involved in the RSE Programme or not, will support the school's approach & ethos in relation to RSE. At all times teaching will take place in the context of an explicit moral framework.

6. Students with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education needs to be accessible for all students. Quality First Teaching that is differentiated and personalised will be the starting point to ensure accessibility. RFSS will also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education can be a priority for some students; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

For some students there may be a need to tailor content and teaching to meet the specific needs of children at different developmental stages. Small group intervention courses or further teaching by the SEND team may be appropriate for some SEND students. These small groups will provide pre-teaching of key terms and concepts with visuals and social stories to ensure SEND students understand the curriculum and provide a safer space where questions surrounding RSE can be further explored.

RFSS will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

7. Parents and Carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.



All parents/carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education & RSE
- Encouraged to participate in the development of these subjects and ask questions
- Informed about what will be taught and when
- Supported in managing conversations with their children on these issues
- Told about their right to request their child be withdrawn from some or all of the sex education delivered as part of statutory RSE

8. Right to be Excused from Sex Education (the Right to Withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will document this process to ensure a record is kept.

The Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Following those discussions, 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 should make arrangements to provide the child with sex education during one of those terms.

This process is the same for students with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

There is no right to withdraw from sex education taught under the National Curriculum in Science (listed in the table below)



KS3 Science	Reproduction - reproduction in humans (for example 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
KS4 Science	Health, disease and the development of medicines communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) Co-ordination and control -hormones in human reproduction, hormonal and non-hormonal methods of contraception

9. Working with External Agencies

Working with external organisations enhances delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. RFSS will ensure that they:

- Check the visitor or visiting organisation’s credentials (such as DBS checks, safeguarding training, and experience)
- Ensure that the teaching delivered by the visitor fits with their planned programme and the published policy
- Discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the students. The lesson plan and any materials the visitors will use must be approved in advance of the session.
- Ensure that the visitor is aware of how confidentiality will work in any lesson and understands how safeguarding reports should be dealt with in line with the school’s policy
- Ensure that any visitor to the classroom is bound by the school’s Child Protection and Safeguarding Policy, regardless of whether they, or their organisation, has a different policy. They should work within the Personal Development Framework and ethos and values of the school.

10. Safeguarding and Confidentiality

At the heart of RSHE there is a focus on keeping children safe, and our school can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

In our school, we will allow students an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Students will be made aware of how to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a friend or peer.



In line with KCSIE, all staff are aware of what to do if a student tells them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or a Deputy) in anything that is safeguarding related in the context of these subjects will ensure that knowledge of trusted, high quality local resources can be engaged, links to the police and other agencies utilised and particular local issues which it may be appropriate to address in lessons are included.

It will be explained to students how confidentiality will be handled in a lesson and what might happen if they choose to make a report. Students must be reminded that the classroom is never a confidential place to talk, lessons are not a place to discuss their personal experiences and issues, through the establishment of ground rules. Staff should follow the Child Protection and Safeguarding Policy in the event of disclosures, and report if a child under the age of 16 is having or considering having sex.

All staff must be aware of their statutory reporting duties in relation to female genital mutilation (FGM) as set out in our Child Protection Policy.

11. Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. We work to ensure RSE provision is inclusive of all students and consistent with equalities duties.

12. Lesbian, Gay, Bisexual, Transgender (LGBT+)

RFSS will ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which the school considers it appropriate to teach students about LGBT, they will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

All students should feel that the subject content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. The principles of the RSE programme can be applied to all types of relationships.



If a student discloses that they are part of the LGBT+ community, this is classed as sensitive information. Under the Equality Act 2010, sensitive information is only to be shared with consent. This means that the school is legally bound not to disclose this information to parents without the student's consent.

13. Faith and Belief

A good understanding of student's faith backgrounds and positive relationships between the school and local faith communities will help to create a constructive context for the teaching of these subjects. When teaching these subjects, the religious background of all students will be taken into account when planning teaching, so that the topics that are included in the core content of the statutory guidance are appropriately handled. Our school will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens. Students should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

14. Responding to Students Questions

Students of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Support and training will be given to staff about what is appropriate/inappropriate in a whole class setting, as some questions are better not dealt with in front of a whole class.

- We will allow students to raise anonymous questions by a "question box" activity in lessons
- Trained teachers will also use their professional judgement in answering questions to the whole class or individually taking into account the Child Protection and Safeguarding Policy
- Students will be encouraged to ask their parents/carers any questions that are outside the planned programme.
- Ground rules will be clearly set out by the teacher regarding personal questions at the start of lessons



- Students will be referred to designated adults if they wish to talk further (e.g., pastoral staff, school nurse)
- If a safeguarding issue is raised by a question this will be reported/followed-up through the school safeguarding procedures. Teachers may wish to consult with the Designated Safeguarding Lead if they feel this is appropriate and should feel able to work with colleagues if necessary to construct an appropriate answer.
- Our student voice website will be promoted and signposted to help students ask questions anonymously and access further websites and agencies for help

15. Sex and Relationships Discussions Raised Outside the Planned Programme

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is limited and set within the context of the other subject concerned, it will not form part of the school's RSE programme.

In such cases, particularly since they may involve students whose parents have withdrawn them from RSE, teachers must balance giving proper attention to relevant issues with the need to respect students' and parents' views and wishes.

The school expects that teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences and that all staff will be familiar with this policy and act accordingly.

Teachers may not give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Teachers must advise students to seek advice from parents, GPs and/or appropriate trained staff or healthcare professionals such as the School Nurse.

RFSS is committed to the promotion of student welfare. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support. This may be on an individual basis or through the school's tutorial and pastoral system. Where appropriate, students are referred to the School Nurse or external agencies. Care must be taken, however, in counselling and advice to individual students, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities.

16. Monitoring, Evaluation and Assessment

The school have the same high expectations of the quality of the student's work in these subjects as for other curriculum areas. The curriculum will build on the knowledge students have previously acquired, with feedback on student progress. Teaching will be assessed, and assessments used to identify where students need extra support or intervention.



The Set for Life curriculum is regularly evaluated by the Teaching and Learning Representative for Personal Development. The views of students and staff who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Ofsted inspection will assess RSHE through student's Personal Development and SMSC (spiritual, moral, social and cultural) Development.

17.Provision of Sexual Health Services in School

Opportunities may be provided for students to access confidential information and advice on school site through the drop-in service provided by the NHS school nurse. The extent to which the school nurse contributes to RSE will depend on capacity and local resources. This service is restricted to:

- Advice about personal safety, healthy relationships and delaying sexual activity
- Chlamydia and pregnancy testing on-site
- Contraceptive advice
- Advice, information and prevention of STIs
- Advice, information and signposting about emergency contraception and terminations.

The school policy does not permit the C-card scheme (free condom scheme) on school site, instead students may be signposted by the nurse to other services in the local area, if appropriate.

Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students, outside the classroom. When working within the classroom they are also bound by the school's Child Protection and Safeguarding Policy and RSHE Policy.

18.Links with other Policies

This policy should be read in conjunction with the following Trust/School policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Relationships for Learning Policy
- SEND Policy
- SMSC Policy



19. References for Developing the Relationship and Sex Education Policy

This policy has been written with reference to guidance from relevant government documentation and should be read in conjunction with:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance](#)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual Violence and Sexual Harassment between Children in Schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support students' spiritual, moral, social and cultural development)
- National Citizen Service guidance for schools
- [Ofsted School Inspection Handbook \(September 2021\)](#)



20. Appendices

Appendix 1	Statutory Guidance for Relationships and Sex Education (RSE)
Appendix 2	Statutory Guidance for Health Education
Appendix 3	RFSS PSHE Programme Overview



Appendix 1 – Statutory Guidance for Relationships and Sex Education (RSE)

By the end of secondary school, 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 school:

	Students should know:
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness & their importance for bringing up children • What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful Relationships including Friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, & that in turn they should show due



	<p>respect to others, including people in positions of authority & due tolerance of other people's beliefs</p> <ul style="list-style-type: none">• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help• That some types of behaviour within relationships are criminal, including violent behaviour & coercive control• What constitutes sexual harassment and sexual violence and why these are always unacceptable• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique & equal
Online & Media	<ul style="list-style-type: none">• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online• About online risks, including that any material someone provides to another has the potential to be shared online & the difficulty of removing potentially compromising material placed online• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them• What to do & where to get support to report material or manage issues online• The impact of viewing harmful content• That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail• How information and data is generated, collected, shared and used online
Being Safe	<ul style="list-style-type: none">• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships



	<ul style="list-style-type: none">• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate & Sexual Relationships including Sexual Health	<ul style="list-style-type: none">• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship• 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• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others• That they have a choice to delay sex or to enjoy intimacy without sex• The facts about the full range of contraceptive choices, efficacy and options available• The facts around pregnancy including miscarriage• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing• How prevalence of some STIs, the impact they can have on those who contract them & key facts about treatment• How the use of alcohol and drugs can lead to risky sexual behaviour• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



Appendix 2 – Statutory Guidance for Health Education

By the end of secondary school, 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:

	Students should know:
Mental Wellbeing	<ul style="list-style-type: none">• How to talk about their emotions accurately and sensitively, using appropriate vocabulary• That happiness is linked to being connected to others• How to recognise the early signs of mental wellbeing concerns• Common types of mental ill health (e.g., anxiety and depression)• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness•
Internet Safety & Harms	<ul style="list-style-type: none">• 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.• 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
Physical Health & Fitness	<ul style="list-style-type: none">• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer & cardiovascular ill-health



	<ul style="list-style-type: none"> • About the science relating to blood, organ and stem cell donation • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health
Healthy Eating	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Alcohol & Drugs	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • The law relating to the supply and possession of illegal substances • The physical and psychological risks associated with alcohol consumption and what constitutes a low-risk alcohol consumption in adulthood • The physical and psychological consequences of addiction, including alcohol dependency • Awareness of the dangers of drugs which are prescribed but still present serious health risks • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health & Prevention	<ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • (Late secondary) the benefits of regular self-examination and screening • The facts and science relating to immunisation and vaccination • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn



Basic First Aid	<ul style="list-style-type: none">• Basic treatment for common injuries• Life-saving skills, including how to administer CPR* (*best taught after 12 years old)• The purpose of defibrillators and when one might be needed
Changing Adolescent Body	<ul style="list-style-type: none">• Key facts about puberty, the changing adolescent body and menstrual wellbeing• The main changes which take place in males and females, and the implications for emotional and physical health



Appendix 3 – RFSS PSHE Programme Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	How I view the world: Identity. Nature vs Nurture. Multiculturalism. Prejudice and discrimination. Neurodiversity	Celebrating diversity Identity. Equality Act 2010. LGBTQIQ+. Homophobia. Neurodiversity	Making choices in my life Next steps in education. Values. Moral character. Choices that impact health and wellbeing.	UK and Global Citizenship International organisations. Aid supporting other countries. Peace, war and conflict. Women's rights and equality. #MeToo movement and Times Up.	Looking after yourself – now and beyond Organ donating and donating blood. Teenage pregnancy. Abortion. Testicular and prostate cancer. Cervical, breast and ovarian cancer. Love and abuse.
Autumn 2	Where do I fit in? Community.	Health and wellbeing Mental health. Body image and body confidence. Bullying. Child Abuse.	How I feel about myself and my body Mental health. Body image and body confidence. Bullying. Child Abuse.	Mental Health and Wellbeing Self-harm, suicidal thoughts, support. Common mental health issues. Child Abuse. Screen time and safe mobile use.	Sexual health – being safe in all parts of my life Peer on peer bullying. Fertility. Alcohol and bad choices. Sexual health. Contraception. STIs. Respect and relationships.
Spring 1	All about me: Puberty and hormones. Personal and oral hygiene. Growing up and FGM. Assertiveness. Consent. Self-esteem and empowerment	All about me – identity, relationships and sex education Intro to RSE. Healthy relationships. Conflict. Sexual orientation. Gender identity.	Options and next steps	Keeping myself safe including when being intimate Campaigning against FGM. Sexting and nudes. Porn vs real life. Porn materials and attitudes. Domestic	Families and the parenting project Intimate and sexual relationships and consent. Beliefs, faiths and cultural practice within intimate relationships. Starting a family



		Contraception. Periods and menstrual cycle.		violence and abuse. Sexual violence. Sexualisation of the media.	including fostering and adoption. Pregnancy – how to avoid and plan. Different ways to be a parent.
Spring 2	Friendships, respect and relationships Consent. Peer pressure and influence. Healthy relationships.	Dangerous society – online and offline. County lines. Substance misuse. Cyber bullying. Grooming. Drugs education. Child exploitation and online protection.	Essential life skills and finances From failure to success. Importance of happiness. Anger. Saving and managing money. Employment and financial management. Social media and online stress.	How to keep myself safe – violence, crimes and seeking safety Honour based violence. Forced marriages. Online gambling. Social media validation. Keeping data safe. Modern day slavery. Preventing knife crime.	Next steps – Life as an independent citizen Personal safety. Finances – careers. Decisions. Exploitation. Being self-employed (tax return). Citizenship. GDPR.
Summer 1	Staying safe offline and online Gangs. E-safety. Gaming. Alcohol. Smoking, e-cigs and vaping. Energy drinks. Knife crime.	First Aid	PREVENT & Combating terrorism Conspiracies and extremist narratives. Extremism in all its forms. Terrorism. Proud to be British. Radicalization, counter terrorism, Anti Semitism.	Study Skills Awareness	Mental health and emotional wellbeing – Exam and next steps support Depression. Stress and performance. Dealing with anxiety. Fears and anxiety. Sleep hygiene and mental health. Promoting wellbeing. Resilience.



Summer 2	Teamwork choices and decisions	Careers, options and next steps.	Sex, the law and consent Sexual consent and the law. FGM and the law. Delaying sexual activity. Sex. Relationships and partners. Pleasure and masturbation. STIs.	Exploring fundamental British values Critical thinking and fake news. Cults. LGBTQ rights and British values. Human Rights. Britishness.	
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