



Relationships & Sex Education Policy



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1. Introduction

The Trust believes that to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The Trust has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its academies irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of each particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The Trust believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBT.

This policy has been developed in consultation with parents, pupils and staff from all academies within the Trust to ensure that it meets the needs of the whole Trust community. Due to the transient nature of the cohorts we serve, this policy and related programmes of study will be shared and discussed with parents/carers and pupils at point of admission.

The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

2. Aims and Objectives

Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils 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 pupils know how and when to ask for help and where to access support. By the end of their placement the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

Relationships Education, RSE and Health Education are intended to help pupils to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

3. Definition of Relationships Education and Relationships and Sex Education (RSE)

Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

RSE at secondary should provide clear progression from what has been taught in primary. It will provide access to information students will need to develop healthy, safe and nurturing relationships of all kinds, equipping them with knowledge they need later in life to keep themselves and others safe.

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 pupils 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.

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 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.

4. Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and academy community are set out in detail below.

a. Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Head Teachers to account for the implementation of the policy.

b. The Chief Executive Officer (CEO)

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

c. Head Teacher

Each academy Head Teacher 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 Head Teacher will ensure that teaching is age appropriate, delivered in ways that are accessible to all pupils with SEND 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 pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests

for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

The Deputy CEO will review and monitor the application and implementation of this policy by receiving regular reports from the academy Head Teacher on educational outcomes. The Deputy CEO will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Head Teacher.

d. Staff

Teachers of Relationships Education, RSE 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 pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

e. Parents

The Trust hopes to build a positive and supportive relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

f. Pupils

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

5. Delivery of Relationships Education, RSE and Health Education

Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.

Primary academies:

In our primary academies Relationships Education will be delivered in science and Personal, Social, Health and Economic (PSHE) Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

Secondary academies:

In our secondary academies RSE will be delivered in science, religious education, and Personal, Social, Health and Economic (PSHE) Education and will build on the foundation of Relationships Education delivered in primary school.

The curriculum has been framed using the core-competency skills of Social Emotional Learning as set out by the EEF. These skills are

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making

Each PSHE lesson provides an opportunity for students to practice one of the five skills whilst accessing the content of the PSHE lesson. Evidence suggests that the practise of these social and emotional skills during childhood are linked to improved outcomes in later life, in relation to physical and mental health, engagement with education and academic achievement. Evidence also suggests that these skills can be practised and developed over time.

RSE sessions at the Raedwald Trust are designed to be delivered in both 1:1 sessions or in small groups.

6. Relationships Education and RSE: Curriculum and Outcomes

The RSE curriculum is designed to ensure that our students learn the knowledge and are taught the life skills they will need to stay safe and to develop healthy and supportive adult relationships; learning particularly how to deal with the challenges of growing up in an online world. RSE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of relationships for successful family life, recognising stable and loving relationships in all their forms and promoting respect, love and care.

It is also concerned with the teaching of sex, sexuality, and sexual health as part of a loving and trusting relationship: creating a positive culture around issues of sexuality and relationships. It is not, however, about the promotion of sexual orientation or sexual activity. The curriculum prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene. It teaches students the correct vocabulary to use to describe themselves, their bodies and their relationships.

The Trust recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups).

While teaching RSE, teachers will use live feedback within lessons to address any pupil questions, concerns and/or misconceptions. If through this interaction, the teacher recognises there may need to be further intervention for an individual pupil/small group that may need to be addressed outside of the classroom, the leadership and safeguarding team will support both the pupil and teacher. Furthermore, parents will also be included in these conversations, in order to support the pupil as best we can.

Statutory Guidance from the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils will receive the following content:

By the end of primary school pupils will have covered:

- Families
- Friendships
- Respectful Relationships

- Online Relationships
- Safety including e-safety
- Puberty (in Years 5 and 6)
- Alcohol and Drugs (in Years 5 and 6)
- Mental Wellbeing
- Physical Wellbeing
- Healthy Eating
- Health and Prevention
- Basic First Aid
- Money
- Careers

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:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health protection and prevention and understanding the healthcare system
- Personal safety
- Basic First Aid
- Developing bodies
- Money
- Careers
- Society

An overview of which topics are taught across different key stages, and when, can be found within Raedwald Trust Site level curriculum documents accessed through <https://www.raedwaldtrust.com/> or as discussed at your child's school induction prior to starting placement. Further details can also be found in Annex 1 and Annex 2 of this policy.

Pupils at the Raedwald Trust can be placed on both full-time or fractional pathways. Therefore, this will impact the range of topics delivered through the RSE curriculum delivery. A full range of content delivery is detailed in the Programme of Trust relevant to pathway. These can be found on the Raedwald Trust website.

7. Health Education: Physical health and mental well-being

The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust 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 in science, Physical Education (PE) and Personal, Social, Health and Economic (PSHE) Education.

An overview of which topics are taught across different key stages, and when, can be found within Raedwald Trust Site level curriculum documents accessed through <https://www.raedwaldtrust.com/> or as discussed at your child's school induction prior to starting placement.

8. Pupils with special educational needs and/or disabilities

The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which include interactive teaching methods such as the use of expert guest speakers, practical activities, using DVDs or video, group and paired activities, drama and role play.

9. Right to request withdrawal from sex education

The Trust 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 primary academies have the right to withdraw their child from sex education. Parents of children in secondary academies 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 Trust 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 Education or Health Education or the elements on human growth and reproduction which fall under the science curriculum.

Any parent wishing to withdraw their child from sex education in a secondary academy should complete the RSE section of the RT Admissions Forms and send it to the Head Teacher who will arrange a meeting 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 make arrangements to provide the child with sex education during one of those terms.

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

10. Confidentiality and Child Protection

The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

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

- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- encourage the pupil to talk to their parent or carer. Pupils 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 and the academy 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 pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils 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 to decide what is in the best interest of the child.

11. Equal opportunities

Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes.

The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss 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 in accordance with the Trust's behaviour policy.

To ensure this policy remains relevant and due to the transient nature of our cohorts, parental consultation is completed on an ongoing and rolling basis through site level induction processes. Where a particular concern about our policy is raised, the relevant teams identify this with the Deput CEO to raise with Trust board to consider policy ratification. This is in place of an annual parental consultation process which would not capture the views of all families who have children supported through Raedwald Trust.

This considers the demographic of the school including the number, age, background, culture, faith, difference and diversity, discrimination, gender, race, religion, sexuality and ability of the current group of pupils attending the school. Local health data will be used to support provision as well as student, parent, staff and Trustee consultation.

In addition, all pupils attending a Raedwald Trust Academy will receive RSE at a level that is appropriate to them to meet their individual needs.

12. Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the Trust's complaints policy.

Appendix 1: Relationships Education Primary stage curriculum and outcomes

Dependent on the pathway or package accessed, primary aged pupils in Key Stage 2 will be taught a further refined curriculum. This will be discussed with families at admission meetings.

Key Stage 1:

The **bold** objectives will be covered in the first 3 weeks of placement for all pupils. After that, due to the fractional nature of the offer at KS1, teachers will choose from the other objectives based on the need within the group.

Families and close positive relationships	<ul style="list-style-type: none">• The roles different people (e.g. acquaintances, friends and relatives) play in our lives Identify the people who love and care for them and what they do to help them feel cared for• Different types of families including those that may be different to their own• Identify common features of family life• It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
Friendships	<ul style="list-style-type: none">• How people make friends and what makes a good friendship• How to recognise when they or someone else feels lonely and what to do• Simple strategies to resolve arguments between friends positively• How to ask for help if a friendship is making them feel unhappy
Managing hurtful behaviour	<ul style="list-style-type: none">• Bodies and feelings can be hurt by words and actions; that people can say hurtful things online• How people may feel if they experience hurtful behaviour or bullying• Hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
Safe relationships	<ul style="list-style-type: none">• Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private• Sometimes people may behave differently online, including by pretending to be someone they are not• How to respond safely to adults they don't know• How to respond if physical contact makes them feel uncomfortable or unsafe• Knowing there are situations when they should ask for permission and also when their permission should be sought• The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)• Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe• What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Key Stage 2:

LKS2 Programme of Study PSHE	
Introductory lesson / skills	<ul style="list-style-type: none">• Introduction of SEL skills• Students agree upon expectations for the PSHE lessons
Families	<ul style="list-style-type: none">• The characteristics of healthy family life• Different family units should all offer love, stability and respect.

	<ul style="list-style-type: none"> • Marriage and civil partnerships • Healthy commitment in a relationship • Safe and happy family relationships • Where and when to seek support and help
Friendships	<ul style="list-style-type: none"> • How to be a good friend • Healthy friendships and how to nurture them • Positive friendships support wellbeing • Resolving friendship issues positively
Respectful Relationships	<ul style="list-style-type: none"> • Diversity • Discrimination • Challenging discriminatory behaviour safely • Stereotypes and how they can be harmful
Online relationships	<ul style="list-style-type: none"> • Sharing information online – what is and isn't appropriate to share
Safety including e-safety	<ul style="list-style-type: none"> • Secrets • Where and when to seek support and help • Age restrictions • Age appropriateness of games, social media use or films • The internet and its uses • Positive and negative impact of time spent online • Balancing time spent online • Name different body parts and discuss their function • Know that their bodies belong to them • The difference between appropriate and inappropriate touch • What is consent and how to express it
Mental Wellbeing	<ul style="list-style-type: none"> • Emotions • Mental Health • Strategies to respond to a range of feelings in different settings • Bullying • Growth mindset • Setting targets and aspirations • Careers preparation
Physical Wellbeing	<ul style="list-style-type: none"> • The benefits of physical activity and exercise • The link between mental and physical wellbeing
Healthy Eating	<ul style="list-style-type: none"> • Dental hygiene • Know how to use the traffic light system on food labels • Healthy diet including cooking
Health and Prevention	<ul style="list-style-type: none"> • Sleep • Bacteria and viruses • Limiting the spread of illnesses
Basic First Aid	<ul style="list-style-type: none"> • How to respond in an emergency scenario.
Money	<ul style="list-style-type: none"> • What money is , how it can be used and its value • Budgets and budgeting for real-world events

UKS2 Programme of Study PSHE	
Introductory lesson / skills	<ul style="list-style-type: none"> • Introduction of SEL skills • Students agree upon expectations for the PSHE lessons
Families	<ul style="list-style-type: none"> • Healthy family relationships • The role of families

	<ul style="list-style-type: none"> • Diverse families with shared characteristics • Analyse different family units and their shared characteristics • know what unhappy or unsafe family relationships are • explain where to seek help if they are feeling vulnerable or unsafe. • Where and when to seek support and help
Friendships	<ul style="list-style-type: none"> • Trust in a friendship • Trust online • Trustworthy sources
Respectful Relationships	<ul style="list-style-type: none"> • Peaceful, aggressive and assertive communication • Respect for others • Respect for ourselves
Online relationships	<ul style="list-style-type: none"> • Cyberbullying and how to respond to it and seek support • The impact that gaming can have on individuals • Protecting wellbeing when gaming • How personal information is used and stored online • Information shared online is permanent
Safety including e-safety	<ul style="list-style-type: none"> • How to be critical digital users • Online scams and how to deal with them • Where and when to seek support for worrying things seen online
Puberty (Recommended Year 6 content)	<ul style="list-style-type: none"> • Physical and emotional changes occur during puberty (including menstruation, menstrual cycle and wellbeing, erections and wet dreams) • Caring for your body during puberty • What a sexual relationship is (right to withdraw lesson) • How babies are conceived and born and that there are ways to prevent a baby being made. (right to withdraw lesson) • What happens at conception (right to withdraw lesson) • What happens during pregnancy and birth (right to withdraw lesson) • Same-sex relationships and other ways to have a baby (right to withdraw lesson)
Alcohol and drugs	<ul style="list-style-type: none"> • What drugs and alcohol are • Risks associated with using drugs • The laws about supply and usage of vaping and tobacco • The consequences related to vaping and tobacco usage • Strategies to resist peer-pressure.
Mental Wellbeing	<ul style="list-style-type: none"> • Regulating and responding to feelings • growth mindset • Recognise, reflect and celebrate our own and other peoples' achievements • Aspirations for the future • Careers • Mental wellbeing • Ill mental health • Deal with periods of transition • How to deal with loss • Bullying • Where to get support from with regards to bullying
Physical Wellbeing	<ul style="list-style-type: none"> • The link between mental and physical wellbeing

	<ul style="list-style-type: none"> • The benefits of physical exercise to our mental health • The importance of regular exercise and the risks of an inactive lifestyle • How to seek support if concerned about health • Positive body image
Healthy Eating	<ul style="list-style-type: none"> • UPFs • The risks associated with unhealthy food • Healthy alternatives to UPFs.
Health and Prevention	<ul style="list-style-type: none"> • Dental health and hygiene • Sleep • How technology impacts sleep and positive sleep routines
Basic First Aid	<ul style="list-style-type: none"> • Emergency scenarios • Basic first-aid for incidents such as practising the recovery position
Money	<ul style="list-style-type: none"> • Gambling and the risks of gambling

Sex Education

The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

Appendix 2: RSE Secondary stage curriculum and outcomes

Dependent on the pathway or package accessed, secondary aged pupils in Key Stage 3 and 4 may be taught a further refined curriculum. This will be discussed with families at admission meetings.

Year 7 PSHE	
Introductory lesson / skills	<ul style="list-style-type: none"> • Introduction of SEL skills • Students agree upon expectations for the PSHE lessons
Families	<ul style="list-style-type: none"> • Different types of committed stable relationships • How healthy family relationships contribute to wellbeing • The roles and responsibilities of parents / carers with respect to raising children • Changing families – birth, death and separation and new relationships • how to judge when a relationship is unsafe and where to seek help if needed
Respectful Relationships	<ul style="list-style-type: none"> • characteristics of positive relationships online and offline • bullying • stereotypes linked to race and sexual orientation • treating others with kindness and understanding equality.
Online safety and awareness	<ul style="list-style-type: none"> • online risks, sharing information online • social media • personal material shared and circulated including AI altered images • deepfakes and how to recognise them • How information and data is generated, collected and shared • online scams • AI
Being safe	<ul style="list-style-type: none"> • early romantic relationships and boundaries • peer pressure • how and where to seek advice and support • sexual harassment or sexual violence and laws related to this • grooming • Forced marriage and FGM
Intimate sexual relationships including sexual health	<ul style="list-style-type: none"> • what is sex • age of consent • how having sex could physically and emotionally affect as a person • where to seek support for concerns around sexual relationships and signposting further information
Mental Wellbeing	<ul style="list-style-type: none"> • feelings
Wellbeing online	<ul style="list-style-type: none"> • limiting time spent online
Physical health and fitness	<ul style="list-style-type: none"> • physical activity promoting wellbeing
Healthy Eating	<ul style="list-style-type: none"> • healthy eating and health risks • practical lesson around healthy eating
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • -illegal drugs and the law relating to supply and possession of illegal drugs • where to seek support and advice about drugs and drug use

Health protection and prevention and understanding the healthcare system	<ul style="list-style-type: none"> Dental hygiene
Personal safety	<ul style="list-style-type: none"> managing personal safety around roads, railways and water.
Basic first aid	<ul style="list-style-type: none"> basic treatment for common injuries and ailments
Developing bodies	<ul style="list-style-type: none"> changes that take place for males and females and puberty
Careers	<ul style="list-style-type: none"> aspirations preparation for the world of work
Money	<ul style="list-style-type: none"> Financial Literacy
Online safety	<ul style="list-style-type: none"> Online gaming risks
Society	<ul style="list-style-type: none"> Diversity and community

Year 8 PSHE	
Introductory lesson / skills	<ul style="list-style-type: none"> Introduction of SEL skills Students agree upon expectations for the PSHE lessons
Families	<ul style="list-style-type: none"> marriage and civil partnerships The legal rights of marriage Forced marriage and marrying before 18 is illegal Characteristics of successful parenting How to judge when a relationship is unsafe and where to seek help if needed
Respectful Relationships	<ul style="list-style-type: none"> Self-esteem Bullying The role of consent Stereotypes linked to disability Negative impact of pornography Incels
Online safety and awareness	<ul style="list-style-type: none"> social media The law concerning sharing images including AI altered images How to seek support for harmful material shared Deepfakes and harm caused Sextortion
Being safe	<ul style="list-style-type: none"> Sexual pressure How and where to seek advice and support for unsafe behaviour Domestic abuse, controlling and coercive behaviour
Intimate sexual relationships including sexual health	<ul style="list-style-type: none"> The age of consent and importance of sex being an enjoyable experience Sexual consent and ability to withhold or remove consent Contraception STIs and safe sex Where to seek support for concerns around sexual relationships signposting further information
Mental Wellbeing	<ul style="list-style-type: none"> Acts of kindness Physical activity linked to happiness Loneliness How to overcome feelings of anxiety
Wellbeing online	<ul style="list-style-type: none"> Gaming and gambling
Physical health and fitness	<ul style="list-style-type: none"> The characteristics of healthy lifestyle linked to mental health

Healthy Eating	<ul style="list-style-type: none"> • Healthy eating and health risks • Practical lessons around healthy eating
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • facts about smoking tobacco and vaping and the harm posed to young people • The benefits of quitting smoking tobacco • Where to seek support and advice about vaping or smoking tobacco
Health protection and prevention and understanding the healthcare system	<ul style="list-style-type: none"> • The importance of sleep • A lack of sleep can affect weight, mood and ability to learn. • Facts and scientific evidence related to vaccination, immunisation
Personal safety	<ul style="list-style-type: none"> • Peer influence
Basic first aid	<ul style="list-style-type: none"> • Life saving skills including CPR
Developing bodies	<ul style="list-style-type: none"> • Menstrual and gynaecological health (endometriosis and PCOS) • Where to seek help from healthcare professionals
Careers	<ul style="list-style-type: none"> • Decisions and their long-term impacts • preparation for the world of work
Money	<ul style="list-style-type: none"> • Financial Literacy
Online safety	<ul style="list-style-type: none"> • Online gaming risks
Society	<ul style="list-style-type: none"> • Caring for the environment

Year 9 PSHE	
Introductory lesson / skills	<ul style="list-style-type: none"> • Introduction of SEL skills • Students agree upon expectations for the PSHE lessons
Families	<ul style="list-style-type: none"> • Common-law marriage is a myth • The law about marriage in the UK • Changing families – birth, death and separation and new relationships • How to judge when a relationship is unsafe and where to seek help if needed.
Respectful Relationships	<ul style="list-style-type: none"> • Characteristics of positive relationships online and offline • Ending relationships • Bullying • Stereotypes linked to sex and misogyny
Online safety and awareness	<ul style="list-style-type: none"> • AI chatbots • Social media • How to seek support for material shared
Being safe	<ul style="list-style-type: none"> • How and where to seek advice and support for other and own behaviour • Revisit what sexual harassment and sexual violence are and laws related to this • Information about strangulation and suffocating
Intimate sexual relationships including sexual health	<ul style="list-style-type: none"> • The impact of alcohol and drugs and risks in sexual behaviour • Where to seek support for concerns around sexual relationships
Mental Wellbeing	<ul style="list-style-type: none"> • The characteristics of common types of mental ill health
Wellbeing online	<ul style="list-style-type: none"> • Misinformation online and disinformation including conspiracy theories • Drug and knife supply

	<ul style="list-style-type: none"> • Online content linked self-harm, suicide and violence
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics of healthy lifestyle linked to mental health
Healthy Eating	<ul style="list-style-type: none"> • The risks of unhealthy weight gain • Practical lessons around healthy eating
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • The risks associated with consuming alcohol • Drink spiking • Where to seek support and advice about alcohol consumption or concerns about drink spiking
Health protection and prevention and understanding the healthcare system	<ul style="list-style-type: none"> • How to navigate local healthcare systems
Personal safety	<ul style="list-style-type: none"> • Facts and the law around carrying knives and knife crime. • How to identify risk and manage personal safety in unfamiliar social settings
Basic first aid	<ul style="list-style-type: none"> • Life saving skills including CPR • What a defibrillator is and how it can be used
Developing bodies	<ul style="list-style-type: none"> • A timeline linked to reproductive health including fertility and menopause
Careers	<ul style="list-style-type: none"> • Job preparation (interviews and readiness to work) • Job industries
Money	<ul style="list-style-type: none"> • Financial Literacy

KS4 RSE

Positive Relationships

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R2. the role of pleasure in intimate relationships, including orgasms

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

Relationship values

R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

Forming and Maintaining Respectful Relationships

R11. strategies to manage the strong emotions associated with the different stages of relationships

R12. to safely and responsibly manage changes in personal relationships including the ending of relationships

R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
R15. the legal and ethical responsibilities people have in relation to online aspects of relationships
R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
R17. ways to access information and support for relationships including those experiencing difficulties
Consent
R18. about the concept of consent in maturing relationships
R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online
R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour
R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
Contraception and Parenthood
R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
R26. the reasons why people choose to adopt/foster children
R27. about the current legal position on abortion and the range of beliefs and opinions about it
Bullying, Abuse and Discrimination
R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
R29. the law relating to abuse in relationships, including coercive control and online harassment
R30. to recognise when a relationship is abusive and strategies to manage this
R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
R34. strategies to challenge all forms of prejudice and discrimination
Social Influences
R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
R36. skills to support younger peers when in positions of influence
R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

The National Curriculum for Science 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), and
- genes and sex determination in humans.