



HERITAGE HOUSE SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

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UNCRC Rights Article 12: *I have the right to be listened to and taken seriously.*

UNCRC Rights Article 24: *I have the right to be as healthy as possible.*

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1. Aims

The aims of the Relationships, Health and Sex education (RSHE) at our school are to:

- › Provide a framework in which sensitive discussions can take place.
- › Provide individualised provision to ensure that the individual needs of all learners are met.
- › Prepare learners for preparation for adulthood and life after school, and give them an understanding of and the importance of health and wellbeing, personal hygiene, safety and healthy relationships are appropriate for their developmental stage.
- › Help learners develop feelings of self-respect, confidence and empathy.
- › Create a positive culture around issues of sexuality and relationships.
- › Teach learners the correct vocabulary to describe themselves and their bodies.
- › Ensure that the RSHE teaching and learning resources are sensitive, age-appropriate, developmentally appropriate for the individual needs of the learner, and delivered with reference to the law.

2. Statutory requirements

As a maintained school, we must provide relationships education to all learners under section 34 of the [Children and Social Work Act 2017](#).

For primary school age learners, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Heritage House School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, learners and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Learner consultation – we investigated what exactly learners want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships, Sex and Health Education (RSHE) information, sessions and activities are delivered by class teachers. All RSHE statutory requirements have been woven in to the PSED / RSHE strand of our Heritage House School Curriculum. As part of a learners personalised learning; learners have a termly PSED / RSHE foci. Personalised learning foci are worked on daily. In addition, learners learn through daily opportunities that arise during social opportunities and when assisting the development of peer relationships. Small group topic discussion and special/SMSC events and awareness days that may also feature this curriculum content.

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

RSHE is not about the promotion of sexual activity.

RSHE is about:

- the emotional, social and cultural development of learners
- learning about positive, safe and healthy relationships and consent
- learning about sexual health and sexuality
- staying safe, basic first aid, and personal safety
- online safety and awareness
- mental wellbeing, healthy lifestyles and healthy eating
- physical health and fitness
- health prevention and protection, and understanding the healthcare system
- families, diversity and personal identity
- the changes in an adolescent body and puberty
- preparing learners for adulthood and life after school
- information about drugs, alcohol, tobacco and vaping

5. Curriculum

Our full RSHE curriculum and PSED / RSHE Teaching and Learning documents are available upon request.

We have developed the curriculum in consultation with parents/carers, learners and staff, and taking into account the age, developmental stage, needs and feelings of our learners. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that learners are fully informed and don't seek answers online.

The Heritage House School PSED / RSHE curriculum is for all of our learners in all stages – EYFS to Key Stage 5; and is in line with the DfE statutory guidance for Relationships Education, Relationships and Sex Education, and Health Education document (July 2025), and the SEND Code of Practice (2015).

All learners access Relationships Education and Health Education aspects of the PSED / RSHE curriculum.

Sex Education is not compulsory before the age of 11. Therefore, learners in secondary age years access Sex Education aspects of the PSED / RSHE curriculum.

At Heritage House School, we aim to deliver a personalised, sensitive and developmentally appropriate curriculum to meet the needs of the individual learner.

We will share all curriculum materials with parents and carers upon request. For further information, please contact Sky Gregory (PSED / RSHE Lead) via the school office, or your child's class teacher.

6. Delivery of RSE

RSHE is taught within the Personal, Social, and Emotional Development (PSED) and RSHE strand of the Heritage House School Curriculum (PSED / RSHE). Biological / Science aspects of RSHE are taught within the Understanding the World (UTW) and Science strands of the Heritage House School Curriculum, and other aspects are included in daily opportunities that arise, life skills and self-care activities, Careers and Aspirations activities, small group sessions/discussions, SMSC, celebration and awareness events and social interactions.

RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships and strives to give young people the information they need to help them develop safe, healthy, nurturing relationships of all kinds. Also, RSHE aims to provide learners knowledge and life skills on how to stay safe, healthy, develop an understanding of feelings and provide strategies to for emotional regulation and positive wellbeing.

Our rights respecting ethos is embedded throughout our RSHE curriculum. Some of the United Nations Conventions of the Rights of the Child (UNCRC) Rights Articles that relate to RSHE include:

- Article 6 (Life, Survival and Development)
- Article 12 (Respect for the Views of the Child)
- Article 19 (Protection from violence)
- Article 24 (Health and Health Services)
- Article 28 (Right to Education)
- Article 29 (Goals of Education)
- Article 34 (Protection from sexual abuse)
- Article 42 (Knowledge of Rights)

More information on the UNCRC Rights Articles and Rights Respecting can be found on our school website.

Relationships Education for all learners focuses on teaching the fundamental building blocks and characteristics of positive relationships, and information to develop healthy, nurturing relationships of all kinds including:

- Families and people who care for me

- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe and online safety

Health Education for all learners may focus on:

- › Preparing for the changes that adolescence brings, such as during puberty.
- › Living healthy; including mental health and wellbeing, physical health.

Relationships and Sex Education for secondary age learners may focus on:

- › Intimate and sexual relationships, including sexual health and consent.
- › Being safe.
- › Online safety and awareness.
- › Respectful relationships.

For more information about what learners should know by the end of primary and secondary school (stated by the DfE Relationships Education, Relationships and Sex Education, and Health Education, July 2025) document, used to inform our PSED / RSHE, see Appendices 1

RSHE will be delivered in a personalised, sensitive, and developmentally/age-appropriate way, to meet the needs of the individual learner.

Learning is taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- › Make sure that learners learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions

- Digital formats
- Give careful consideration to the level of differentiation needed to ensure the learner's individual needs are met.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, individual needs, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan and Rights Respecting ethos
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to learners' experiences and won't provoke distress

7. Use of external organisations and materials

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with learners' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed

- › Ask to see in advance any materials that the agency may use
- › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- › Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- › Check the agency's protocol for taking pictures or using any personal data they might get from a session
- › Remind teachers that they can say "no" or, in extreme cases, stop a session
- › Make sure that the teacher is in the room during any sessions with external speakers
- › Share all external materials with parents and carers

We **won't**, under any circumstances:

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

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw learners from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RSHE in a sensitive way
- › Modelling positive attitudes to RSHE
- › Monitoring progress
- › Responding to the needs of individual learners
- › Responding appropriately to learners whose parents/carers wish them to be excused / withdrawn from the non-statutory components of RSHE

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

8.4 Learners

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

9. Parents' right to be excused / withdraw

For learners in Reception, Key Stage 1, Key Stage 2, Key Stage 3, Key Stage 4, and Key Stage 5: Parents/carers do not have the right to excuse / withdraw their child from Relationships Education or Health Education.

For learners in Reception, Key Stage 1, and Key Stage 2:

Parents/carers do have the right to excuse / withdraw their child from the non-statutory/non-science components of Sex Education within RSHE.

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

Alternative school work will be given to learners who are excused / withdrawn from Sex Education.

For learners in Key Stage 3, Key Stage 4, and Key Stage 5:

Parents/carers do have the right to excuse / withdraw their child from the non-statutory/non-science components of Sex Education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive Sex Education rather than being excused / withdrawn, the school will arrange this.

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

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

Alternative school work will be given to learners who are excused / withdrawn from Sex Education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of RSHE is monitored by PSED / RSHE Lead through:

- Learning walks.
- Personalised planning moderation.
- Whole school and teacher CPD sessions.

Learners' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSED / RSHE Lead annually. At every review, the policy will be approved by the headteacher and the governing body

Appendix 1: By the end of primary school (Relationships Education)

TOPIC	BY THE END OF PRIMARY SCHOOL (RELATIONSHIPS EDUCATION)
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	BY THE END OF PRIMARY SCHOOL (RELATIONSHIPS EDUCATION)
Respectful relationships	<ul style="list-style-type: none"> • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust
Online safety and awareness	<ul style="list-style-type: none"> • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

TOPIC	BY THE END OF PRIMARY SCHOOL (RELATIONSHIPS EDUCATION)
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 1: By the end of secondary school (Relationships and Sex Education)

We will continue to develop knowledge of topics specified for primary as required, and in addition cover the following content by the end of secondary. This will be delivered in a personalised, sensitive, and developmentally appropriate way, to meet the needs of the individual learner.

TOPIC	BY THE END OF SECONDARY SCHOOL (RELATIONSHIPS AND SEX EDUATION)
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships.• How these relationships might contribute to wellbeing, and their importance for bringing up children.• Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.• That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.• That forced marriage and marrying before the age of 18 are illegal.• How families and relationships change over time, including through birth, death, separation and new relationships.• The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.• How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	BY THE END OF SECONDARY SCHOOL (RELATIONSHIPS AND SEX EDUCATION)
Respectful relationships	<ul style="list-style-type: none"> • The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. • What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
- The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
- That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

TOPIC	BY THE END OF SECONDARY SCHOOL (RELATIONSHIPS AND SEX EDUCATION)
Being safe	<ul style="list-style-type: none"> • How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault. • The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. • How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

TOPIC	BY THE END OF SECONDARY SCHOOL (RELATIONSHIPS AND SEX EDUCATION)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. • 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. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma. • The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Appendix 1: By the end of primary school (Health Education)

TOPIC	BY THE END OF PRIMARY SCHOOL (HEALTH EDUCATION)
General Wellbeing	<ul style="list-style-type: none"> • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help.

TOPIC	BY THE END OF PRIMARY SCHOOL (HEALTH EDUCATION)
Wellbeing online	<ul style="list-style-type: none"> • That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

TOPIC	BY THE END OF PRIMARY SCHOOL (HEALTH EDUCATION)
Health protection and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	<ul style="list-style-type: none"> • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<ul style="list-style-type: none"> • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 1: By the end of secondary school (Health Education)

We will continue to develop knowledge of topics specified for primary as required, and in addition cover the following content by the end of secondary. This will be delivered in a personalised, sensitive, and developmentally appropriate way, to meet the needs of the individual learner.

TOPIC	BY THE END OF SECONDARY SCHOOL (HEALTH EDUCATION)
Mental Wellbeing	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. • How to critically evaluate which activities will contribute to their overall wellbeing. • Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it’s possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety.

TOPIC	BY THE END OF SECONDARY SCHOOL (HEALTH EDUCATION)
Wellbeing online	<ul style="list-style-type: none"> • About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. • 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. • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. • How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. • The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. • Factual information about the prevalence and characteristics of more serious health conditions. • That physical activity can promote wellbeing and combat stress. • The science relating to blood, organ and stem cell donation.
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, unhealthy weight gain, and cardiovascular disease. • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. • The impacts of alcohol on diet and unhealthy weight gain.

TOPIC	BY THE END OF SECONDARY SCHOOL (HEALTH EDUCATION)
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. • The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. • The dangers of the misuse of prescribed and over-the-counter medicines. • The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	<ul style="list-style-type: none"> • Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. • Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. • The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. • The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. • The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. • How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. • The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

TOPIC	BY THE END OF SECONDARY SCHOOL (HEALTH EDUCATION)
Personal safety	<ul style="list-style-type: none"> • How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	<ul style="list-style-type: none"> • Basic treatment for common injuries and ailments. • Life-saving skills, including how to administer CPR.11 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	<ul style="list-style-type: none"> • The main changes which take place in males and females, and the implications for emotional and physical health. • The facts about puberty, the changing adolescent body, including brain development. • About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2: Parent/carer form: excusal / withdrawal from sex education within RSHE

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

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