



THE JUBILEE ACADEMY

Aspire and Achieve

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Author:	Assistant Headteacher Personal Development & Welfare
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Policy Essential Information

Relationships and Sexual Health Education (RSHE) Policy

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1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a safe and supportive framework in which sensitive and informed discussions can take place
- Prepare pupils for puberty, giving them a secure understanding of physical development, sexual health, and the importance of health and hygiene
- Help pupils develop self-respect, confidence, resilience and empathy, enabling them to manage emotions and relationships effectively
- Create a positive, respectful and inclusive culture around relationships, identity and sexuality, where diversity is valued and discrimination is challenged
- Teach pupils the correct vocabulary to describe themselves, their bodies and relationships with confidence and accuracy

In line with updated statutory guidance, we also aim to:

- Develop pupils' understanding of healthy relationships, including respect, consent, boundaries and communication
- Enable pupils to recognise and respond to unhealthy, abusive or coercive behaviours, both offline and online
- Equip pupils with the knowledge and skills to stay safe, including understanding safeguarding, exploitation, and how to seek help and report concerns
- Support pupils to navigate the online world safely, including recognising risks such as harmful content, misinformation, manipulation and digital influence
- Promote positive mental health and wellbeing, including developing resilience, emotional awareness and strategies to manage challenges such as stress, loneliness and grief
- Help pupils make informed decisions about risk, including those related to substance use, relationships and personal safety
- Develop pupils' awareness of wider influences such as media, peer pressure and harmful attitudes (including misogyny), and empower them to challenge these appropriately

2. Statutory Requirements

The Jubilee Academy must provide RSE to all pupils as per the **Children and Social Work Act 2017**.

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**.

At The Jubilee Academy we teach RSHE as set out in this policy

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. 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 and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Policy Update April 2026:

- Core Change: New statutory RSHE guidance replaces 2019 with updated statutory guidance (published 2025).
- Mandatory implementation: September 2026: To include stronger emphasis on modern risks, safeguarding, and real-world relevance.

4. Definition

At The Jubilee Academy, we value that our RSHE aims are consistent with that of the school ethos and values.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSHE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

The curriculum will be delivered through PSHRE, Science, assemblies, and using external professionals and experts.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHRE) education curriculum and through school assemblies. Biological aspects of RSE are taught within the science curriculum and by external professionals.

Pupils also receive stand-alone sex education sessions delivered by a trained professional or external expert.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families and Inclusive Relationships: Diverse families and respect
- Respectful relationships, including friendships. Misogyny & Harmful Attitudes: Teaching sexism, toxic ideologies, links to violence
- Online and media. S
- Safeguarding: PSHE is now a safeguarding curriculum including recognising abuse and seeking help.
- Being safe. Personal Safety: Road, rail, water, public spaces. Financial Safety: Scams, fraud, exploitation.
- Intimate and sexual relationships, including sexual health. Pornography Awareness: Unrealistic expectations and impact on relationships.
- Mental Health: Grief, loneliness, resilience
- Safeguarding: PSHE is now a safeguarding curriculum including recognising abuse and seeking help.

For more information about our RSHE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

7. Roles and responsibilities

The governing board

The governing board will approve the RSHE policy and hold the Head of School to account for its implementation.

Assistant Headteacher

The Head of School is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- All staff with teaching and learning responsibility will be involved with the delivery of RSHE
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

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

Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 withdrawn, the school will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action in line with school policy and expectations.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

The Head of School and the SLT lead for RSHE 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.

10. Monitoring arrangements

The delivery of RSHE is monitored by the Assistant Headteacher in charge of RSHE through:

various monitoring arrangements, such as planning, book scrutinises, student voice and learning walks

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Assistant Headteacher in charge of RSHE on an annual basis. At every review, the policy will be approved by the Headteacher

11. Answering difficult questions

Tutor/mentors are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHRE. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground Rules and distancing techniques

- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one, tutor/mentor or student, should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with questions

- Tutor/mentors should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Tutor/mentors should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness.
- If a verbal question is too personal the tutor/mentor should remind the student of the ground rules.
- If a question is too explicit, feels too old for a student, is inappropriate for the whole class, or raises concerns about abuse, the tutor/mentor should acknowledge it and promise to attend to it later on an individual basis.
- Tutor/mentors should not be drawn into providing more information than is appropriate to the age of the student.
- If a tutor/mentor is concerned that a student is at risk of abuse then the usual child protection procedures should be followed.

Guidance on the teaching of potentially sensitive and controversial issues

Handling sensitive and controversial issues

Learning from real life experience is central to the development of social, emotional and behavioural skills. Sensitive and controversial issues are certain to arise. Students should not be sheltered from such issues, through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and dealing with difficult feelings. Tutor/mentors and practitioners need to be prepared however to handle personal issues arising from the work, to deal sensitively with, and follow-up appropriately, disclosures made in a group or individual setting, and to know what to do in the case of a potential child protection issue. This will involve being clear about issues of confidentiality.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings. Those which deal with values and beliefs are also potentially sensitive or controversial

However, almost any issue can prove sensitive to specific individuals, whether they are adults or students.

It is important to establish a classroom climate in which students can express a point of view that may differ from those held either by adults or their peers. The SEAL materials aid students in doing this by enabling students to establish ground rules about how they will behave towards each other in discussion, as well as more generally through the completion of the activities, and through the explicit focusing and celebrating of the differences between individuals. Ground rules will need to include being able to listen to and learn from the experiences of others, showing sensitivity to diversity of experience and lifestyle, respecting others' rights and taking care not to put each other down. This is reinforced by the work of the school's specialist professional (including the school counsellor).

Tutor/mentors and practitioners need to be ready to:

- Judge when to allow students to discuss issues confidentially in groups and when to support by listening into those group discussions

- Ensure that students have access to balanced information and differing views with which they can then clarify their own opinions and views, including contributions made by visitors to the classroom
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that have to work within the framework of the school's values
- Ensure they take due care of the needs of individuals in the class when tackling issues of social, cultural or personal identity, for example preparing individuals in advance for the content of an assembly or social, emotional and behavioural skills session or activity if it may be of particular salience for that individual, as may be the case when working on the theme of loss where a student has experienced bereavement.

12. Ensuring balance

There is a need for balance when discussing sensitive or controversial issues and tutor/mentors and practitioners can seek to avoid bias by using the measures outlined below. However, the need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate, for example racism, bullying, including homophobic bullying and cruelty are never acceptable in any form and should be challenged.

Tutor/mentors should seek to avoid bias by:

- Trying to highlight a particular selection of facts or items of evidence in a way that gives it a greater importance than other equally relevant information;
- Actively encouraging students to offer alternative or contradictory interpretations of information, for example of facial expressions, conventions of deference or politeness;
- Making clear that they are not the sole authority of matters of fact or opinion;
- Helping students to distinguish opinions and value judgements from facts;
- Opening up opportunities for all students to contribute their views to a discussion, avoiding any implication by their choice of respondents;
- Challenging a consensus of opinion that emerges too easily.

13. Confidentiality

Students occasionally make personal disclosures, either in class or to individual teachers/practitioners. For example, they may disclose that they or their friends or relatives are using drugs, that they are engaging in illegal activity or that they have been abused. As there are many circumstances through which tutor/mentors may come to possess sensitive information about students.

In lessons tutor/mentors should establish from the beginning that there is no pressure to disclose personal experiences if students are not comfortable to do so. Equally, if students wish to discuss something personal and important to them, it is entirely appropriate for them to approach an adult individually to do so. It must be made clear that information given to a member of staff may not be held in confidence. Where there are concerns, the procedures for child protection should be followed.

14. Non-academic curriculum

The non-academic curriculum plays a key role in supporting and reinforcing the RSHE curriculum across the school. Assemblies are used to address current issues, promote key themes such as safeguarding,

respectful relationships, mental health and online safety, and provide consistent whole-school messaging linked to RSHE objectives.

Targeted interventions and enrichment opportunities further support this by providing additional guidance for identified students, including mentoring, wellbeing support and small-group work. These enable pupils to revisit key RSHE concepts, develop resilience and apply their learning in real-life contexts. Together, assemblies and interventions ensure that RSHE is not taught in isolation, but is embedded throughout the wider school experience, supporting pupils' personal development, safety and preparedness for life beyond school

See Appendix 3

Appendix 1: Curriculum map

KS3 & KS4	Subject: RSHE
Intent	KEY STAGE THREE & FOUR (YEARS 7–10) In years 7–10, pupils learn to reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people and develop emotional awareness, learning to recognise and manage a range of feelings and respond appropriately to challenges. We aim to develop strategies that enable pupils to maintain their physical and mental health, build healthy, safe and respectful relationships, and make informed decisions that support wellbeing and reduce risk. This includes a stronger emphasis on safeguarding, ensuring pupils understand how to recognise risks, including abuse, exploitation and harmful behaviours, both in person and online. Pupils learn about relationships and sex education, including the characteristics of healthy and unhealthy relationships, consent, boundaries and respect. They develop an understanding of how harmful attitudes, such as misogyny or discrimination, can impact behaviour and relationships, and how to challenge these appropriately. Pupils are also taught about online safety, including how to identify risks such as harmful content, exploitation, misinformation and the influence of social media and online platforms, and how to access support when needed. Alongside this, pupils develop knowledge of personal safety in real-life contexts, including public spaces and everyday situations, as well as financial safety, enabling them to recognise risks such as scams and exploitation. Mental health education is embedded throughout, supporting pupils to understand resilience, loneliness, grief and strategies for managing their wellbeing. Pupils will have the opportunity to plan realistic targets for key stage 4 and begin to relate career aspirations to qualifications and skills, while also developing an understanding of financial decision-making and personal responsibility. This is delivered through a range of themes designed to equip pupils with the knowledge and skills to navigate the challenges of modern life. The RSHE curriculum also incorporates elements of citizenship and religious education, enabling pupils to understand key structures and institutions, and to develop awareness of their role within society and the wider world. KEY STAGE FOUR (YEAR 11)

Pupils build on their prior learning to further develop independence, confidence and readiness for adulthood. They assess their personal qualities, skills and achievements, using these to set realistic goals and prepare for post-16 pathways. They learn to present themselves confidently, respond constructively to feedback and make informed decisions about their future education and careers.

Pupils develop a deeper understanding of the short- and long-term consequences of health-related choices, including the impact of lifestyle choices such as smoking, alcohol and other risk behaviours. They also develop a more advanced understanding of mental health, including recognising signs of distress, understanding contributing factors such as self-image, and knowing how to access appropriate support.

Through RSHE, pupils further explore relationships in a real-world context, including consent, boundaries, respect and communication. They learn to identify and respond to unhealthy, coercive or abusive behaviours, including those influenced by harmful attitudes or online environments. Pupils also explore how media, online content and external influences can shape perceptions of relationships, and develop the critical thinking skills needed to challenge these influences.

Online safety remains a priority, with a focus on recognising more complex risks such as manipulation, exploitation, misinformation and emerging digital issues. Pupils are equipped with the knowledge and confidence to seek help, report concerns and take appropriate action to keep themselves and others safe.

Pupils also deepen their understanding of financial responsibility, including managing money, recognising risk and making informed financial decisions. They continue to develop resilience, independence and decision-making skills, ensuring they are prepared to navigate the challenges of adult life safely, responsibly and confidently.

September - December		January - March		April - July	
Year 7, 8 9 & 10	Year 7, 8, 9 & 10	Year 7,8,9 & 10	Year 7,8,9 & 10	Year 7, 8, 9 & 10	British Values:
Key concepts: Enjoying a healthy and active lifestyle	Key concepts: Healthy Relationships	Key concepts: Managing my money	Key concept s: Elections and political parties	Key concepts: Exploring alcohol	-Sense of enjoyment and curiosity in learning about themselves, others and the world around them
Topics covered: Shopping for a healthy life style Personal hygiene Eating healthily The benefits of exercise The hazards of smoking The effects of drugs on the body	Topics covered: Rights and values in our lives. Features of positive and stable relationships (RSE) Good Communication The media and how it affects our expectations of relationships (RSE) Dealing with breakdowns in relationships (RSE)	Topics covered: Managing my money How does money make us feel? Where does money come from? illegal loan sharking and how it can affect us. What is insurance STIs and contraception including sexuality (RSE)	Topics covered: How do we find out about the world of work? Career qualities and skills The laws surrounding work. Conflict at work Creating a career tree	Topics covered: Alcohol knowledge Attitudes, effects and risks of drinking. Attitudes, effects and risks Peer pressure and drinking, Mental health and mental health awareness Topics covered: Youth produce sexual imagery including sexuality (RSE) Self-esteem including sexuality (RSE)	-Use of imagination and creativity in learning Democracy and active participation in society -Rule of Law and understanding rights and responsibilities Individual Liberty, including safe and responsible decision-making -Mutual Respect and tolerance of others, including different cultures, beliefs and lifestyles -Respect for equality and challenging discrimination, prejudice and harmful attitudes -Understanding the consequences of behaviour and the impact on themselves and others -Freedom of thought, expression and belief, balanced with responsibility and respect
Sept 2026 UPDATES: <i>Mental health: understanding grief, loneliness and resilience</i> <i>Recognising signs of poor mental health and knowing how to seek help</i> Safeguarding & Online Safety Recognising abuse (physical, emotional, sexual, online)	Sept 2026 UPDATES: <i>Understanding misogyny, sexism and harmful ideologies (e.g. online influence)</i> <i>Recognising unhealthy or controlling behaviours in relationships</i> <i>Challenging harmful attitudes and peer pressure</i>	Sept 2026 UPDATES: <i>Financial safety: scams, fraud and exploitation</i>		Sept 2026 UPDATES:	

	- Online grooming, exploitation, and harmful content - AI risks including deepfakes and misinformation - Knowing how and where to seek help	Safeguarding & Online Safety - Recognising abuse (physical, emotional, sexual, online) - Online grooming, exploitation, and harmful content - AI risks including deepfakes and misinformation - Knowing how and where to seek help - Respecting differences without stigma - Challenging stereotypes and discrimination	Recognising manipulation (urgency tactics, fake identities) Understanding how to protect personal data and make safe financial decisions Safeguarding & Online Safety - Recognising abuse (physical, emotional, sexual, online) - Online grooming, exploitation, and harmful content - AI risks including deepfakes and misinformation - Knowing how and where to seek help	Pornography awareness – unrealistic expectations and impact on relationships Understanding consent in all contexts (online and offline) Developing respectful, healthy relationship expectations Safeguarding & Online Safety - Recognising abuse (physical, emotional, sexual, online) - Online grooming, exploitation, and harmful content - AI risks including deepfakes and misinformation - Knowing how and where to seek help Personal Safety - Road, rail, water and	Personal Development and Social Responsibility: - Social responsibility and contributing positively to the community - Community cohesion and respect for diversity - Exploring beliefs, values and lived experiences - Recognising right and wrong and making ethical decisions - Understanding conflict, politics and social issues in modern Britain - Respecting faiths, beliefs and cultural values Modern RSHE and Safeguarding Links (NEW EMPHASIS): - Understanding consent, boundaries and respect in all relationships - Recognising unhealthy relationships,
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	Year 11 Key concepts: Human Rights Topics covered: Slavery Rights and responsibilities Human and legal rights and freedoms Refugees Migration and multiculturalism Features of positive and stable relationships (RSE) The media and how it affects our expectations of relationships (RSE) Dealing with breakdowns in relationships (RSE) UPDATES 2026: <i>Mental health: understanding grief, loneliness and resilience</i> <i>Recognising signs of poor mental health and</i>	Year 11 Key concepts: Post 16 options/careers Topics covered: Career path/Aspirations Colleges/ 6th Form Apprenticeship CV Writing Interviews skills & techniques Mock exams preparation of skills	Year 11 Key concepts: Exploring alcohol Topics covered: Alcohol knowledge Attitudes, effects and risks of drinking. Attitudes, effects and risks Peer pressure and drinking, STIs and contraception including sexuality (RSE) Healthy teenage relationships (RSE) Consent including sexuality (RSE) Exam preparation skills	Year 11 Key concepts: Leaving home & preparing for adult life Topics covered: Careers NCS Careers NCS PFO Day Study skills seminar Mental health and wellbeing session Exam Preparation session	<i>public space safety</i> <i>Assessing risk and making safe decisions</i> <i>Emergency response awareness</i> Year 11 Key concepts: Exam preparations Topics covered: Youth produce sexual imagery including sexuality (RSE) Self-esteem including sexuality (RSE) Study skills and exam prep/ Mental health sessions GCSE exams May- June 2026	coercion and harmful behaviours (including misogyny and discrimination) - Online safety, including risks such as exploitation, harmful content, misinformation and AI-generated material - Understanding the impact of media, influencers and societal pressures on beliefs and behaviour - Knowing how to seek help, report concerns and access support Health and Wellbeing: - Living a healthy, active lifestyle - Understanding mental health, including resilience, emotional wellbeing and coping strategies - Recognising a range of feelings
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	<i>knowing how to seek help</i> • <i>Recognising coercion, control, and unhealthy relationship dynamics</i> • <i>Understanding consent in real-world and online contexts</i> • <i>Identifying manipulation and exploitation (including online)</i> • <i>Building resilience and coping strategies for transition to adulthood</i>					and emotions and managing them effectively Economic and Digital Awareness: • Understanding financial decision-making • Consequences of debt and managing income • Recognising scams, fraud and exploitation • Impacts of misuse of data and digital responsibility • Understanding technology and its role in modern life Skills for Life: • Leadership and teamwork • Communication and interpersonal skills • Critical thinking and informed decision-making • Understanding consequences and managing risk
	AP1		AP2			AP3

Impact	We aim to combat as many of the risks and dangers our students face by delivering an RSHE curriculum that is accurate, practical and relevant to modern life. This includes a stronger emphasis on safeguarding, online safety, consent, healthy relationships, mental health and the recognition of harmful behaviours such as misogyny, exploitation and abuse. We aim to equip students with the knowledge and skills to make informed, safe and responsible decisions, both online and in real-world contexts. Through developing critical thinking, resilience and awareness, students will be able to recognise risk, seek support when needed and navigate increasingly complex social and digital environments. Ultimately, we aim to educate and empower students to give them the best possible chance in their future and life outside of school, shaping them into well-rounded, responsible and respectful individuals	Students will develop a range of strategies and tools to respond effectively to barriers and challenges they may face, both in real-life and online contexts. Through the RSHE curriculum, they will build resilience, emotional awareness and critical thinking skills, enabling them to recognise risk, manage pressure and make informed decisions. They will be equipped to draw upon their knowledge of safeguarding, healthy relationships, consent and mental health, and will understand how to identify harmful behaviours such as exploitation, manipulation and coercion. Students will also know how and when to seek support, using trusted systems and resources available to them.		Students will develop a well-rounded understanding of how to live a healthy, safe and responsible lifestyle, including making informed decisions about physical health, substance use and personal wellbeing. Through the RSHE curriculum, they will gain an understanding of the risks associated with smoking, alcohol and other harmful behaviours, and how these can impact their health and future choices. They will also develop a clear understanding of healthy relationships, including respect, consent and boundaries, and will be able to recognise the signs of unhealthy, coercive or abusive relationships. Students will understand the influence of external factors such as media, online content and harmful attitudes on their perceptions and behaviour, and will be equipped to challenge these where appropriate.
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed Inclusive Relationships: Diverse families and respect • Students should understand that families take many forms, including different structures and arrangements, and that all family types should be treated with equal respect and without stigma (including single-parent families, same-sex parents, adoptive and foster families, and extended family care) and that all family types should be treated with equal respect and without stigma • Students should understand that everyone has the right to be treated with respect regardless of their background, identity or family structure, and should be able to recognise and challenge stereotypes, discrimination or prejudice in relationships and wider society • Students should understand that healthy relationships—whether within families, friendships or wider society—are based on respect, tolerance, empathy and understanding, and that these values apply consistently in both offline and online interactions

TOPIC	PUPILS SHOULD KNOW
Safeguarding	That abuse can be physical, emotional, sexual, neglectful, or online. • The updated RSHE guidance places stronger emphasis on recognising harmful behaviours, including sexual harassment, misogyny, online grooming, and exploitation. • Understand that abuse is not always obvious and can occur in friendships, families, or online relations Staying safe in a digital and modern world • Harmful online content (e.g. pornography, misogyny) • Scams, exploitation, and fake identities • AI risks such as deepfakes [safeguardi...upport.com] • Students must learn how to identify unsafe online situations and protect themselves. Understanding healthy relationships, consent, and boundaries • Consent and respect in all relationships • Recognise unhealthy or controlling behaviour • Challenging harmful attitudes (e.g. misogyny, peer pressure) [educationh...log.gov.uk] • Be able to recognise when relationships are unsafe or abusive. • Knowing how and where to seek help • Know trusted adults and support systems • Understand how to report concerns in school and externally Developing confidence, resilience, and personal safety skills • Personal safety in real-life contexts (public places, travel, everyday situations) • Assertiveness and communication skills • Understanding risk and making safe decisions

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal Misogyny & Harmful Attitudes: Teaching sexism, toxic ideologies, links to violence Understanding misogyny and harmful ideologies • What misogyny, sexism, and harmful ideologies (e.g. incel culture) are • How these beliefs are formed and spread, particularly through online spaces • That these ideologies reinforce inequality and harmful stereotypes about gender Recognising the impact on relationships and behaviour • How sexist beliefs and toxic attitudes influence behaviour in relationships • The link between harmful attitudes and coercion, control, and unhealthy relationships • That these behaviours can escalate into abuse or violence Challenging and responding to harmful attitudes • Identify, challenge, and safely respond to misogynistic language or behaviour • Understand their role in preventing harm (e.g. bystander awareness) • Know how and when to report concerns or seek help

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online About AI risks, deepfake, harmful influencers, scams, exploitation. Understanding AI, deepfakes, and online manipulation • What AI-generated content and deepfakes are, and how they can alter or fabricate images, videos, and information • That online content is not always real or trustworthy • How misinformation is created and spread to influence beliefs and behaviour Recognising online risks including scams, exploitation, and harmful influencers • How scams, grooming, and exploitation operate online • The role of harmful influencers in promoting risky, misleading, or extremist ideas • That some individuals deliberately manipulate young people for financial, sexual, or ideological gain Developing critical thinking and safe responses online • Critically evaluate online content, influencers, and sources • Recognise red flags (e.g. pressure, secrecy, unrealistic promises, manipulated media) • Know how to respond safely, including reporting concerns and seeking support

TOPIC	PUPILS SHOULD KNOW
Being safe.	Personal Safety: Road, rail, water, public spaces. Financial Safety: Scams, fraud, exploitation. Understanding everyday personal safety risks Key risks in different environments: roads, railways, water, and public spaces • How accidents and harm can occur in these settings • That awareness and preparation are essential for staying safe Applying practical strategies to stay safe • Use safety strategies (e.g. safe crossing, rail safety rules, water awareness, staying alert in public spaces) • Assess risk and make safer decisions in real-life situations • Understand how to respond in emergencies Recognising financial risks: scams, fraud, and exploitation • How scams, fraud, and financial exploitation operate (online and offline) • Common tactics used (e.g. urgency, impersonation, “too good to be true” offers) • That young people are targeted as well as adult Identifying warning signs and protecting personal information • Recognise red flags in financial situations (e.g. requests for personal details, pressure to act quickly) • Understand the importance of protecting personal data, bank details, and identity • Make informed decisions before sharing information or money Knowing how to respond, report, and seek help • What to do if they feel unsafe physically or financially • How to report concerns (e.g. trusted adult, school systems, appropriate services) • That seeking help is essential in preventing escalation

Intimate and sexual relationships, including sexual health	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) <u>MOVED FROM BEING SAFE</u> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment Pornography Awareness: Unrealistic expectations and impact on relationships. Understanding that pornography creates unrealistic expectations • That pornography often presents distorted and unrealistic portrayals of relationships, bodies, and sexual behaviour • That these portrayals do not reflect real-life relationships, consent, or emotional connection • That repeated exposure can shape expectations about what relationships “should” look like Recognising the impact on attitudes and behaviour in relationships • How exposure to pornography can influence attitudes towards others, including objectification and reduced respect • The potential impact on expectations around consent, communication, and mutual respect
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TOPIC	PUPILS SHOULD KNOW
	• That it can contribute to unhealthy or coercive behaviours in relationships • Developing critical thinking and healthy relationship values • Critically evaluate media (including pornography) and question the messages being presented • Understand what healthy, respectful, and consensual relationships look like in contrast • Know where to seek support or guidance if content affects their wellbeing or relationships

Mental Health	Mental Health: Grief, loneliness, resilience Understanding grief as a normal part of life • That grief is a natural response to loss (e.g. death, separation, change) • That people experience and express grief differently over time • That there is no single “right way” to feel or cope Recognising loneliness and its impact on wellbeing • What loneliness is and how it can affect emotional and mental health • That loneliness can happen even when surrounded by others (including online contexts) • The importance of connection, belonging, and support networks Identifying signs of struggling mental health • Recognise signs of emotional distress in themselves and others (e.g. withdrawal, low mood, changes in behaviour) • Understand when feelings may require support rather than self-management • Know that early recognition is important for prevention Developing resilience and coping strategies What resilience is (the ability to cope with challenges and recover from setbacks) • Practical strategies to support resilience (e.g. problem-solving, seeking support, managing stress) • That resilience can be developed over time rather than being fixed Knowing how and where to seek help • Identify trusted adults and support services in school and beyond • Understand how to ask for help for themselves or others • Recognise that seeking help is a strength, not a weakness
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Appendix 3: Curriculum Overview for teaching learning behaviours

Aspire Curriculum Sequences knowledge, understanding and skills to aid learning	Inclusive Curriculum Builds our inclusive caring culture and ethos	Holistic Curriculum Offers enriching opportunities & experiences	Empowerment Curriculum Fosters personal development and social understanding
We believe in a rich broad and balanced provision	We believe in safety, respect and responsibility	We believe in education beyond the classroom	We believe education supports personal growth
• 25 Lessons per Week • Cross Curricular Links • Catch up & Intervention • Revision and super learning days • Reading • Extended Learning Online Learning Programmes/Homework	• Attitudes to Learning • Positive Behaviour • Habits of study • Learning Routines • Ethic of Accuracy • High Expectations • Shared Values ○ Kindness ○ Tolerance ○ Inclusivity ○ Safety ○ Respect ○ Responsibility	• After School Programme • Interventions • Trips & Visits • Student Voice • Events & Performances • Competitions & Quizzing • Student Ambassadors • Anti-bullying Ambassadors • Mental Wellbeing Champions • Charity Work • Praise • Graduation	• Mentoring • Assemblies • Careers • RSHE • SMSC • Mental Wellbeing • Relationship and Sex Education • Health Education • Emerging Issues • Commemoration • Celebration • Life in modern Britain • Preparation for the adult world and post 16 education • Coping skills • Life skills • Remembrance

Appendix 4: Parent form: withdrawal from sex education within RSE

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

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