Relationships, Sex and Health Education policy (from 2026)

Status: Non statutory

Review: Every 2 years

Delegated to: Education Committee

Monitoring and reviewing

	Name	Date	Role
Updated	David Hemsley	September 2026	Deputy Headteacher
Reviewed	Education Committee	September 2026	Governance
Ratified	Full Board	September 2026	Governance
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September 2026- Updated Guidance
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

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1. Aims

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

- Provide a framework in which sensitive and constructive discussions can take place so as to facilitate effective learning and mutual tolerance
- Prepare students for adulthood, and independence
- Understand their own fertility in order to inform life choices
- Help students to develop self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Ensure students understand LGBTQ+ and sexual health terminology

- Promote inclusion and minimise the risk of students feeling marginalised because their gender identity or sexual orientation is/are different to those of others
- Enable students to fully consider the ethics, laws and psychological and health issues of pornography, sexting, sex work and other sex industries
- *Awareness of media and safe relationships*
- *Strategies to manage wellbeing, including mental health issues like self harm*
- *General health issues delivered in an age appropriate way*

Guiding principles for relationships, sex and health education

Schools should develop a curriculum with the following key principles in mind

- Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
- Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents
- Students at age 16-19 have a right to request they are withdrawn from sex education and schools should ensure parents are aware of sex education content within lessons in advance.
- Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
- Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- Relevant and responsive. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
- Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
- Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

2. Statutory requirements

At ULMaS we deliver RSHE as set out in this policy.

In planning our provision we have taken notice of the DfE guidance in relation to Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025

3. Policy development

In development of this policy, and for any future changes we follow this procedure for consultation.

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

1. Initial Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Initial staff consultation – all school staff were given the opportunity to look at the policy and make recommendations, including Trustees

3. Each year- Parent/stakeholder consultation – parents and any interested parties, like students, were invited to complete an online questionnaire in relation to the proposed curriculum. This is shared with a google form sent to parents and year 12 students to get their opinions on what we deliver. This information is summarised in the appendices, an overview of what should be covered by the end of secondary school as shown in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025

4. Ratification – once amendments were made, the policy was shared with trustees and ratified. Any additional information from stakeholders can lead to changes as needed in the review every 2 years of this policy.

4. Definition

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

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

RSE is not about the promotion of sexual activity.

Health is about understanding physical wellbeing, healthy lifestyles, personal hygiene, illness prevention, substance risks, and basic first aid.

Wellbeing is about mental and emotional health, resilience, self-regulation, recognizing stress, and fostering positive social connections and self-worth.

Health and wellbeing is not about diagnosing medical conditions or replacing professional clinical support.

5. Curriculum

Our curriculum coverage is set out as per Appendix 1 but we may need to adapt it as and when necessary to fit in with the Pastorial and Personal Enrichment P Programme's Personal Development lessons here at ULMaS.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are as well informed as they can be and don't seek answers online from questionable sources.

6. Delivery of RSE

RSE is taught within in our PPEP. Previously before KS5 biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Students can also receive stand-alone sex education sessions delivered by a trained health professional.

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

- Families

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

For more information about our RSE curriculum, see the Appendix

Any students with special educational needs may have the curriculum adapted to meet their needs if this is judged necessary by the school's SENDCo.

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, LGBTQ+ 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. Health and Wellbeing

We cover Health in the PPEP Personal Development lessons and wider programme. This can include assemblies and talks from external speakers. We support students with a variety of routes to share concerns as well through the Student Support Team, which includes regular form tutor one to ones.

This covers both physical and mental health, which are of course linked to wellbeing.

This area of the curriculum aims to build resilience, awareness and coping strategies across a range of areas including;

- Mental Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health protection and prevention, and understanding the healthcare system
- Personal Safety
- Basic First Aid
- Developing Bodies

8. Roles and responsibilities

8.1 The governing board

The Education Committee of the Board of Trustees will approve the RSHE policy, and hold the headteacher to account for its implementation.

As well as fulfilling their legal obligations, governing boards should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- curriculum content and teaching materials are aligned with this statutory guidance
- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 9) either by delegating to, or working with the DSL

As a sixth form this decision comes from the students themselves rather than the parents.

8.3 Members of Staff

Members of staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring engagement
- Responding to the needs of individual students
- Responding appropriately to students 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 RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

RSHE is delivered in PPEP lessons and aspects will also be picked up by form tutors and in other areas like assemblies, external talks and school visits.

8.4 Students

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

9. Parents' and students' right to withdraw

Our students are sufficiently responsible and mature to make their own decision about whether to withdraw from RSHE lessons.

A copy of withdrawal requests will be placed in the student's CPOMS record. The headteacher will take appropriate action which means for these components of sex education the student can be given a room to work elsewhere.

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

10. Training

Staff are trained on the delivery of RSHE by the Deputy Headteacher alongside the personal development lesson teaching teams, and it is included in our continuing professional development calendar as needed.

Expertise is used by having a regular personal development lesson team, who evaluates and discusses each lesson to benefit students even more the following year.

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 the Deputy Headteacher leading on the PPEP, through:

- Scrutiny of planning by Headteacher
- Scrutiny of this policyby the Trustee Education Committee
- Link trustee meetings between designated safeguarding lead (DSL) and the safeguarding trustee link
- Learning walks/lesson observations of lesson content
- Student voice

Students' development in RSHE is monitored by class teachers, as well as encouraging engagement.This policy will be reviewed by the DSL every two years. At every review, the policy will be approved by trustees.

Appendix- ~~1.~~ Relationship and Sex Education Content~~Curriculum map~~

This is the section shared with parents and students for their feedback each year

~~Relationships and sex education curriculum map~~

YEAR GROUP¶	TERM¶	TOPIC/THEME DETAILS (NUMBERS LINKED TO CONTENT IN APPENDIX 2)¶	RESOURCES¶
Year 12¶	1¶	1. Respectful relationships, including sexting as part of Anti Bullying week. ¶	Powerpoints and Activities for discussion¶ ¶
¶	2¶	4.Personal Safety/Consent¶ ¶ 3. E-safety¶ ¶ 1. Families including Diversity of family groups¶ ¶ 2. Inclusion LGBT¶	¶
¶	3¶	2,5 Healthy, Respectful Relationships¶ ¶ 5 and 3. Body Image¶ ¶ 5. Sexual health/diseases¶	¶
Year 13¶	1¶	1,2,5 Responsibility/becoming an adult¶ ¶ 4. Consent revisit, Staying safe¶	¶

		¶ ¶	

~~Appendix 2:~~ By the end of secondary school students should know

As a sixth form we will ensure students have an awareness of all of this, ensuring age related contexts for 16-19 and young adults are covered.

TOPIC	STUDENTS SHOULD KNOW
1. Families	• 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. ~~• 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 of children, including the characteristics of successful parenting¶~~

	● ~~How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed~~
2. Respectful relationships, ~~including friendships~~	● 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. ● ~~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~~
3. Online Safety and Awareness ~~and media~~	• 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. ~~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~~

4. Being safe	• 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. ~~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)~~
5. Intimate and sexual relationships, including sexual health *(students can opt out from these sessions)*	• 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. ~~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

Appendix 2- Health and Wellbeing Content

Health and Wellbeing Content

TOPIC	STUDENTS SHOULD KNOW
1. Mental Wellbeing	• 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.
2. Wellbeing Online	• 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.
3. Physical Health and Fitness	• 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

4. Healthy Eating	• 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.
5. Drugs, Alcohol, Tobacco and Vaping	• 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.
6. Health protection and prevention, and understanding the healthcare system	• 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.
7. Personal Safety	• 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.
8. Basic First Aid	• Basic treatment for common injuries and ailments. • Life-saving skills, including how to administer CPR.11 • The purpose of defibrillators, when one might be needed and who can use them.
9. Developing Bodies	• 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 3: Student form: withdrawal from sex education within RSE ¶

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TO BE COMPLETED BY STUDENT¶			
Name¶	¶	Tutor Group¶	¶
¶	¶	Date¶	¶
Reason for withdrawing from sex education within relationships and sex education¶			
¶ ¶ ¶ ¶ ¶ ¶ ¶ ¶ ¶			
Any other information you would like the school to consider¶			
¶ ¶ ¶ ¶			
Student signature¶	¶		

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with student	*example: Include notes from discussions with parents and agreed actions taken.¶* *Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in another classroom*