

**DRAFT FOR CONSULTATION**

**Relationships and Sex Education (RSE) Policy**

*For Secondary Schools*

**Policy Monitoring, Evaluation and Review**

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

<b>Version:</b>	4
<b>Date created:</b>	February 2026 – for implementation from August 2026
<b>Author:</b>	TMET
<b>Ratified by:</b>	Executive Team
<b>Date ratified:</b>	
<b>Review date:</b>	Autumn term 2028

**Revision History:**

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Summary of Changes:</b>
4	February 2026	ACU	Policy updated in line with the DfE Statutory Guidance 'Relationships and Sex Education (RSE) and Health Education' (for introduction 1 September 2026)
3.1	November 2024	ACU	Policy reviewed and no changes made at this time. Relationships and Sex Education Guidance is expected to be revised by the DfE following a public consultation. This policy will be reviewed in line with the revised guidance when available.

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## Relationships and Sex Education Policy

### 1. Introduction

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a safe and inclusive framework in which sensitive discussions can take place
- Teach pupils about healthy, respectful relationships
- Prepare pupils for puberty and physical and emotional changes
- Help pupils develop self-respect, confidence and empathy
- Promote equality, dignity and respect
- Support pupils to stay safe, including online
- Develop knowledge, skills and attributes needed for later life

RSE is delivered in a way that reflects the school's values and ethos and promotes safeguarding and pupil wellbeing.

### 2. Statutory requirements

This school provides Relationships and Sex Education and Health Education in accordance with:

- The Children and Social Work Act 2017
- The statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2026)*

Relationships and Sex Education and Health Education are compulsory in secondary schools.

Parents may request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements for this.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy

### 3. Policy development and consultation (draft version for consultation)

This is a draft policy issued for consultation with parents, carers, staff and other stakeholders.

The school is required under the Children and Social Work Act 2017 to consult parents on its Relationships and Sex Education (RSE) policy. This consultation forms part of that statutory process.

The purpose of this consultation is to:

- Share how the school intends to meet the requirements of the statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2026)*
- Provide transparency about curriculum content and delivery
- Invite feedback from parents and carers
- Ensure the policy reflects the needs of our school community while meeting statutory obligations

During the consultation period:

- This draft policy, which includes the curriculum map, will be available on the school website for parents and staff to view
- Sample materials are available on the school website
- Feedback may be submitted via email to [rseconsultation@tmet.uk](mailto:rseconsultation@tmet.uk) until 31<sup>st</sup> May, 2026

All feedback will be carefully considered by school leaders and, where appropriate, amendments will be made before the policy is finalised. The school recognises that RSE is most effective when delivered in partnership with parents and carers, and we welcome constructive engagement as part of this process.

Following consultation, the final policy will be presented to the TMET Executive Team for approval and then published on the school website.

#### **4. Definition**

In secondary school, Relationships and Sex Education (RSE) builds on the foundations of Relationships Education taught in primary school and prepares pupils for adult life.

RSE supports pupils to develop the knowledge, skills and attributes they need to form healthy, respectful and safe relationships, both now and in the future.

It includes learning about:

- Healthy and unhealthy relationships, including intimate relationships
- Consent and the law
- Respect, equality and personal boundaries
- Sexual health, including contraception and sexually transmitted infections
- Reproductive health and fertility
- Online relationships and the impact of digital behaviours
- Sexual harassment, sexual violence and exploitation
- How to seek help and access support

RSE is not about the promotion of sexual activity. It enables pupils to understand the importance of dignity and respect in relationships, to recognise abusive or harmful behaviours, and to make informed and responsible decisions about their health and wellbeing.

Teaching is age-appropriate, inclusive and delivered in line with statutory guidance.

## 5. Curriculum

Our draft curriculum is set out in Appendix 3 and has been designed to meet the requirements of the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2026).

Teaching takes place within a safe and respectful environment, with clear expectations for discussion. Content is adapted to meet the needs of pupils, including those with SEND.

If pupils ask questions beyond the agreed curriculum, teachers will respond in a way that is age-appropriate and consistent with professional boundaries and safeguarding responsibilities. Where appropriate, pupils may be encouraged to discuss questions further with a parent or carer.

If significant or repeated issues arise within the school or wider community that impact pupils' wellbeing or safety, the curriculum may be adjusted to address these in an appropriate and proportionate way.

## 6. Delivery

Relationships and Sex Education (RSE) is taught primarily within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and relevant themes are explored within religious education (RE) and other curriculum areas where appropriate.

RSE also forms part of the school's wider pastoral and safeguarding provision, including assemblies, tutor time and themed awareness activities.

RSE focuses on providing young people with the knowledge and understanding they need to develop healthy, nurturing and respectful relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online relationships and the influence of media
- Being safe, including recognising and responding to risk
- Intimate and sexual relationships, including consent and sexual health

Teaching is age-appropriate, inclusive and delivered in a safe learning environment with clear ground rules for discussion.

Lessons are delivered by school teaching staff.

Where external providers contribute to sessions, the school remains responsible for curriculum content, materials are reviewed in advance, safeguarding procedures are agreed and a member of school staff remains present.

At our school, we use the following external providers:

- *Heartwize*
- *Theatre for Schools (Narrative Alchemy)*
- *Progressive Masculinity*
- *Everyone's Invited*

## **7. Equality, Inclusion and Respect**

The school is committed to promoting equality, dignity and respect for all.

In delivering Relationships and Sex Education, pupils are taught that people may have different backgrounds, beliefs, identities and family structures, and that all individuals should be treated with respect and fairness.

Teaching reflects the requirements of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. Pupils are supported to understand the importance of challenging discrimination, prejudice and harmful stereotypes.

RSE includes learning about healthy relationships of different types and promotes respect for diversity. Teaching is factual, age-appropriate and delivered in a way that supports pupils to engage thoughtfully and respectfully with differing views.

Care is taken to ensure that no child is stigmatised because of their home circumstances, family background, identity or personal characteristics.

## **8. Safeguarding and Confidentiality**

Relationships and Sex Education forms an important part of the school's preventative safeguarding curriculum. It supports pupils to recognise risk, understand healthy and unhealthy behaviours, and know how to seek help for themselves or others. RSE addresses issues such as sexual harassment, sexual violence, exploitation, coercive behaviour and online abuse. Pupils are taught how to recognise these behaviours, understand the law in relation to consent, and access appropriate support.

Given the nature of the topics covered in secondary RSE, pupils may disclose information that raises safeguarding concerns. All staff follow the statutory guidance *Keeping Children Safe in Education* and the school's Safeguarding and Child Protection Policy when responding to any concern.

Clear ground rules are established in lessons to create a safe, respectful and supportive learning environment. Pupils are encouraged to contribute thoughtfully and to respect the views of others. Pupils are made aware that if information is shared which indicates that they or another person may be at risk of harm, this must be passed on to the appropriate member of staff. Safeguarding concerns are reported to the Designated Safeguarding Lead in accordance with school procedures.

Where external agencies are involved in delivering aspects of RSE, safeguarding procedures are agreed in advance and a member of school staff is always present.

## **9. Engagement with Parents / Parents' Right to Withdraw**

The school recognises that Relationships and Sex Education is most effective when delivered in partnership with parents and carers. This policy sets out the content of the curriculum and the approach to delivery.

Parents and carers are encouraged to engage with the school regarding the RSE curriculum. Curriculum overviews and sample materials are available on our website [PSHE – Kibworth Mead Academy | TMET Leicester MAT](#) and parents are welcome to contact the school if they wish to discuss any aspect of the programme.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of Relationships and Sex Education. Requests for withdrawal should be made in writing to the Principal. The school will discuss any request with parents and carers to ensure that they understand the nature and purpose of the curriculum content.

Except in exceptional circumstances (for example, where there are safeguarding concerns or concerns about a pupil's specific vulnerability) the school will respect a parent's request for withdrawal up to three terms before the child turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements for the pupil to receive this education during one of those terms.

Parents do not have the right to withdraw their child from Relationships Education or Health Education, or from the biological aspects of reproduction taught in Science.

The school will document all withdrawal requests and ensure that appropriate, supervised alternative provision is made for pupils who are withdrawn.

### **10. Monitoring arrangements**

The delivery of Relationships and Sex Education is monitored and evaluated by the Subject Leader and Principal, through review of curriculum materials, learning walks, pupil voice and staff feedback.

This policy will be reviewed by TMET every two years or when legislation changes. At every review, the policy will be approved by the TMET Executive Team.

## Appendix 1: Secondary Health and Wellbeing Content (statutory)

For further details, please refer to the DfE Guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Topic	Curriculum Content
<b>Mental wellbeing</b>	<ol style="list-style-type: none"><li>1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li><li>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</li><li>3. 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.</li><li>4. 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.</li><li>5. 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.</li><li>6. How to critically evaluate which activities will contribute to their overall wellbeing.</li><li>7. 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.</li><li>8. 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.</li><li>9. 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.</li></ol>

Topic	Curriculum Content
<b>Wellbeing online</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.</li> <li>5. 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.</li> <li>6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.</li> <li>7. 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.</li> </ol>
<b>Physical health and fitness</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Factual information about the prevalence and characteristics of more serious health conditions.</li> <li>3. That physical activity can promote wellbeing and combat stress.</li> <li>4. The science relating to blood, organ and stem cell donation.</li> </ol>
<b>Healthy eating</b>	<ol style="list-style-type: none"> <li>1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.</li> </ol>

Topic	Curriculum Content
<b>Drugs, alcohol, tobacco and vaping</b>	<ol style="list-style-type: none"> <li data-bbox="504 215 2089 255">2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.</li> <li data-bbox="504 287 2089 327">3. The impacts of alcohol on diet and unhealthy weight gain.</li> <li data-bbox="504 359 2089 470">1. 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.</li> <li data-bbox="504 502 2089 542">2. The law relating to the supply and possession of illegal substances.</li> <li data-bbox="504 574 2089 686">3. 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.</li> <li data-bbox="504 718 2089 758">4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</li> <li data-bbox="504 790 2089 829">5. The dangers of the misuse of prescribed and over-the-counter medicines.</li> <li data-bbox="504 861 2089 933">6. 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.</li> <li data-bbox="504 965 2089 1037">7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.</li> </ol>
<b>Health protection and prevention, and understanding the healthcare system</b>	<ol style="list-style-type: none"> <li data-bbox="504 1109 2089 1181">1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.</li> <li data-bbox="504 1252 2089 1324">2. 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.</li> <li data-bbox="504 1356 2089 1391">3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</li> </ol>

## Topic

## Curriculum Content

4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

## Personal safety

1. 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).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. 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.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

<b>Topic</b>	<b>Curriculum Content</b>
	<p>5. 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).</p> <p>6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.</p>
<b>Basic first aid</b>	<p>1. Basic treatment for common injuries and ailments.</p> <p>2. Life-saving skills, including how to administer CPR.</p> <p>3. The purpose of defibrillators, when one might be needed and who can use them.</p>
<b>Developing bodies</b>	<p>1. The main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>2. The facts about puberty, the changing adolescent body, including brain development.</p> <p>3. 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.</p> <p>4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.</p>

## Appendix 2: Secondary Relationships and Sex Education Content (statutory)

For further details, please refer to the DfE Guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Topic	Curriculum Content
<b>Families</b>	<ol style="list-style-type: none"><li>1. That there are different types of committed, stable relationships.</li><li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</li><li>3. 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.</li><li>4. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.</li><li>5. That forced marriage and marrying before the age of 18 are illegal.</li><li>6. How families and relationships change over time, including through birth, death, separation and new relationships.</li><li>7. 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.</li><li>8. 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.</li></ol>
<b>Respectful relationships</b>	<ol style="list-style-type: none"><li>1. 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.</li><li>2. 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.</li></ol>

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3. 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.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. 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.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. 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.
9. 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.
10. 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.
11. 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.

Topic	Curriculum Content
	<p>12. 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.</p>
<p><b>Online safety and awareness</b></p>	<ol style="list-style-type: none"> <li>1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. 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.</li> <li>5. 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.</li> <li>6. 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.</li> <li>7. 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.</li> </ol>

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## Curriculum Content

8. 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.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. 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.
11. 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.
12. How information and data is generated, collected, shared and used online.
13. 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).
14. 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.
15. 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.

### Appendix 3: Relationships and Sex Education School Curriculum Map

YEAR GROUP	HALF TERM	TOPIC	THEME DETAILS
Year 7	HT1	Being me in the World	<ul style="list-style-type: none"> <li>Transition from Primary to Secondary school</li> <li>Self-awareness and being unique</li> <li>Peer pressure and belonging</li> <li>Managing personal safety (roads, water, transport, railway lines)</li> <li>Online safety – the consequences of what we say and do + sexting</li> <li>Managing friendships</li> </ul>
	HT2	Celebrating Difference	<ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Protected characteristics</li> <li>Bullying</li> <li>Bystanders</li> <li>Challenging stereotypes</li> <li>Discrimination in school</li> <li>Fake news and bias</li> <li>Being excluded and celebrating difference</li> </ul>
	HT3	Dreams and Goals	<ul style="list-style-type: none"> <li>Setting dreams and goals + being resilient</li> <li>Skills needed for future work</li> <li>What influences affect my choices</li> <li>Child criminal exploitation</li> <li>Consequences of poor choices</li> </ul>
	HT4	Healthy Me	<ul style="list-style-type: none"> <li>Anxiety and stress</li> <li>Healthy lifestyle</li> <li>Good nutrition, exercise and sleep</li> <li>Healthy choices on substances</li> <li>Medicines and vaccinations</li> <li>Financial health – online gambling and computer games add ons/addiction</li> </ul>

YEAR GROUP	HALF TERM	TOPIC	THEME DETAILS
	HT5	Relationships	<p>Healthy and unhealthy relationships</p> <p>How to judge when a relationship is unsafe</p> <p>Consent</p> <p>Changing supportive relationships</p> <p>Getting on and falling out</p> <p>External factors in relationships – judging authenticity</p> <p>Assertiveness in relationships</p>
	HT6	Changing Me	<p>My changing body - puberty</p> <p>Having a baby – conception, alternative methods of conception such as IVF, birth and responsibility of having a baby</p> <p>Different types of relationship and family units</p> <p>Image and self-esteem</p> <p>Emotional changes during puberty</p>
Year 8	HT1	Being me in the World	<p>Who am I? Being unique and what influences us</p> <p>What is family? Being part of a community</p> <p>Meeting expectations + Being an active listener</p> <p>First impressions and influences on self-identity</p> <p>Marriage - beliefs and religion; protected characteristics. Civil partnerships and ‘common law marriage’ myth</p> <p>Protecting your own identity</p>
	HT2	Celebrating Difference	<p>Protected characteristics</p> <p>Racist and religious hate crime</p> <p>Bullying – different types of bullying + the law</p> <p>Social inequality</p> <p>Celebrating difference</p> <p>Making a positive difference to society</p>

YEAR GROUP	HALF TERM	TOPIC	THEME DETAILS
	HT3	Dreams and Goals	<p>Our goals – short term and long term. Linking to careers</p> <p>Role of money</p> <p>Online safety – nurturing a positive digital footprint</p> <p>Inappropriate and upsetting online content (misogyny, violence, weapons)</p> <p>Money, earnings and spending</p>
	HT4	Healthy Me	<p>Good physical health, including teeth, vaccinations, exercise, etc</p> <p>Managing stress</p> <p>Substances – alcohol and nicotine</p> <p>Substance misuse and exploitation. County lines</p> <p>Medicines and immunisation</p>
	HT5	Relationships	<p>Building a healthy relationship with myself</p> <p>Being in control of my relationships</p> <p>Being in control of my personal space – physically and online</p> <p>Managing control and coercion in relationships</p> <p>Being in control of social media – privacy settings</p> <p>Social media and the law – trolling, copyright laws, sending nudes</p>
	HT6	Changing Me	<p>Different types of relationship</p> <p>Romantic relationships</p> <p>Attraction. Feelings about sexuality</p> <p>Pornography</p> <p>Alcohol and risk</p>

YEAR GROUP	HALF TERM	TOPIC	THEME DETAILS
Year 9	HT1	Being me in the World	<p>Expectations and perceptions of relationships</p> <p>Coercive control in a relationship</p> <p>Peer approval + risky behaviour – illegal substances, bullying, hiding stolen goods. Alcohol, drugs, knives and sex.</p> <p>Grooming, county lines and radicalisation</p> <p>Risky behaviour online</p> <p>Fake social media accounts + AI. Online scams + risks of sextortion.</p> <p>Being me in a group – embracing uniqueness</p> <p>Building self-esteem + dangers of low self-esteem</p> <p>Consent</p>
	HT2	Celebrating Difference	<p>Fake news and conspiracy theories.</p> <p>Is the media harmful? Should there be tighter controls?</p> <p>Equality – hate crimes + bullying</p> <p>Bullying – consequences, being an upstander, not a bystander</p> <p>Understanding difference – sexualities</p> <p>Power of positive language</p> <p>Discrimination – Equality Act 2010</p>
	HT3	Dreams and Goals	<p>Identifying personal strengths and goals + SMART plans</p> <p>Dreams, happiness and success</p> <p>Mental health and illness</p> <p>Media manipulation and mental health</p>
	HT4	Healthy Me	<p>Negative perceptions of young people in the media</p> <p>Alcohol misuse – consequences + alcohol consumption during pregnancy</p> <p>Using substances – impact on life (Physical health, mental health, relationships, behaviour and careers)</p> <p>Life-saving skills – first aid + what to do in an emergency + CPR + defibrillators</p> <p>Addiction – Legal and illegal drugs</p>

YEAR GROUP	HALF TERM	TOPIC	THEME DETAILS
	HT5	Relationships	<ul style="list-style-type: none"> <li>Power in relationships</li> <li>Assertiveness and saying no</li> <li>Pornography vs reality</li> <li>Contraception</li> <li>Consequences of unprotected sex</li> </ul>
	HT6	Changing Me	<ul style="list-style-type: none"> <li>Mental health -anxiety, OCD, phobias and depression.</li> <li>Change and our emotions – resilience</li> <li>Better sleep + mindfulness</li> <li>Resilience</li> <li>Puberty</li> <li>FGM and breast ironing</li> </ul>
Year 10	HT1	Being me in the World	<ul style="list-style-type: none"> <li>Transition to KS4 – study skills</li> <li>Human Rights</li> <li>Loss and bereavement – the Kubler-Ross cycle</li> <li>How social media affects me, my identity and culture</li> <li>Risk – online and offline, including illegal behaviours online, such as drug and knife supply.</li> <li>Serious risks of viewing online content that promotes self-harm, suicide or violence</li> </ul>
	HT2	Celebrating Difference	<ul style="list-style-type: none"> <li>Equality in the UK. Protected characteristics – equality and equity</li> <li>Discrimination and unfair treatment. Disabilities and hidden disabilities.</li> <li>Sexual harassment and stalking.</li> <li>Equality in the workplace – adjustments for a disabled employee.</li> <li>Multicultural society – benefits, problems and responsibilities.</li> <li>Power in relationships + coercive control.</li> <li>Challenging inequality</li> <li>Health equality – link to socioeconomic status</li> </ul>

YEAR GROUP	HALF TERM	TOPIC	THEME DETAILS
	HT3	Dreams and Goals	<p>Relationships and goals</p> <p>Strategies to help develop resilience</p> <p>Achieving a work/life balance</p> <p>Influence of social media presence, family situations and exploratory behaviour on future success.</p> <p>Health goals – factors that have a positive + negative influence</p> <p>Blood, organ and stem cell donation</p>
	HT4	Healthy Me	<p>Links between physical and mental health problems.</p> <p>Protective health factors and risk factors</p> <p>Effects of substances on the body in the short and long term</p> <p>Mental health disorders – anxiety, phobias, OCD, eating disorders, depression and psychotic disorders.</p> <p>Cancer, diabetes and cardiovascular disease.</p> <p>Misuse of prescribed and over-the-counter medicines</p> <p>Vaping risks (including illicit vapes and counterfeit medicines)</p>
	HT5	Relationships	<p>Healthy, long-term relationships</p> <p>Love and loss, bereavement, divorce and revenge porn</p> <p>Signs of an unhealthy relationship and leaving a relationship safely</p> <p>Different types of relationship</p> <p>Harm of pornography, social media and reality tv on relationships and body image</p> <p>Abusive relationships, coercion and exploitation</p> <p>Risk of stereotyping – being able to recognise misogyny and other forms of prejudice</p> <p>Sub-cultures such as incels or online influencers</p>

YEAR GROUP	HALF TERM	TOPIC	THEME DETAILS
	HT6	Changing Me	<p>Changing society and me – emotional impact</p> <p>Managing change and decision making</p> <p>Gender and sexual identity</p> <p>Gender stereotyping and the negative impact</p> <p>Physical and emotional changes + impact on self-esteem.</p>
Year 11	HT1	Being me in the World	<p>Revision skills</p> <p>Physical and mental health – eating well, exercise and sleeping well.</p> <p>Mindfulness</p> <p>Becoming an adult – concerns and worries + legal ages</p> <p>Managing personal safety including first time abroad unsupervised.</p> <p>Relationships and the law</p> <p>Coercive control and domestic violence. Teen dating violence.</p> <p>The internet and the law – COPPA, social media laws, online gambling, pornography, sexting and radicalisation.</p> <p>Peer on peer abuse – physical and sexual abuse, sexual harassment and violence, emotional harm, online and offline bullying, teenage relationship abuse, sexting, online pressure and grooming.</p>
	HT3	Dreams and Goals	<p>Managing anxiety</p> <p>Dream jobs and skills sets needed</p> <p>Money and debt</p> <p>Barriers to achieving our goals</p> <p>Banking – debit and credit cards, overdrafts and interest rates. Internet banking.</p> <p>World of work – wage slips (wage and salary, income tax, National Insurance and Pension contributions)</p> <p>Spending and budgeting – cost of living, shopping smarter.</p> <p>Importance of saving – saving accounts, ISAs and investments.</p> <p>Debt – mortgages, overdrafts, credit companies and Student loans</p>

YEAR GROUP	HALF TERM	TOPIC	THEME DETAILS
	HT4	Healthy Me	<p>Relaxation and managing stress</p> <p>Hygiene and health – STIs + using condoms. Breast and testicular self-examinations.</p> <p>Pregnancy and choice – fertility, emergency contraception, abortions, adoption, miscarriage, pregnancy loss.</p> <p>Menstrual and gynaecological health. Menopause.</p> <p>How to navigate local healthcare system. Gillick competence. Role of pharmacists.</p>
	HT5	Relationships	<p>Intimate romantic relationships – unrealistic expectations of sex and relationships</p> <p>Power balance/imbalance in relationships</p> <p>Honour based violence and forced marriage. FGM and breast ironing.</p> <p>Hate crimes against LGBTQ+</p> <p>Gender diversity and sexuality</p>

#### Appendix 4: Parent form: withdrawal from sex education within Relationships and Sex Education

Parents can request withdrawal from sex education, as outlined in section 9 of this policy.

Requests for withdrawal should be put in writing (e.g. by email) and addressed to the Principal.

Parents may wish to use the form below. All requests should include: the name of the child, the child's class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.

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	