



Outcomes
First Group

Relationships, Sex and Health Education (RSHE) Policy

The Tower School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1.0 Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2025) 'Keeping children safe in education' (KCSIE)
- DfE (2020) 'Relationships and sex education (RSHE) and health education'
- DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:

- Safeguarding Policy
- Curriculum Policy
- Careers Policy
- PSHE Policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers The Tower School's approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at The Tower School and covers all statutory requirements as per the DfE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, [Keeping Children Safe in Education](#) and the provisions of the **Equality Act (2010)**, our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

This approach is underpinned by our commitment to trauma-informed and neurodiversity-affirming practice. We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Through our Ask, Accept, Develop (AAD) approach, we work collaboratively with young people, asking about their preferences, accepting their experiences and needs, and developing together. This ensures that RSHE is inclusive, responsive and grounded in strong, trusting relationships.

RSHE provision at The Tower School strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at The Tower School:

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by Danielle Mason PSHE Lead.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess

the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest [Keeping Children Safe in Education](#) guidance.

4.0 Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- At The Tower School we define sex education as the teaching of intimate and sexual relationships. Sex education is integrated into relationships education. It includes sex for pleasure, learning about intimate acts and the details of sexually transmitted infections (STIs). Content is delivered in an age-appropriate, factual and non-judgemental way.
- Any content that supports safeguarding, such as consent, sexual health, and understanding contraception for health purposes, is part of our commitment to keeping pupils safe.

5.0 Delivery of RSHE

At The Tower School, RSHE is delivered through a planned programme of weekly timetabled lessons, consisting of one session of approximately 40 minutes per week for each class. These sessions are delivered by trained staff who know the pupils well, such as class teachers or the dedicated PSHE/RSHE lead, ensuring a safe, consistent and supportive learning environment. In addition to timetabled RSHE sessions, pupils encounter rich, personalised learning related to relationships, personal development and social understanding throughout the school day and within topic-based activities. Our curriculum recognises that learning happens both formally and informally; staff proactively identify and capitalise on “in-the-moment” opportunities to reinforce RSHE themes in real contexts, adapting to pupils' interests, needs and communication styles. This approach supports the development of practical understanding, social development and self-awareness and is responsive to individual learning pathways informed by the PSHE Association SEND planning framework.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When external visitors are used The Tower School will adhere to the principles set out in the DFE statutory guidance 2025. We will only work with external speakers/providers where we have full confidence in their approach, intended outcomes and have viewed all resources to be used.

Roles and responsibilities

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

The Headteacher is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw pupils from sex education.

The PSHE lead has responsibility for:

- Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.
- Overseeing all required content is coherently planned and consistently taught across year groups.
- Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.
- Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress and understanding
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at The Tower School. The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including the PSHE Association, Cre8tive Resources and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

Pupils' learning will be assessed half-termly to ensure that that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills. Assessment activities may include informal quizzes, confidence checkers and confidence scales, responses to scenarios, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. Progress over time will be tracked through individual tracking documents held in each pupil's PSHE folder.

Pupils' knowledge and understanding is assessed through a combination of informal and formal methods that support each pupil's individual level of engagement and understanding such as 1:1 discussions, role play, responses to stimuli. Where appropriate, formative assessment methods such as written materials and quizzes will be used to monitor progress.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

For more information about our RSE curriculum, see Appendices 1 and 2.

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously

using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at The Tower School through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with Natalie Aiken (Head Teacher), making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, The Tower School will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

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

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education [Relationships Education, Relationships and Sex Education and Health Education](#) Statutory Guidance (2025).

Appendix one

Curriculum coverage PSHE, RSE and health education – The Tower School – Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	Topic/Unit: Self-esteem Key Content: - Getting to know others in my class, build relationships and think about own needs and worries. (S4) - Learning about self-esteem and what it means. - Having a positive relationship with myself. (S3) - Recognising what loneliness is and how to manage. Linking this to time online (S3) - Awareness of how online behaviours can present risks. - Discuss the health benefits of sleep (S3) Assessment of Learning: End of unit quiz	Topic/Unit: Respect Key Content: - Who cares for me? - Discuss who looks after us and establishing what this presents as and characteristics of this relationship. (S4) - What does friendship mean to you? Mind map of what a good/bad friend looks like. (S4) - Expectations of online relationships. - Relationships consent – sensitive content. What does consent mean? (S3) - How to stay safe online – video on staying safe. - Gives advice where to go if a pupil feels unsafe. Assessment of Learning: Response to scenario with advice	Topic/Unit: Modern society Key Content: - Types of taxation, how tax revenue is used, and the role of taxation in funding public services. (S2) - Money, government spending and society - Advertising and consumer influence - Personal responsibility – Responsibilities in different areas of life and strategies for making responsible choices. (S4) - Digital literacy and deepfakes – Identifying deepfakes, understanding their impact, and recognising the risks of manipulated media. (S4) - Common scams, strategies for staying safe online and offline, and the impact of fraud on individuals. Assessment of Learning: Analysis of a common scam	Topic/Unit: Puberty Key Content: - What is puberty first? Understand what their level of understanding is? (S2) - Difference for both boys and girls – list of changes for both genders. - It is important to understand that not only will these be physical changes but also changes in mental wellbeing. (S3) - Offer reassurance as these changes are normal and expected. - Ask pupils how we take care of ourselves – including dental care and hygiene. (S3) - Link the use of phones and other devices can also impact physical and mental wellbeing. Assessment of Learning: Poster/leaflet on coping with puberty	Topic/Unit: Staying safe, online and offline Key Content: - What is a gang and how to avoid one - Discuss some of the effects they know of drugs and vaping – expand on ideas. (S3) - Awareness of how online behaviours can present risks. - Is online gaming totally safe? - Physical and psychological effects of excessive alcohol consumption. One end of classroom could be physical effects and the other psychological - How can alcohol effect our society. (S4) - Explore the reason behind people drinking, smoking and vaping (S3) Assessment of Learning: Self-reflection or quiz	Topic/Unit: Independence Key Content: - Understanding the meaning of the word career. (S2) - Staying safe in public places (S3) - Responsibilities with increased independence i.e around water - Understanding that rights come with responsibilities (S4) - Understanding the concept of community. (S4) Assessment of Learning: Desert island creation assessed

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 8	Topic/Unit: Healthy minds Key Content: - Expand on knowledge on self-esteem (S3) - Strategies for wellbeing - Discuss the term mental health. When is outside help needed? (S3) - Body image and who can be affected - Forms of child abuse and how to spot the warning signs (S3) - Discuss the different types of bullying you may know – how they can make us feel, and where to seek for support or advice. (S3) - Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour - Identify the components of a healthy diet (S2) Assessment of Learning: Written response/reflections	Topic/Unit: Diversity Key Content: - Define the term identity – what does identity mean to you? (S3) - Ensuring we encourage pupils to embrace having differences to peers and to be proud of these differences. (S4) - Discussions on neurodiversity – ADHD /autism based. (S3) - What are examples of stereotypes, gender roles, age and sexual orientation. - Discuss the 5 British values and what they mean to us. (S4) Assessment of Learning: Self-identity piece – can be written or through class discussion	Topic/Unit: Risky behaviours Key Content: - Learning how to behave safely online and seek support if there is content accessed that have been harmful. (S3) - What is exploitation? What are traits of exploitation that can be spotted? - What is online grooming – what could the risks be regarding online grooming. (S4) - Explore reasons why younger people may be impressionable and join a gang. - Research the risks to illegal behaviour like knife possession or supply of drugs as an example. - Discuss simply what county lines is. Assessment of Learning: Research demonstration	Topic/Unit: Staying safe Key Content: <u>Loneliness</u> and social connection – <u>Causes</u> and effects of loneliness and the influence of social media on wellbeing. (S4) - Understanding the difference between banter and bullying and accessing support. (S3) - Identifying peer pressure, understanding its influence on behaviour (S4) - Risks associated with water, staying safe in and around water, and responding effectively in emergencies. (S3) - Personal safety and boundaries - Understanding respect, recognising misogynistic attitudes and behaviours, and promoting respect for women and girls. Assessment of Learning: Scenario responses	Topic/Unit: Intimacy Key Content: - Discuss and understand the different forms of physical touch. How this may be different in a sexual relationship to a platonic one. (S3) - What rights we have in relationships and what these look like. (S4) - Understanding what love means to <u>each</u> individual. - Compare the healthy and unhealthy parts of relationship. (S3) - Touch briefly on the forms of contraception methods – age of consent and the law behind it. (S2) - Consolidate with class discussion after knowledge is given. Assessment of Learning: Quiz & self-reflection (written or discussed)	Topic/Unit: Modern digital dangers Key Content: - Understanding deepfakes, why they are created, their impact on individuals and society. (S4) - Supporting victims of digital harm (S3) - AI risks, scams and online safety. - The benefits and limitations of AI, including its influence on decision-making, relationships, and perceptions of others. (S2) - Social media algorithms and online influence - Illegal online behaviours, their impact on individuals and communities, and the legal consequences of online <u>actions</u>. (S4) Assessment of Learning: Quiz on key terms and related legislation.

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Topic/Unit: Drugs Key Content: - Types of drugs and the links between gangs, users and illegal drugs. - Explore the drug trade and the related laws and policies (S2) - Medical drug misuse. (S3) - Discuss peer pressure around drugs - Evaluate the risks of party drugs (S3) - Exploring drug trafficking and how it can be tackled (S4) Assessment of Learning: Quiz/reflection	Topic/Unit: Extreme views Key Content: - What makes a conspiracy theory? - What is extremism and why do people commit acts of terrorism? - How do we show tolerance online and offline? (S4) - Information – is it trustworthy? – Discuss how to critically evaluate content for bias/opinion (S2) - What is antisemitism and where did it originate? (S4) - FGM and cultural practices. (S4) Assessment of Learning: Critical response to scenario	Topic/Unit: Consent or control? Key Content: - What is a healthy relationship? (S3) - Inequality and power exchange (S3) - Link this to sexual relationships. - Explore the laws on domestic violence. - Discuss the meaning of coercive behaviour - Emotional abuse – what are the signs? (S3) - Assertive vs controlling behaviour - Discuss sexual harm - Look at reasons that make a relationship unsafe. (S3) - Expand understanding of consent – discussing that consent can be withdrawn at any time. (S4) Assessment of Learning: Poster/creative work about consent	Topic/Unit: Equality and diversity Key Content: - What is equality and why is it important? What is the Equality Act 2010? (S2) - Homosexuality around the world – how do laws and attitudes differ, and how can we challenge homophobia? (S4) - What is gender equality and how can we challenge gender stereotypes? (S4) - What is ableism and how can we be an ally to disabled people? (S4) - What barriers to employment do disabled people face and how can we work towards greater equality? (S4) Assessment of Learning: Reflection through discussion or written	Topic/Unit: Sex and STIs Key Content: - Exploring how sex and choices around sex can impact this. (S3) - Discuss the positive and negatives of this on someone's wellbeing. (S3) - Discuss an STI and what this means in an open discussion. (S3) - Express the importance of wearing a condom. - Educate on HIV/AIDS. (S2) - Contraception and its effectiveness. - Know where to go for sexual health advice and free condoms. Assessment of Learning: Quiz on types of STI and contraception	Topic/Unit: Confidence and resilience Key Content: - What is resilience and <u>self-esteem</u>? (S3) - How does <u>self-esteem</u> change? - The impact of bullying. - Discuss difficult topics like, grief, conflict, divorce and how we support ourselves in our own health. (S3) - Discuss how social media can give people false expectations leading to feelings of failure. (S4) - Social media and body image (S4) - Links between social media and poor mental health Assessment of Learning: Response to question – how can schools affect <u>self-esteem</u> ?

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 10	Topic/Unit: Mental health and mental illness Key Content: • Revisit self-esteem and the link between screen time and wellbeing. (S3) • Revisit the difference between normal feelings of being down and anxiety and depression as mental illnesses. (S3) • To understand the key terms masculinity and Misogyny • Discussing the rise of 'The manosphere' (S4) • Link to bi-directional relationship with alcohol and drugs. • Lessons on self-harm and suicide maybe appropriate here in conjunction with DSLs. (S3) Assessment of Learning: Mental Health Advice and Support Case Study.	Topic/Unit: Sex online and offline Key Content: • Exploring healthy sexual relationships, building on prior learning of healthy sexual behaviours & consent. (S3) • Making decisions related to sex and sexual behaviours. • Learning some sexual behaviours can be harmful & recognising when a relationship is harmful. • How to report concerns about abuse or harmful online content (S3) • Explore how pornography can influence others and normalise unhealthy/ harmful sexual behaviours. (S3) Assessment of Learning: Healthy, Unhealthy or Harmful? Scenario Assessment	Topic/Unit: Mutual respect Key Content: • Exploring the damaging consequences of fake news and understanding why critical thinking is important. (S2) • The difference between free speech and hate speech (S4) • Understanding how multiculturalism and diversity play a big part in teaching us respect. (S4) • What does individual liberty look like? (S4) • Exploring the importance of advocating for yourself and others. • Evaluate how we can protect human rights in the modern world. (S4) Assessment of Learning: Pupils create a "Think Before You Share" Campaign or Guide	Topic/Unit: Relationships, Respect & Modern Challenges Unit Key Content: • What is sextortion and how do we protect ourselves against it? (S3) • Understanding the social, ethical and health implications of virginity testing and hymenoplasty (S4) • Healthy vs unhealthy masculinity • The positive male role model (S4) • Identifying the key legal rights, benefits and protections of marriage, civil partnership, and cohabitation (S2) • Recognising when to end a friendship or relationship (S3) • Identifying different types of financial abuse • Understanding the impact of financial and economic abuse (S4) Assessment of Learning: Relationships and Rights Case Study Assessment	Topic/Unit: Influence and violent crimes Key Content: • Risks relating to online gambling content (S3) • Age ratings and their purpose • Social media risks – validation seeking • The impact of social media on self-esteem (S3) • Examining human trafficking in the UK and evaluate the government's response (S4) • How to keep personal data safe • The dark web • Exploring how to prevent young people from carrying a knife • Harmful and illegal cultural and social practises • Exploring forms of honour-based violence • Promoting the equality of women in our society. (S4) Assessment of Learning: Pupils create a positive influence 'post'	Topic/Unit: Healthy bodies, Healthy futures Key Content: • How to access the NHS. (S2) • The roles of GPs, pharmacists, and other healthcare professionals. (S2) • What is antimicrobial resistance? • Female reproductive health, including the menstrual cycle and common health issues. (S2) • Understand pregnancy and how to stay healthy before, during, and after pregnancy. (S3) • Explore factors that influence decisions about pregnancy. • Understand healthy weight management and the risks of unhealthy weight gain to prevent it. (S3) Assessment of Learning: Pupils act as agony aunts to give advice – written, comic strip or role played.

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
	Topic/Unit: Staying safe	Topic/Unit: My life online	Topic/Unit: Adult health	Topic/Unit: Long-term relationships	Topic/Unit: Justice and ethics
	Key Content:	Key Content:	Key Content:	Key Content:	Key Content:
	- Benefits and risks of augmented reality, virtual reality and live streaming. (S3) - Understand digital footprints, online reputation - Explore cyberbullying, its impact within group chats and where to access support. (S3) - Discuss why young people vape, the risks involved and ways to support someone to quit. (S3) - Explore New Psychoactive Substances (NPS), their dangers and how to resist peer pressure. (S3) - Understand the risks associated with drugs at parties and festivals and how to stay safe. - Explore substance addiction and its impact (S3)	- Revisit rights, responsibilities and conduct online. (S4) - Sharing information and images online. (S3) - Protecting personal data - Online misinformation - Look at live streaming and risks/ consequences. (S3) - Define terms digital footprints and online reputation. - Social media, conflict and bullying. (S3) - Illegal online activities – upskirting & cyber flashing (S4) - Revisit peer pressure. - Signpost support for all.	- Understand organ and blood donation, including the law and its impact on others. (S2) - Understand unplanned pregnancy and the options and support available. - Explore the responsibilities of parenthood and different routes to becoming a parent. - Recognise the signs and risk factors of common cancers and the importance of self-checks and screening. (S3) - Understand healthy relationships, recognise abuse, and know where to seek support.	- Understand peer-on-peer abuse, harmful peer pressure and where to access support. (S3) - Understand fertility, fertilisation, pregnancy and IVF treatment. (S3) - Recognise risks around alcohol, parties, drink spiking and decision-making. (S3) - Understand sexual health, including emergency contraception, STIs and accessing support. (S3) - Explore contraception and the different methods and protection against pregnancy and STIs. - Understand healthy relationships, respect and love, and how to access support for abuse.	- Explore the meaning of justice, how it is served and its role within the UK legal system. (S4) (S2) - Understand online safety, how to challenge harmful behaviour and develop critical media literacy. (S3) - Explore the origins of grime music, its links with violence and how to identify potential “red flags” in music. (S2) - Explore how people make challenging and ethical decisions and reflect on what makes a good decision. - Understand the difference between debate and discussion and how to engage in meaningful conversations. (S4) - Examine abortion, including the law, reasons why people may choose abortion, and different religious and legal perspectives. - Understand sex trafficking, the factors that can make someone vulnerable and how to stay safe. (S3)
	Assessment of Learning: Reflection of key takeaways from learning	Assessment of Learning: ‘Spot the mistake’ quiz	Assessment of Learning: Scenario responses	Assessment of Learning: Pupils to act as agony aunt and give advice	Assessment of Learning: Debates on various topics throughout

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	
	Topic/Unit: Positive wellbeing Key Content: - Exploring depression and the support available (S3) - Is stress always bad? Exploring stresses <u>affect</u> on performance. - Anxiety and recognising when to ask for help. (S3) - Who is in control? Spotting coercive relationships. - Understand what wellbeing might look like in someone's life (S3) - Learn strategies to improve my own and others emotional wellbeing (S3) - To recognise the qualities needed for resilience - Understand the impact bullying, anger, body image and <u>self esteem</u> can have on teenagers (S3) Assessment of Learning: Personal wellbeing plan	Topic/Unit: Revisiting sexual health Key Content: - Sex in real relationships vs sex pornography (S3) - To be able to explain what Masculinity and Misogyny is. (S4) - Alcohol and responsibility - Sex, fertility and myths - Identifying which types of contraception would be best used by different types of <u>people</u>. (S3) - What does a sexual health consultation look like? - To understand the differences between viral STI's and bacterial STI's (S3) - Exploring what is and what isn't respect in relationships - Highlighting where support for abusive relationships may be (S3) Assessment of Learning: Reflection activity	Topic/Unit: Respectful relationships Key Content: - Types of relationships - Strategies for building positive connections - The benefits of friendships and family relationships (S3) - Maintaining supportive social networks. (S4) - Online dating and relationship safety - Different forms of intimacy - The relationship between intimacy and consent (S3) - Toxic relationships and friendships (S3) - How to seek support or end harmful relationships. - Power dynamics in personal and professional relationships (S3) - Managing relationship endings Assessment of Learning: Written work on relationship values	Topic/Unit: Personal finance Key Content: - Financial resilience and money management (S2) - Understanding banking products, overdrafts, interest (S2) - Types of savings accounts - Planning for financial goals - Credit, borrowing and repayments (S2) - Risks and benefits of borrowing. - Mortgages and home ownership - Types of debt - Strategies for managing financial commitments. - The importance of retirement planning - The differences between state and private pensions. (S2) Assessment of Learning: Financial planning assessment	Topic/Unit: Religion and life Key Content: - Abortion and Christian ethics - Types of euthanasia - Christian beliefs about the value of life, and ethical considerations. (S4) - Animal welfare and Christian responsibility - Contemporary issues such as veganism, vegetarianism, and animal rights. (S4) - The environment and sustainability – human responsibility for the planet. (S4) - Religious beliefs about death, heaven, hell, and life after death - Different perspectives on the origins of the universe. (S4) - Religious perspectives on crime and punishment - The causes of criminal behaviour - Concepts of good and evil. (S4) Assessment of Learning: Personal response	Topic/Unit: Study leave/personal topics Key Content: Many pupils will be on study leave during this time study technique to be taught Wellbeing during exam season Lessons to review focuses for individual pupils Assessment of Learning: <u>Self reflection</u> on progress

YEAR 13	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Topic/Unit: Self understanding and acceptance	Topic/Unit: Contraception and parenthood	Topic/Unit: Choice, risks and decisions	Topic/Unit: Human rights and social injustice		Topic/Unit: Study leave/personal topics
	Key Content: - Life transitions and resilience - Coping with change and uncertainty - Body image and self-esteem (S3) - Societal influences on body image (S4) - Social media and online reality (S4) - Recognising curated online content - Cosmetic procedures and body modification - Risks associated with cosmetic and aesthetic procedures (S3) - Financial and economic abuse - The impact of abuse on victims - Sources of support and advice (S3) - Accessing sexual health information and services (S3) - Evaluating sources of help and information (S2)	Key Content: - Different routes to parenthood and their legal implications - Unplanned pregnancy, abortion and informed decision-making (S3) - Fertility, conception and assisted reproduction (IVF) (S3) - Pregnancy, working parenthood and employment rights - Menstrual health, fertility tracking and accessing healthcare support (S3) - Consent, personal boundaries and healthy communication (S3) - Contraceptive methods, their effectiveness and protection against STIs and pregnancy (S3)	Key Content: - Menstrual health, breastfeeding and reducing stigma around taboos (S3) - Challenges of parenting and balancing family responsibilities (S4) - Road safety, risk awareness and responsibility towards others (S4) - Spiritual, Moral, Social and Cultural (SMSC) development and its role in everyday life (S3) - Vape spiking, its risks, effects and prevention (S3) - Debt, borrowing and strategies for avoiding financial difficulties (S2) - Effective decision-making, accountability and personal responsibility (S2)	Key Content: - Religious freedom, human rights and British Values (S4) - Christian attitudes towards wealth, money and stewardship - Giving, charity and addressing poverty (S4) - Crime, punishment and moral responsibility (S4) - Religious perspectives on justice, rehabilitation and punishment (S4) - Exploitation, inequality and protecting vulnerable people - Social justice, human dignity and Christian ethics (S4) - Contemporary social justice issues and ethical debate (S4) - Debating equality, fairness and human rights in modern society - Applying religious and personal viewpoints to controversial issues		Key Content: Many pupils will be on study leave during this time study technique to be taught Wellbeing during exam season Lessons to review focuses for individual pupils
	Assessment of Learning: Sources evaluation and personal reflection	Assessment of Learning: Personal response to stimuli	Assessment of Learning: True or false/quiz	Assessment of Learning: Social justice debates		Assessment of Learning: Self reflection on progress

Appendix two

Statutory Relationships and Sex Education content

Relationships and sex education, secondary content

Families

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnerships, 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.
4. That common law marriage is a myth and cohabitants do not obtain marriage like status or rights from living together or having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
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.
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 unsure who to trust.

Respectful relationships

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.
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.
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.
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.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
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.
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.
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.
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.
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.¹

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.
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 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.

Being safe

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. 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.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.

13. 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.
14. 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.
15. 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
16. 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.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. 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.
3. 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.
4. 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
5. That some sexual behaviours can be harmful.
6. 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 decision making.
7. 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.
8. How the different sexually transmitted infections (STIs), including HIV/AIDs, 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
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. 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.



Outcomes
First Group