

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.



Relationships and Sex Education (RSE) Policy – Secondary

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1.0 Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

2.0 Aims

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

- 2.1 Provide a framework in which sensitive discussions can take place
- 2.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 2.3 Help pupils develop feelings of self-respect, confidence and empathy
- 2.4 Create a positive culture around issues of sexuality and relationships
- 2.5 Teach pupils the correct vocabulary to describe themselves and their bodies

3.0 Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 Policy development

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

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

5.0 What is Relationship and Sex Education

- 5.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 5.2 RSE involves a combination of sharing information, and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.

6.0 Legal framework

- 6.1 The legal framework is set out in statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 6.2 Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.
- 6.3 The statutory guidance applies to
 - 6.3.1 Relationships Education (for Primary education)
 - 6.3.2 Relationships and Sex Education (for Secondary Education)
- 6.4 The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and values

- 7.1 The Trust believes that RSE should:
 - 7.1.1 Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
 - 7.1.2 Be an entitlement for all young people;
 - 7.1.3 Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- 7.2 Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
 - 7.2.1 Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
 - 7.2.2 Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
 - 7.2.3 Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
 - 7.2.4 Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers;

8.0 Relationships & sex education

8.1 Relationships and Sex education covers three main elements:

8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

8.1.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

8.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content

9.1 Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE Programme, RE and Science lessons at KS3, and KS4.

9.2 Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.

9.3 RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

9.4 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that

answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

9.5 More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

9.6 See appendix for curriculum map

10.0 Inclusion

10.1 Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

10.2 Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

10.3 Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

10.4 Regard will be given to ensure all protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are recognised as part of the delivery of RSE within school.

11.0 Roles and responsibilities

11.1 Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

11.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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

11.4 Pupils

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

12.0 Roles and responsibilities

12.1 Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

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

13.0 Confidentiality, Controversial and Sensitive Issues

13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

13.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

13.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Training

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

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

15.0 Monitoring arrangements

15.1 The delivery of RSE is monitored by [Abbie Roberts Assistant Headteacher Curriculum] through:

15.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

15.3 This policy will be reviewed by [Abbie Roberts Assistant Headteacher Curriculum] [annually]. At every review, the policy will be approved by Trustees.

16.0 Policy circulation

- 16.1 This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule
- 16.2 This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- 16.3 The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

17.0 Appendix

- 17.1 Appendix 1: Curriculum Map

Relationships and sex education exemplar curriculum map

YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE

17.2 Appendix 2: Exemplar curriculum map

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 1	Lifestyles • Transition to secondary school • Friendship and wellbeing (including mental health) • How to treat others online including peer pressure / skills for social awareness	Different types of relationships / friendship and wellbeing, including strategies for maintaining positive mental health and developing healthy relationships. In addition, students will learn about appropriate online behaviour, how to treat others with respect in digital spaces, and how to recognise and manage peer pressure while developing key social awareness skills. Online and media: their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 2	Safe Internet / Phone use • Inappropriate content and where to get advice • How to avoid conflict on social media and where to get advice Protecting your online identity: why must we be so careful with social media? • Identify the negative internet uses and the information we should not make public. • Describe how an online groomer uses social media. • Analyse whether your social media profiles are safe from bullies and trolls. Follow a simple checklist to help manage and maintain your online reputation.	Online and media: About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online Not to provide material to others that they would not want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online

Year 7	Unit 3	Relationships: - Describe some ways of avoiding dangerous relationships and maintaining positive ones. - Explain ways dangerous people seek out the vulnerable and how not to fall for their traps. Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked.	Respectful relationships, including friendships: that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. Online and media: not to provide material to others that they would not want shared further and not to share personal material which is sent to them. what to do and where to get support to report material or manage issues online.
Year 7	Unit 4	Bullying or banter – what is and what isn’t acceptable? - Identify whether situations are ‘banter’ or bullying. - Describe the consequences of ‘banter’ and how we can tell when banter turns to bullying. - Explain the difference between banter and bullying and why you believe each situation falls into that particular category. - Describe different types of bullying and the difference between a bystander and an upstander. Body Image - What is body image? - Where might I get my perception of body image from?	Respectful relationships, including friendships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 4	Cyberbullying - Identify the different types of cyber bullying. - Describe what cyber bullying is and why people do it. - Analyse why the 4 Step Method to stop cyber bullying is effective.	Respectful relationships, including friendships about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. Online and media: their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 5	First Aid How to administer different types of first aid	Develop essential first aid knowledge and practical skills, including how to provide appropriate treatment for common ailments and injuries. They will also learn how to perform CPR (cardiopulmonary resuscitation) and gain an understanding of how to use a defibrillator safely and effectively in an emergency situation.
Year 7	Unit 6	Lifestyle / Citizenship - British Values Democracy in the UK / My own identity (responsible members of society) - Government - Protected Characteristics - British Values	

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 7	Lifestyle – Puberty, Periods and Hygiene • What is puberty • What are periods • How to manage effective hygiene • How to self examine • How to support minor ailments • What pharmacy's are used for	Pupils must learn about physical and emotional changes during puberty. Schools are required to teach the facts about the menstrual cycle and periods before most pupils begin menstruation. Health education also includes personal hygiene, health and prevention, and looking after physical health

Year 7	Unit 8	Why do my feelings change? Gender and Identity	Pupils should learn about protected characteristics under the Equality Act, including gender reassignment, and that everyone should be treated with dignity and respect. Bullying, harassment and discrimination are not acceptable. Distinguishing between: • biological sex; • gender identity; • sexual orientation.
Year 7	Unit 9	Healthy Diet, Exercise & Sleep • What is a healthy diet • Why do I need to exercise and for how long • Why is sleep so important / how much sleep do I need • Cardiovascular health	What constitutes a healthy diet, including calories and nutritional content. ☑The principles of planning and preparing healthy meals. The characteristics of a poor diet and the risks associated with unhealthy eating, including obesity and tooth decay. The mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines. Practical ways to be active, such as walking, cycling and other forms of regular exercise. The risks associated with an inactive lifestyle, including obesity.

			The importance of sufficient good-quality sleep for good health. That lack of sleep can affect weight, mood and the ability to learn.
Year 7	Unit 10	Personal Hygiene & Health • Tooth Decay • Dental Hygiene • Sun Safety	The characteristics of a poor diet and the risks associated with unhealthy eating, including obesity and tooth decay. About dental health and the benefits of good oral hygiene Brushing teeth twice a day with fluoride toothpaste Cleaning between teeth Reducing sugar intake The importance of regular dental check-ups About safe and unsafe exposure to the sun How to reduce the risk of sun damage That overexposure can increase the risk of skin cancer Practical ways to protect themselves from sun exposure

Year 7	Unit 11	Habit and Addiction • Smoking • Alcohol • Vaping	That behaviours can become habit-forming, and that habits can be difficult to change once established How addiction can develop, including dependence on substances and behaviours About the risks associated with alcohol, tobacco, vaping and drugs, and how these can affect physical and mental health How to recognise peer influence and pressure that may lead to risky or harmful habits Where to get help and support if they are worried about their own or others' use of substances or addictive behaviours
Year 7	Unit 12	Science • Blood, organ and stem cell donation • Immunisation and Vaccine	Vaccination/immunisation as part of health protection and prevention Pupils should understand that immunisation helps prevent serious diseases and protects both individuals and communities (herd immunity concept may be introduced in secondary) How diseases can be prevented and controlled The importance of public health measures Awareness that some conditions require donated substances or medical procedures to treat (this is implied rather than explicitly listed)

Year 7	Unit 13	Male and Female Reproductive System • Reproductive System • Brain Development	Pupils must learn about physical and emotional changes during puberty. Schools are required to teach the facts about the menstrual cycle and periods before most pupils begin menstruation. Health education also includes personal hygiene, health and prevention, and looking after physical health
Year 7	Unit 14	Menstruation, choices, emotional impacts • Body changes and impact on mental and physical health • Endometriosis • PCOS	Pupils must learn about physical and emotional changes during puberty. Schools are required to teach the facts about the menstrual cycle and periods before most pupils begin menstruation. Health education also includes personal hygiene, health and prevention, and looking after physical health

Year 7	Unit 15	Health issues affecting young people • Health issues • Mental health problems	Secondary pupils should learn how to recognise when physical or mental health issues require attention and where to access support and advice.
Year 7	Unit 16	Choice and Consent • What is consent? • What do I consent to?	What consent means That consent must be freely given, informed, and can be withdrawn at any time That consent is required in different contexts (not just sexual relationships in secondary school, but also everyday interactions such as personal space and respect) That everyone has the right to personal boundaries and bodily autonomy How to recognise and respect the boundaries of others That no one should feel pressured into doing something they do not want to do How to make informed choices about relationships and behaviour How pressure (including peer pressure and online

			influence) can affect decision-making That they have the right to say “no”, and that this should be respected
Year 7	Unit 17	Pregnancy and Child Development • What is pregnancy? • How does pregnancy happen? • What is the timeline of child development?	How human reproduction occurs, including conception How pregnancy develops, including the stages of gestation (age-appropriate detail) How birth occurs The roles of parents and carers in supporting a baby

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 1	Lifestyles • Transition to year 8 • Friendship and wellbeing (including mental health)	Respectful relationships, including friendships: How stereotypes, in particular stereotypes based on sex , gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)

Year 8	Unit 2	Relationships • How relationships change in birth/death/new relationships • Ending relationships • Steps for successful relationships / strangers	That families and relationships can change over time. Changes may happen through: • the birth of a baby • death and bereavement • separation or divorce • new relationships and blended families People may experience different emotions when relationships change, and support can be sought when needed That some relationships end and this can affect people's feelings and wellbeing. How to manage relationship changes respectfully and safely. How to seek help, advice or support when a relationship becomes unhealthy, unsafe or ends.
Year 8	Unit 3	Respectful Relationships / Citizenship • Anti Bullying / Hate Crime / Equality Act	What bullying is and how to recognise it. The impact bullying can have on individuals and communities. That bullying can happen face-to-face or online. How to report bullying and seek support. The importance of treating others with kindness, respect and empathy. How to challenge prejudice and discriminatory behaviour safely. Protected characteristics

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 4	Mental and Physical Health: • What is mental health • Examples of mental health • What is physical health • Examples of physical health • Where to get help and support	Students will understand mental health, learn emotional awareness and self regulation along with building resilience.

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 5	How am I a responsible member of society: - British Values and their importance - Protected Characteristics and their importance	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal how stereotypes, in particular stereotypes based on sex, gender and sexual orientation, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 6	The Government • What is the government • Who makes up the government • When and how are decisions made • Voting	UK law. The values of respect, tolerance and democracy. The rights and protections that exist for individuals. The legal protections provided by the Equality Act 2010 and safeguarding legislation.

Year 8	Unit 7–9	Finance Education • Saving • Working • Credit • Debt • Mortgages • Special Offers • Bargains • Scams • Consumer Rights	Financial decision-making. The relationship between money and wellbeing. Consumer awareness. Online financial risks and scams. Financial independence and future planning.
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 10	Personal Safety • How to stay safe in relationships, friendships and online • How to stay safe in society, for example water and rail safety	Pupils should learn how to recognise risk, establish personal boundaries, stay safe online and offline, respond to unsafe situations, resist peer pressure, seek help from trusted adults, and understand how the law protects them from abuse, exploitation and violence.

Year 8	Unit 11	Mental Wellbeing including online • How to stay safe online • Where to seek advice • What is mental health and how to identify it	Pupils should understand what mental wellbeing is, recognise and manage emotions, build resilience, understand how online experiences can affect mental health and self-esteem, identify harmful online behaviours and content, and know how and where to access support for themselves or others.
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Year 8	Unit 12	Health Protection and Prevention • Hygiene • Lifestyle choices, including food and exercise • Illness and healthcare	Pupils should understand how to protect and maintain their health through good hygiene, healthy lifestyle choices, disease prevention, vaccination, sleep, oral health, early recognition of illness, and appropriate use of healthcare services.
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 13	Gender, Sexuality and Body Image • What is body image? • Where do opinions on body image come from? • What are the protected characteristics, including sexuality and gender.	Pupils should understand the physical and emotional changes associated with growing up, respect differences in sex, sexual orientation and protected characteristics, recognise and challenge discrimination, develop a positive body image, and critically evaluate the influence of media and online content on self-esteem and identity.

Year 8	Unit 14	Consent and Exploitation • What is consent? • When to give consent? • Who can give consent? • What is exploitation? • How to notice signs? • Where to get help and advice?	Pupils should understand what consent means, how to communicate and respect it in relationships, and how to recognise, resist and report exploitation, coercion, grooming and abusive behaviour both online and offline.
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Year 8	Unit 15	Contraception and STIs • What is contraception? • What contraception is there? • What are STI's?	Pupils should understand different methods of contraception, how they prevent pregnancy and reduce the risk of STIs, the importance of informed and consensual sexual relationships, and how to access sexual health advice, services and testing.
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Year 8	Unit 16	Families and Marriage • Forced Marriage • Marriage Rights • Civil Partnership • Successfully bringing up children	Pupils should understand that families can take many forms, that strong family relationships are based on love, care and respect, and that marriage and civil partnerships are legal, voluntary commitments based on consent, equality and mutual respect.
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Year 8	Unit 17	Healthy and unhealthy relationships: domestic abuse: • What characterises a healthy relationship? • What characterises an unhealthy relationship? • Why is it sometimes difficult for a person to acknowledge that he or she is in an unhealthy relationship? • Why do people stay in unhealthy relationships? • If someone is in an unhealthy relationship, what can they do about it? • Equality and successful relationships	Families: how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed Respectful relationships, including friendships: the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control what constitutes sexual harassment and sexual violence and why these are always unacceptable Being safe: the concepts of, and laws relating to abuse and domestic abuse, and how these can affect current and future relationships
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Year 8	Unit 18	Being Safe • What is unsafe online and in society? • Personal Boundaries / Respectful relationships • Where to seek support	Pupils should learn how to recognise risk, understand and respect personal boundaries, stay safe online and offline, identify unsafe or exploitative situations, and know how and where to seek help and support when they feel unsafe or concerned about themselves or others.
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 1	How to begin year 9 • Friendships and relationships • How to navigate year 9	Student will understand and practise the skills needed to form, maintain and repair healthy friendships and relationships, while helping pupils recognise and respond to unhealthy or abusive behaviours at an earlier stage
Year 9	Unit 2	How can I access and interpret online information safely? • AI - Deepfakes • Conspiracy theories • Self harm / violence / suicide online	Students are to understand how digital technologies, AI, algorithms and online communities can shape beliefs, relationships and behaviour, and equipping them with the critical thinking and resilience to navigate those influences safely.

Year 9	Unit 3	Mental Health – Body Image and Self Esteem • What is body image • The impact of social media and society on body image and self esteem	Students to gain a comprehensive approach in which they learn to value themselves for their character and abilities, recognise and challenge appearance pressures (particularly online), and develop the confidence and critical thinking needed to maintain positive self-esteem throughout adolescence.
Year 9	Unit 4	Mental Health – Friendships, Sleep and Health • What is mental health? • What can mental health include? • Friendships • The importance of sleep • The importance of a healthy lifestyle	Students to learn and understand protective factors for wellbeing. Friendships, healthy sleep and positive lifestyle habits are presented not simply as health topics, but as essential foundations for pupils' mental wellbeing, resilience, learning, healthy relationships and long-term physical health.

Year 9	Unit 5	Mental Health Strategies • Connect to others • Loneliness	Students are to be equipped with protective strategies—such as emotional regulation, resilience, healthy routines, supportive relationships and help-seeking that can promote lifelong mental wellbeing.
Year 9	Unit 6	Study Skills • What is revision? • How to revise? • Different strategies and tips for revision	

Year 9	Unit 7	Relationships: • Sexual Harassment • Sexual Violence • Domestic Abuse • Coercive Control • Upskirting • Exploitation	Explicitly teaching sexual harassment as unacceptable behaviour Recognising coercive control and technology-facilitated abuse Understanding image-based abuse, including AI-generated sexual images Addressing violence against women and girls within relationship education Teaching about online exploitation, including grooming and sextortion Ensuring pupils know how to seek help, not simply recognise abuse.
Year 9	Unit 8	Consent and sexual pressure: • Be certain of the age of consent in the UK and what consent means • Identify reasons why young people may choose to have sex • Explain why young people may feel pressured into having sex and know how to deal with sexual pressure	Equipping pupils with the knowledge, confidence and practical skills to make informed decisions, recognise coercive or abusive behaviour, and build healthy, respectful relationships.

Year 9	Unit 9	Pregnancy and Choices: • Pregnancy and the choices • Pelvic floor exercises • How to get support after a miscarriage	Students should understand pregnancy, contraception and reproductive health as part of factual, age-appropriate sex education. It also strengthens the expectation that pupils understand the importance of informed decision-making, consent, healthy relationships and where to access reliable advice and healthcare. The guidance does not prescribe detailed teaching about every pregnancy option, but it expects schools to provide accurate, balanced information that enables pupils to make informed choices and know where to seek support.
Year 9	Unit 10	Contraception and STIs • What is contraception • What different types of contraception exist • How to use contraception • What are STIs • How to prevent STIs • Where to see advice and support	Contraception and sexually transmitted infections (STIs) as part of factual, age-appropriate sex education. The updated guidance places slightly stronger emphasis on informed decision-making, access to services, and reducing risk through healthy relationships and consent, rather than just listing methods and diseases.

Year 9	Unit 11	The dangers of pornography • Correctly identify ways pornography can be harmful, both to viewers and people involved in the industry. • Describe some of the structural changes to the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives. • Explain how desensitization can ruin healthy sex lives and the long term impact a growing porn industry has on our society. • Know the law relating to pornography. • Women's autonomy • Power	It aims to ensure pupils can recognise unrealistic or harmful portrayals, understand potential impacts on attitudes and relationships, and make safe choices in a digital environment, rather than simply being warned about pornography in isolation.
Year 9	Unit 12	Wellbeing online • Risks of sextortion • How to stay safe online	Broader concept of digital wellbeing. Pupils are expected to leave school with the knowledge and skills to: • make informed choices about technology use • recognise how online experiences influence their health and relationships • evaluate digital content critically • maintain healthy online and offline habits • identify online harms and seek support when needed

Year 9	Unit 13	Substances: • Drugs • Alcohol • Vaping • Law (supply and possessing) • Over counter medicine	Students should have substance education as more than learning about the dangers of drugs. It expects schools to equip pupils with the knowledge, judgement and practical skills to: • understand the effects and legal status of substances • recognise influences and pressures • make informed choices • protect their physical and mental health • seek appropriate support when needed.
Year 9	Unit 14	Impact of substance abuse • Impact on physical and psychological health (including fertility)	Students to understand the impact of substances on physical health, mental health, relationships, safety and decision-making. The emphasis is on giving pupils accurate, evidence-based information alongside the skills to make informed choices and reduce harm.

Year 9	Unit 15	Lifestyles • Gambling • Tattoos • Piercings	The 2026 statutory Relationships, Sex and Health Education (RSHE) guidance does not require schools to teach a specific unit on tattoos, piercings or gambling. However, these topics fit well within the statutory Health Education requirement to teach pupils about risk, informed decision-making, health, the law, financial wellbeing and keeping safe.
Year 9	Unit 16	Lifestyles • Water Safety • Sun Safety • Rail and Road Safety	Schools are expected to teach pupils how to recognise risk, keep themselves and others safe, make informed decisions and seek help in emergencies. These topics fit within the statutory Health Education curriculum and contribute to schools' wider safeguarding and personal development responsibilities.

Year 9	Unit 17	Local Healthcare system • GP • A&E • Minor Injuries • Pharmacy • Family Planning • GILLICK scheme	Health literacy—understanding how to navigate health services Early help-seeking, rather than delaying support Mental health services and accessing appropriate care Confidential sexual health services for young people Preparing pupils for greater independence in managing their own health.
Year 9	Unit 18	Lifestyles: • Testicular / Ovarian/cervical Cancer (including HPV)	The 2026 statutory Relationships, Sex and Health Education (RSHE) guidance does not identify cancer as a discrete statutory topic that schools must teach. However, cancer can be taught appropriately within the statutory Health Education curriculum, particularly through learning about physical health, disease prevention, healthy lifestyles, vaccinations, screening (where age-appropriate), help-seeking and using healthcare services. The guidance encourages schools to build pupils' health literacy, enabling them to understand how lifestyle choices influence long-term health and how to access reliable health information and support.

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 1	What makes a good or bad relationship? • Different relationships that exist • How to identify if a relationship is safe	Recognise the characteristics of healthy relationships, identify early warning signs of abuse, and develop the practical skills needed to build and maintain respectful relationships.

Year 10	Unit 2	Consent and sexual pressure: • Be certain of the age of consent in the UK and what consent means • Identify reasons why young people may choose to have sex • Explain why young people may feel pressured into having sex and • Know how to deal with sexual pressure • The law • Exploitation	Recognise coercion, communicate boundaries, resist pressure and understand that healthy relationships are based on freely given consent, mutual respect and equality.
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Year 10	Unit 3	Sexually transmitted infections (STIs): • Understand how to prevent STIs through safer sex • Able to describe the symptoms of common STI's • Know what to do if you put yourself at risk – help, testing and treatment Contraception: • Describe some ways we can protect ourselves against unsafe sex. • Explain the pros and cons of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception. • Evaluate which type of contraception is best depending on a person's circumstances. • Know how to put a condom on safely and to only use condoms that are in date and display a British safety mark • Understand what can go wrong and options available in an emergency. Pregnancy, miscarriage and fertility: • Understand how pregnancy happens and early symptoms of pregnancy • The importance of taking a pregnancy test • Recognise the common symptoms of a miscarriage and where to get help afterwards • Understand the factors affecting fertility	Understand what STIs are and how they are transmitted Recognise that many STIs may not show symptoms Know how STIs can be prevented, tested for and treated Understand the importance of reducing stigma Know how to access confidential sexual health services Understand what contraception is and how it works Know a range of contraceptive methods Understand that effectiveness varies and correct use matters Recognise the importance of dual protection (pregnancy + STI prevention) Know how to access confidential sexual health services Understand contraception within the context of consent and healthy relationships How pregnancy occurs through human reproduction The importance of consent and healthy relationships in sexual activity How pregnancy can be prevented through contraception That pregnancy can lead to different life choices and responsibilities Where to access reliable healthcare advice and support
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Year 10	Unit 4	Menopause • To understand what menopause is and impact • Healthy lifestyles links to fertility for men and women	The 2026 statutory Relationships, Sex and Health Education (RSHE) guidance does not require schools to teach menopause as a standalone statutory topic, but it does allow and encourage it to be included within Health Education and relationships education, particularly in secondary schools where it supports pupils' understanding of human reproduction, puberty, ageing, and long-term health.
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Year 10	Unit 5	Identifying harmful relationships • Sexual Violence / Sexual Harassment / Grooming • Pornography • Strangulation • Where to get support and to see advise	Overall, the focus is on helping pupils develop the knowledge, confidence and safeguarding awareness to identify risk, seek help early, and build safe, respectful relationships both online and offline.
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Year 10	Unit 6	Female Genital Mutilation (FGM) • What is FGM • Signs of FGM • Where to see advice and support • Virginity testing	Understand what FGM is and that it is illegal in the UK Recognise it as a form of abuse and serious harm Understand its physical and emotional consequences Know that it violates human rights and is never justified Know how to seek help and report concerns safely
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Year 10	Unit 7 – 12	Careers Education • CV Writing • Work Experience • College • Apprenticeships • T Levels • Other next steps • University		
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Year 10	Unit 13	Lifestyles • Hate Crime • Knife Crime • Radicalisation • Local context of knife crime	Hate crime is rooted in prejudice and can be a criminal offence Discrimination and targeted abuse are harmful and unacceptable Knife carrying is dangerous, illegal in most cases, and can have life-changing consequences Peer pressure and online influence can contribute to risky behaviour Support is available and early help-seeking is important
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Year 10	Unit 14	Young Carers • Who are young carers? • What are the roles of a young carer?	In PSHE, teaching about young carers sits mainly within the Health and Wellbeing and Living in the Wider World strands. While the statutory RSHE guidance doesn't list "young carers" as a separate topic, schools are expected to ensure pupils understand family responsibilities, mental wellbeing, support networks, and safeguarding, which provides a clear basis for this content.
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Year 10	Unit 15	Cancer Self Examination • Why types of cancer are there? • How to self-examine?	In PSHE, self-examination for cancer (for example breast or testicular awareness) is usually taught within Health Education as part of physical health, body awareness, and early help-seeking. The statutory RSHE guidance does not require detailed clinical instruction, but it does expect pupils to understand how to look after their bodies, recognise changes, and seek medical advice early when concerned.
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Year 10	Unit 16	Sexism / Misogyny / Homophobia • Religion • Protected characteristics • INCEL behaviour • Online impact	Sexism, misogyny and homophobia are forms of discrimination that must be challenged Religion and belief diversity should be respected Protected characteristics are legally protected under UK equality law Harmful online ideologies (including some incel-related content) can promote misogyny and risk harm Online environments can amplify prejudice, but pupils can learn to critically evaluate and report harmful content
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Year 10	Unit 17	Addiction Smoking / Alcohol (inc peer pressure) Spiking of drinks	Addiction is a health condition involving loss of control over substances or behaviours It can affect physical health, mental wellbeing and relationships It develops through a mix of biological, psychological and social factors It is preventable and treatable Support is available and early help is important Modern risks include digital and behavioural addictions as well as substances
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 11	Unit 1	Consent and Respectful Relationships: - What is consent - What is consent used for	Respectful relationships, including friendships: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) What consent means That consent must be freely given, informed, and can be withdrawn at any time That consent is required in different contexts (not just sexual relationships in secondary school, but also everyday interactions such as personal space and respect)
Year 11	Unit 2	Revenge porn and upskirting: - Know what is meant by revenge porn and upskirting - Correctly identify what to do to prevent revenge porn and what to do if you become a victim of revenge porn or upskirting. - Describe the long and short term consequences of sharing intimate images with partners or friends. - Explain the law regarding revenge porn and upskirting	Respectful relationships, including friendships: what constitutes sexual harassment and sexual violence and why these are always unacceptable Being safe: the concepts of, and laws relating to, sexual consent and harassment, and how these can affect current and future relationships Online and media: not to provide material to others that they would not want shared further and not to share personal material which is sent to them

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 11	Unit 3	Harassment and stalking: - Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously. - Explain how victims are targeted, the abuse they suffer and correctly identify different types of abuse. - Analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. - Explain how the law protects us from stalking and harassment.	Respectful relationships, including friendships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help what constitutes sexual harassment and sexual violence and why these are always unacceptable Being safe: the concepts of, and laws relating to, sexual consent, abuse, coercion, harassment and how these can affect current and future relationships

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