

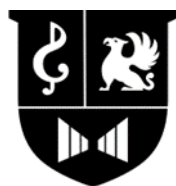


Chetham's

Relationships, Sex And Health Education (RSHE) Policy

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1. Aims

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Students in Year 4 to Year 6 at Chetham's will study the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. In Years 7 to 13, teaching will build on the knowledge acquired at Key Stage 2 and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

Our RSHE policy and practice follows the guidance from KCSIE 2026 in being part of a whole-school preventative education strategy which includes timetabled evidence-based RSHE lessons as well as reinforcement throughout the school curriculum.

2. Statutory Requirements

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2025, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSHE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools, where Personal, Social, Health and Economic Education (PSHE) continues to be compulsory (as set out in the Education (Independent School Standards) Regulations 2014).

UN Convention on the Rights of the Child (1989): Every child has the right to the best possible health, and education on health and wellbeing so the child can stay healthy.

When delivering the RSHE curriculum at Chetham's, teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

RSHE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities (SEND). When delivering the RSHE curriculum at Chetham's, the needs of SEND pupils will be considered and where appropriate content will be age differentiated or tailored to meet the needs of pupils at different developmental stages. The SEND code of practice states that it is important that SEND pupils are prepared for adulthood outcomes, for example those with Social, Emotional and Mental Health needs or learning disabilities, or where the nature of their SEND makes them more vulnerable to exploitation or bullying. As such, Chetham's will provide a sensitively delivered, age-appropriate and developmentally appropriate RSHE programme to all its SEND pupils.

We are compliant with the 2026 updates to the statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* to be implemented for the school year 2026-27.

3. Policy Development

The School's RSHE Policy has been developed through the following procedures:

1. Initial Review: the Head of Humanities, the PSHE team and the Junior school teachers have reviewed all the relevant information, including national and local guidance.
2. Staff consultation: all school staff were given the opportunity to look at the policy and make recommendations via the schools HR Officer.
3. Parent/stakeholder consultation: parents have been consulted via an online survey
4. Pupil consultation: we investigated what exactly pupils want from their RSHE through an electronic survey, and discussion at the Student Forum.
5. Ratification: once amendments were made, the policy was shared with the Chetham's Safeguarding Commission

4. Definition

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

The teaching of RSHE involves a combination of sharing information with students and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 (Primary year groups) and Appendix 2 (Secondary year groups) but we may need to adapt it as and when necessary.

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

We comply with the recommendations laid out in the PSHE Association's Programme of Study for Key Stages 2, 3 and 4, although FGM is only covered in KS4.

6. Delivery of RSHE

Relationships and Health education is taught within the **Junior School (Years 4-6)**: see Appendix 1 for content and delivery.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In **Years 7-12** RSHE is delivered through the PSHE, IT, PE and the Science curriculum. Aspects of it are also covered in School Section assemblies, whole-school assemblies, Tutor groups, visiting speakers (e.g. It Happens), and other academic subjects (see appendices).

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

- Families
- Respectful relationships, including friendships and work-related relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSHE curriculum in years 7-13, see Appendix 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include

single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles And Responsibilities

7.1 The Governing Body

The Governing Body has delegated the approval of this policy to the school's Safeguarding Committee.

7.2 The Joint Principal (NS)

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

7.3 Staff

PSHE Staff are responsible for:

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

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

At Primary school level, RSHE is taught by the Junior school teachers. At Secondary level, RSHE is mainly delivered through the PSHE curriculum by the Humanities, Modern Foreign Languages and PE Departments, in conjunction with IT, and Science.

7.4 Pupils

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

8. Parents' Right to Withdraw

At Primary school level (Years 4-6) and Secondary school level (Years 7-13), parents do not have the right to withdraw their children from relationships education.

Sex education is not a part of the Primary school RSHE curriculum at Chetham's other than the statutory content for RSHE required as part of the National Curriculum for Science (detailed below):

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

At Secondary School level (Years 7-13), parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than

being withdrawn, the school will arrange this. The statutory sex education that all Secondary school pupils must receive is flagged as statutory content in Appendix 2, p18.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Joint Principal (NS).

A copy of withdrawal requests will be placed in the pupil's educational record. The Joint Principal (NS) may discuss the request with parents and take appropriate action.

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

9. Training

PSHE Staff are trained in the delivery of RSHE as part of their induction and it is included as part of continuing professional development. Examples include: Stonewall; Manchester Healthy Schools; The Big Debate Macclesfield; First Aid training.

The Joint Principal (NS), Lead Nurse, Designated Safeguarding Lead and Healthy Schools Co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring Arrangements

The delivery of RSHE is monitored by the Joint Principal (NS), Vice Principal (JH), Head of PSHE and Head of Humanities through learning walks, student fora, and surveys. In addition, to ensure the content and teaching is effective, the delivery will be assessed and evaluated in the classroom and department meetings.

This policy will be reviewed annually by the Head of PSHE and Head of Humanities. At every review, the policy will be scrutinised by the Safeguarding Committee

11. Relationship with other Policies, Procedures and Curriculum Areas

- **PSHE:** RSHE sits within the PSHE curriculum.
- **Promoting Good Behaviour:** RSHE is linked to the school's broader policy on anti-bullying and the promotion of tolerance and respect for the protected characteristics of the Equality Act.
- **Child Protection:** if any disclosure occurs during an RSHE lesson or concerns are raised, teachers will follow the school's procedure for Child Protection / Safeguarding
- **Confidentiality:** Children have rights under the Children's Act 1989 and thus can expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk
- **External Visitors:** where external agencies are involved in the delivery of RSHE, the school's RSHE policy will be made available to them.

Appendix 1: By the end of primary school pupils should know details and curriculum map

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Families and people who care about me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Y4-5 "Family" topic Autumn term, Half-term 1 in PSHE lessons. Some recap in Y6 tutor time in Autumn half term 2, prior to work on respectful relationships.

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Y4-5 "Friends" topic in Autumn term and Spring terms and in tutor time/ assembly at start of year and as needed. Y6 "Friends" topic in Spring half term 2 and in tutor time/ assembly at start of year and as needed

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Respectful relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Year 6 PSHE Topic: "Respecting Others" Summer Term

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Years 4-5 E-safety lessons in ICT. Re-covered in Y6 tutor group. Autumn Term. Year 6 ICT Lessons – Autumn term

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Year 4-5 to be included in the Autumn Term topics of "Family and Friends" Year 4-5 and Y6 consent and secrets covered with NSPCC PANTS in Autumn term Y4-5 General safety Summer term, half term 1 Y4-5 and Y6 recapped in tutor time where needed

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.	Different aspects of "Mental Health and Wellbeing" topic covered in PSHE lessons in each term. Annual intake of new pupils taken into account. Class teachers to identify problems as they occur and use tutor time – and assembly – to resolve and react. Academic Music: individual creation and collective performance (e.g. choir) as an outlet for emotional expression

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.	Years 4 and 5 E-safety lessons in ICT. Re-covered in Y6 ICT. – Autumn and Spring Terms. Year 6 ICT Lessons – Autumn term

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.	Health and Fitness are the lead practitioners. Y4-5 and Y6 – some coverage in Science Y4-5 PSHE lessons in Autumn half term 2 and Summer half term 1
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Y4-5 PSHE lessons in Autumn half term 2 and Summer half term 1 Revised for Y6 in Tutor Time
Drugs, alcohol, tobacco and vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Year 6 PSHE Autumn half term 2

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils	Year 4/5 and Year 6 PSHE Autumn half term 2 Often references throughout the year in tutor time and Lower School assembly
Personal safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Y4/5 and Y6 PSHE Summer half term 1

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Developing bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress	Year 4-5 and Year 6 – PSHE Spring half term 1 - separate sessions for boys and girls. Year 6 – reproduction covered in Summer half term 1
Rules, laws, and responsibilities	• To recognise the reason for rules and laws and understand the consequences of not adhering to them. • Understand the relationship between rights and responsibilities • Shared responsibilities for protecting the environment and choices which affect it • How increasing independence brings new opportunities and responsibilities and strategies to manage this, e.g. transition between classes / key stages.	Year 4-5 PSHE Autumn half term 2 Year 6 PSHE Autumn half term 2
Personal identity	• What contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes / dislikes) and recognising individuality and personal qualities. • For some people gender identity doesn't correspond with biological sex • Recognising positive things about themselves, identifying personal strengths, skills, interests, achievements and how these contribute to self-worth; setting achievable goals. • Managing setbacks / perceived failures and reframing unhelpful thinking.	Year 4-5 and Year 6 Spring half term 2 Year 4-5 and Year 6 Spring half term 1

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Careers and money	• Identifying different jobs they might be interested in, understanding there is a broad range of careers, careers can change over a lifetime and exploring some of the different skills required by various jobs • Recognising different routes into careers • About what might influence decisions about careers, including salary, and how stereotypes can deter people from aspiring to certain jobs. • Recognising different attitudes towards spending and saving money, and how decisions are based on priorities, needs and wants; and how spending decisions can affect people and the environment. • Understanding the impact money can have on feelings / emotions, keeping money safe, and risks associated with money, especially gambling. • About different ways to pay for things and keeping track of money	Year 4-5 and Year 6 Summer half term 2

Appendix 2: By the end of secondary school pupils should know details and curriculum map

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
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 partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.⁸ 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 are unsure who to trust	MFL: Y7- 9 Eng: Y7 Holes, Refugee Boy, Family poetry unit, Boy in Striped PJs Frankenstein All Shakespeare Drama: Roger McGough - The Identification Art PSHE: Y8 relationships Y10 relationships Learning Support: Getting to know you; valuing the family situation; awareness of free week-end & holiday arrangements – family or guardians; opportunities to explore concerns / joys.

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.	Academic Music: Children in Y 7-9 regularly work together in small groups on improvisation and composition projects, sometimes without direct supervision of a teacher. This encourages mature and respectful working relationships. Listening to one another's work at the end of a project encourages supportive evaluation. Opportunities to study music from a variety of cultural backgrounds, including different ethnicities and social groups by musicians of all genders. Eng: Literature GCSE Othello, Midsummer Night's Dream, Purple Hibiscus, The Crucible, Of Mice & Men, Y9 Lord of the Flies, Twelfth Night PSHE: Y7 Friendship Y8 Relationships Y9 Prejudice & Discrimination Y10 Relationships Y11 Crime & punishment Learning Support: How to make & develop friendships; conflict resolution; appropriate relationships with peers; professional relationships and boundaries with teachers and tutors,
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TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
	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.	especially instrumental tutors.

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. 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	Academic Music: Awareness of intellectual property rights; avoiding copying directly from internet; importance of proper referencing Arranging and sampling in music and music tech; proper routes to gaining permission and acknowledgement of sources. English and Drama access to Digital Theatre + Buchner's Woyzeck, Williams' Streetcar, The Crucible English Language GCSE material Newspapers Y9 Advertisements Y7 Travel writing Y9 PSHE: Y7 Personal safety / cyberbullying Y8 Relationships Y10 Relationships Y11: E-safety Learning Support: Model good practice; reinforce e-safety.
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TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
	understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	

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 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Eng: Refugee Boy Y8 PSHE: Y7 Personal safety Y10 Relationships Y11 Personal safety Learning Support: Careful correction of "throwaway" comments by students; discussions of differences in rules and laws in the UK.
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TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
	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, 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.	Y10 PSHE Relationships Eng: KS4/3 Othello, Twelfth Night, Midsummer Night's Dream, Much Ado About Nothing, The Crucible, Poetry Y10 PSHE KS3 Science KS3 Science Y8 & Y10 PSHE Y8 & Y10 PSHE KS3 Science KS3 Science KS3 Science (STIs etc) KS4 Science and Y10 PSHE KS3/4 Science Y10 PSHE School Medical Centre Learning Support: Signposting to medical.
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TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Mental wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	Academic Music: individual creation and collective performance (e.g. choir) as an outlet for emotional expression Eng: Ted Hughes poetry, CIE Short story anthology Buchner's Woyzeck, Carol Ann Duffy poetry, KS4 Yr 9 War Poetry Drama: KS3 The Terrible Fate of Humpty Dumpty, Othello, Much Ado About Nothing, A Midsummer Night's Dream PSHE: Y9, Mental health topic; Y10 Physical Health and Fitness; Y11 Mental health Learning Support: Strong correlation between SEND and mental health issues; discussions re: homesickness etc as they arise; understanding and naming feelings (particularly with ASC and EAL students).

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Wellbeing online	1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Eng Lang: GCSE material PSHE: Y7 Internet safety topic Y11 E-safety Learning Support: Ongoing reinforcement and modelling of good practice.

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Physical health and fitness	1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.	Eng Lang: GCSE material Drama: Stretches and warm-ups PSHE: Y7 Healthy lifestyles lessons; Y10 Physical Health Learning Support: Importance of work / life balance; encouragement to use gym; link between healthy body and a healthy mind.
Healthy eating	1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.	PSHE: Y7 Healthy eating lessons Y9 Healthy eating & eating disorders; Y12 Healthy Eating. Learning Support: Liaison with Sodexo for ASC students with sensory issues around food; acknowledgement of low energy levels for students on ADHD medication.

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Drugs, alcohol, tobacco and vaping	1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Academic Music: Context re some musicians' personal lives and particular pieces (e.g. Berlioz <i>Symphonie Fantastique</i>) Eng: Yr 10 Too Much Punch for Judy, Carol Ann Duffy, Poetry, Othello PSHE: Y8 Alcohol, Tobacco, Vaping & Drugs topic Y10 & Y12 Alcohol, Tobacco, Vaping & Drugs topic Learning Support: Looking out for signs; providing a safe environment where students sometimes make reference to these issues.

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	PSHE: Y7 Personal hygiene lessons Y9 Mental health Y11 Health Learning Support: How poor hygiene will adversely affect opportunities to make / keep friends (especially ASC students); providing a safe environment in which to raise issues away from a group setting.

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Personal safety	1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	
Basic first aid	1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.	PSHE: Y9 and Y11. Learning Support: As and when raised by students in one-to-one setting.

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Developing bodies	1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Eng: Purple Hibiscus KS4, Poetry PSHE: Y7 Puberty topic Y10 Learning Support: As and when raised by students in one-to-one setting.

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Year Group	
Name of parent		Date	
I can confirm I have read and understood the RSHE policy and discussed any concerns with the Vice Principal or Head of Humanities. Reason for withdrawing from non-statutory sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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

Resources

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education from 1.9.26](#)

[Children and Social Work Act 2017](#)

[Convention on the Rights of the Child | UNICEF](#)