

# Bridlington School

## Relationship and Sexual Health Education Policy



<b>Approved by:</b>	Full Governing Body	<b>Date:</b> September 2025
<b>Last reviewed on:</b>	September 2025	
<b>Next review due by:</b>	Autumn 2027	

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## **1. Aims**

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

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

Bridlington School's RSHE policy is designed to feed into the school's ethos that our students 'Hand on the torch of life' and we create a sustainable and holistic environment for learning and personal development.

## **2. Statutory requirements**

As a maintained secondary school that is part of the local authority, under section 3.6 of the National Curriculum, RSHE is compulsory from year 7 onwards at Bridlington School.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy has been updated to reflect the RSHE and Health Education statutory guidance released in July 2025.

## **3. Policy development**

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

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

## **4. Definition**

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



RSHE involves a combination of sharing information and exploring issues and values. Relationships education doesn't involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep children safe.

**RSHE is not about the promotion of sexual activity.**

## 5. Delivery of RSHE

RSHE is taught within the Life Skills (PSHE) curriculum. Biological aspects of RSHE are taught within the Science and Physical Education (PE) curriculum, and other aspects are included in the Religious Education (RE), English and History curriculums.

Students receive sex education assemblies delivered by the school nurse team. As well as several other assemblies throughout the year on a variety of aspects connected to RSHE delivered by external professionals, drama groups or people with experience in the area. In LS classes we have had visits from the East Riding Road Safety team, the Domestic Abuse Violence Partnership, delivered lessons created in liaison with Humberside Police. We also have regular assemblies covering SMCS, PSHE and RSHE content delivered by trained pastoral staff within the school.

Through **adaptive** teaching and alignment with the school's torch values, we are committed to nurturing empathetic, critical thinkers who develop independence as learners and achieve academic and emotional growth. We are guided by our principle of 'passing on the torch of empathy and authenticity'. We use strategies such as Teach to the Top, Say It Again Better and modelling techniques to endeavour to ensure that every student, regardless of ability or starting point, makes strong progress in RS and LS.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Resilience
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

## 6. Roles and responsibilities

### 6.1 The governing body

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

## **6.2 The Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE (see section 7).

Parents/carers are kept informed of upcoming RSHE content in Life Skills lessons via the Headteacher's end of term letter.

## **6.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Updating their own curriculum areas to adjust to the needs of the school's RSHE policy

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher or Assistant Headteacher responsible. Training on how to deliver RSHE is consistently offered for any staff who wish.

## **6.4 Students**

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

## **7. Parent/Carers' right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Parents/carers will be invited to discuss their issues with the RSHE curriculum and/or delivery and will be advised that it is a key part of the development and welfare of their child while attending the school.

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

From three terms before the pupil turns 16 years old, a pupil can choose to opt back into sex education even if their parent has requested withdrawal.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

## **8. Training**

Regular training for staff will be offered by experienced teachers as part of the school's ongoing CPD programme.

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

## **9. Monitoring arrangements**

The delivery of RSHE is monitored by Core SLT and the Assistant Headteacher responsible for Personal Development, through:

- Line management meetings
- Curriculum planning
- Learning walks
- Curriculum Quality Reviews
- Formal assessment in Life Skills lessons
- Regular staff training
- Annual parental consultation

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Core SLT annually. At every review, the policy will be approved by Core SLT and sent to the Governing Board should there be any changes made.

## **Appendix 1: RSHE Curriculum Maps KS3**



KS3		
Year 7	Year 8	Year 9
<b>TBQ: How can I ensure my relationships are positive and healthy?</b>	<b>TBQ: How can I prepare for life in the wider world?</b>	<b>TBQ: How can I prepare for life in the wider world?</b>
<b>Behaviour and Relationships</b>	<b>Money Matters</b>	<b>My Aspirations</b>
<b>BASELINE KNOWLEDGE CHECK</b>	<b>BASELINE KNOWLEDGE CHECK</b>	<b>BASELINE KNOWLEDGE CHECK</b>
Torch Values	Financial decisions	Aspiration
Who am I?	Forms of payment	Interpersonal skills
Bullying vs. banter	Savings accounts	Apprenticeships
Cyber bullying	Borrowing money and interest rates	Future proof careers
Harmful Stereotypes	Financial exploitation	Workplace Laws
Bystander mentality	Online Financial Safety and GDPR	Writing a CV
Teamwork	Consolidation lesson	Personal Statements
<b>HALF TERM</b>		
<b>TBQ: How can I take care of my health and wellbeing?</b>	<b>TBQ: How can I ensure my relationships are positive and healthy?</b>	<b>TBQ: How can I ensure my relationships are positive and healthy?</b>
<b>My Mental Health</b>	<b>Importance of Family</b>	<b>Embracing Difference</b>
<b>AUT 1 KNOWLEDGE CHECK</b>	<b>AUT 1 KNOWLEDGE CHECK</b>	<b>AUT 1 KNOWLEDGE CHECK</b>
Talking about my emotions	Equality Act 2010 - Protected Characteristics	British Values (Tolerance and Respect)
Conflict management	Types of family	Protected characteristics
Resilience	Marriage and Marriage Laws	LGBT rights and the Law
Is something good or bad for my mental health	Parenting	Prejudice/discrimination (LGBT scenarios)
Mindfulness	Coping with divorce / separation	Hate Crime and extremism
Personal Space	Coping with bereavement	Role of the police in reducing risk
<b>CHRISTMAS</b>		
<b>TBQ: How can I take care of my health and wellbeing?</b>	<b>TBQ: How can I prepare for life in the wider world?</b>	<b>TBQ: How can I take care of my health and wellbeing?</b>
<b>My Physical Health</b>	<b>Staying Safe Online</b>	<b>Lifestyle and Physical Wellbeing</b>
Personal hygiene and dental hygiene	Online Safety Act 2025	Accessing the NHS and Gillick Competence
Healthy eating / exercise	Digital Safety	Healthy eating / eating disorders
Importance of sleep	Fake News and AI	Contraceptives
Sun safety	Harmful Content (incl. self harm)	STIs
Importance of vaccinations and use of antibiotics (AMR)	Radicalisation - harmful groups	Serious Health Conditions
First aid	Countering INCELS - good role models	Self-examination
<b>HALF TERM</b>		
<b>TBQ: How can I prepare for life in the wider world?</b>	<b>TBQ: How can I ensure my relationships are positive and healthy?</b>	<b>TBQ: How can I take care of my health and wellbeing?</b>
<b>Rights and Responsibilities</b>	<b>Managing Emotions</b>	<b>Impact of Addictions</b>
<b>SPR KNOWLEDGE CHECK</b>	<b>SPR KNOWLEDGE CHECK</b>	<b>SPR KNOWLEDGE CHECK</b>
British Values - overview	Negative self-thoughts	Reasons for addiction
Human Rights	Coping strategies / CBT	Prescription drugs (buying drugs online)
Discrimination and Microaggressions	Self-confidence and resilience	Impact of drugs - personal and social
Racism and its impact	Loneliness	Impact of Cannabis
<b>EASTER</b>		
<b>TBQ: How can I take care of my health and wellbeing?</b>	<b>TBQ: How can I prepare for life in the wider world?</b>	<b>TBQ: How can I ensure my relationships are positive and healthy?</b>
<b>Lifestyle Choices</b>	<b>County Lines</b>	<b>Healthy Intimate Relationships</b>
The cost of smoking	British Values - Rule of Law	Misogyny
Long and short term effects of smoking	County Lines - CCE	INCEL
Second hand smoke	Alfie's story - county lines	Positive Masculinity
Vaping	Exploitation - CSE (incl. consent)	Positive Femininity
Long and short term effects of vaping	Sextortion (incl. malicious use of AI)	Recognising negative behaviours and the cycle of abuse
Consolidation lesson	Consolidation lesson	Domestic Abuse (strangulation / suffocation)
<b>HALF TERM</b>		
<b>TBQ: How can I ensure my relationships are positive and healthy?</b>	<b>TBQ: How can I take care of my health and wellbeing?</b>	<b>TBQ: How can I prepare for life in the wider world?</b>
<b>Preparing for Adulthood</b>	<b>Peers and My Mental Health</b>	<b>Managing Risk</b>
Puberty and body development	Peer pressure	Risk taking
Hormones and my emotions	Social groups and influences (huffing*)	Road and rail safety
Brain changes during adolescence	Anxiety	Water safety
Menstruation	Anger and aggression	Missing from Education
Coping with change	Self Awareness	Weapons and Knives
Positive friendships	Anti-social Behaviour	Gang violence
Consolidation lesson	Consolidation lesson	Consolidation lesson

<b>KS4</b>	
<b>Year 10</b>	<b>Year 11</b>
<b>TBQ: How can I ensure my relationships are positive and healthy?</b>	<b>TBQ: How can I take care of my health and wellbeing?</b>
<b>Personal Relationships</b>	<b>Mental Health Support</b>
<b>BASELINE KNOWLEDGE CHECK</b>	<b>BASELINE KNOWLEDGE CHECK</b>
Social Media and Relationships	Coping with exams
Online relationships - staying safe	Study skills, beating procrastination
Pornography and the law	Stigma around mental health
Sextortion	Panic disorder
Deep fakes and the law	Post-Traumatic Stress Disorder (PTSD)
Online Safety Act	Borderline Personality Disorder (BPD)
How ethical is AI?	Social Anxiety Disorder (SAD)
<b>TBQ: How can I prepare for life in the wider world?</b>	<b>TBQ: How can I prepare for life in the wider world?</b>
<b>Financial Literacy</b>	<b>Impact of Gambling</b>
<b>AUT 1 KNOWLEDGE CHECK</b>	<b>AUT 1 KNOWLEDGE CHECK</b>
Financial Responsibility	What is gambling?
Pay slips	Gambler's Fallacy
Mortgages and Loans	Targeted advertising (gambling and the law)
Payday Loans	Gambling within Games
Independent Living	Support for gambling / debt
Work experience	Are violent Games unethical?
<b>TBQ: How can I ensure my relationships are positive and healthy?</b>	<b>TBQ: How can I prepare for life in the wider world?</b>
<b>Sexual Health</b>	<b>Preparing for Employment</b>
Sex - knowing when you are ready (consent)	Employability
Sexual coercion (definitions and laws)	Employment rights
Harassment and stalking	Confidentiality and the law
Pregnancy	Different types of employment
Who teaches Morality?	Citizen's Advice Bureau
Menopause	Business Ethics
<b>TBQ: How can I take care of my health and wellbeing?</b>	<b>TBQ: How can I ensure my relationships are positive and healthy?</b>
<b>Mental Health Stigma</b>	<b>Controlling Relationships</b>
<b>SPR KNOWLEDGE CHECK</b>	<b>SPR KNOWLEDGE CHECK</b>
Positive thinking	Forced marriage
Growth mentality and resilience	Honour based violence
Self-harm and suicidal thoughts	FGM and Hymenoplasty
Support for mental health issues	Controlling Relationships - Cultural Stereotypes
<b>TBQ: How can I prepare for life in the wider world?</b>	<b>TBQ: How can I take care of my health and wellbeing?</b>
<b>Democracy</b>	<b>Staying Safe</b>
UN and Human Rights	First Aid
British Values - Democracy	CPR
Houses of Parliament	Organ, blood and stem cell donation
How laws are made	Self-examination
Equality Act 2010	Safe sun - risk of cancer
Consolidation lesson	Consolidation lesson
<b>TBQ: How can I take care of my health and wellbeing?</b>	<b>EXAM SEASON</b>
<b>Substance Addiction and the Law</b>	
Drugs and the Law	
The Cycle of Addiction	
Drug Abuse - Personal Stories	
Impact of Alcohol - personal and social	
Alcohol dependency and ARD	
Seeking help for addiction	
Consolidation lesson	

**KS5**



KS5
<b>Autumn 1 - PD sessions</b>
White Time
Study Cycle
Sexual Health Talk
Into University Talk
Y12 - Personal Development / Y13 - Personal Statements
Sexual Consent
Y12 - Next Step York / Y13 Personal Statements
Y12 - PD / Y13 Revision & Exam Skills
<b>Autumn 2 - PD sessions</b>
Firework Safety
Fake News
Camps International Peru Expedition
Phones – Addiction or habit?
Pathways – ERC & RAF
Drink Awareness
Christmas Quiz and Rewards

<b>Spring 1 - PD sessions</b>
Year 13 - Independent Living
Year 13 – Types of Borrowing
Year 13 – Bills & Money Management
Year 13 – Cooking
Year 12 – Professionalism in the work place
Personal Development
<b>Spring 2 - PD sessions</b>
Toxic Relationships
Student Finance Talk – Year 13
Parent Talk – 4.30pm
Toxic Relationships
Personal Development

<b>Summer 1 - PD sessions</b>
Exam Expectations
Tips to Reduce Exam Stress
Head Boy / Head Girl Presentations
UCAS Registrations / Applications
<b>Summer 2 - PD sessions</b>
Personal Statements
CV / Interviews
UCAS - Education
UCAS – Choices and Finishing Applications
Making the Most of Year 13
PD Booklets

## Appendix 2: RSHE Statutory Guidance

### Secondary relationships and sex education curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

#### Families

Curriculum content:

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.<sup>8</sup>
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.

### **Respectful relationships**

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

### **Online safety and awareness**

#### Curriculum content:

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.<sup>9</sup>
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information 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**

Curriculum content:

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.<sup>10</sup>
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or



assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

### **Intimate and sexual relationships, including sexual health**

Curriculum content:

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.

## **Health and wellbeing: Secondary**

41. Teaching in secondary should build on primary content, supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention.
42. Secondary schools may also choose to teach about issues which are not listed in the secondary curriculum content. This includes topics such as eating disorders and self-harm. These topics can be taught about in secondary schools in a safe and sensitive way but are specialised areas and schools should use qualified support or advice, ensure that they are using reliable high-quality teaching material, and signpost to external support as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. It is important that schools ensure that teachers are properly equipped to lead discussions about these topics, including what to do if a pupil makes a disclosure.
43. Secondary schools should also consider how to safely address suicide prevention. Many aspects of suicide prevention are addressed through the mental wellbeing curriculum. Starting in primary school, the curriculum includes recognising and talking about emotions, looking after one's own and others' wellbeing, being worried about friendships, other relationships, and judging whether feelings or behaviour require support. Teachers should discuss isolation, loneliness and bullying, and how to cope when things go wrong in life. It is also important to ensure pupils understand how to seek help from a trusted adult, including when they are concerned about another person.
44. Schools should consult mental health professionals and put in place high quality, evidence-based staff training before addressing suicide directly with secondary aged pupils, to ensure that staff have the knowledge and skills to do this safely. It is important that teachers use language and content that is accurate, straightforward and appropriate



to the level of understanding of the class. They should take particular care not to discuss instructions or methods of self-harm or suicide and avoid using emotive language, videos or images as there is a risk this could signpost pupils towards dangerous ideas and online content of which they may not previously have been aware.

45. Secondary schools should consider carefully when it is suitable to deliver suicide prevention content, taking into account the age, maturity, and personal experiences of pupils as well as the views of parents and the confidence and skills of teachers, recognising that pupils' emotional and cognitive maturity to understand this material increases across the early secondary years.

46. It is also important that schools take a similar approach to addressing eating disorders, ensuring that staff have the knowledge and skills to do this safely. Teachers should take care to avoid language with romanticises eating disorders and avoid discussing instructions, methods or ideas of restriction, bingeing or purging.

47. If teachers have concerns about a specific pupil in relation to eating disorders, self-harm or suicidal ideation or attempts, or a pupil discloses information, they must follow safeguarding procedures.

## Secondary health and wellbeing curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

### **Mental wellbeing**

Curriculum content:

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.

### **Wellbeing online**

Curriculum content:

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.

### **Physical health and fitness**

Curriculum content:

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.

### **Healthy eating**

Curriculum content:

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.

### **Drugs, alcohol, tobacco and vaping**

Curriculum content:

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.

### **Health protection and prevention, and understanding the healthcare system**

#### Curriculum content:

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.

**Personal safety**

Curriculum content:

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**

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.<sup>11</sup>
3. The purpose of defibrillators, when one might be needed and who can use them.

**Developing bodies**

Curriculum content:

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.



## Appendix 3: Parent form: Withdrawal from Relationship and Sexual Health Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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



**RELATIONSHIP AND SEXUAL HEALTH EDUCATION POLICY**