



The King's (The Cathedral) School

Relationships, Sex Education and Learning for Life Policy

Responsibility:	Mr R Mbanu
Ratified By:	Governing Body
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Relationships, Sex Education and Learning for Life Policy

Intent, Implementation and Impact

Intent

The School recognises the importance of offering, a Learning for Life and Relationships and Sex Education curriculum which is appropriate to pupils' age and maturity; and presented within a moral, family-orientated and Christian framework, in line with the DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020). The curriculum allows students to develop the knowledge, skills and attributes they need to manage their lives now and in the future. The core strands taught to all students include Rights, Responsibilities and British Values, Celebrating Diversity and Equality, Relationships and Sex Education, Staying Safe Online and Offline, Health and Wellbeing and Life Beyond School. There are a wide range of subtopics such as mental health, relationships, financial literacy and physical wellbeing. As a Church of England school, we offer our students the opportunity to explore how Christianity can be the moral compass that guides them through the increasingly complex challenges of personal, health and social issues. At the same time, we offer a range of perspectives that promote healthy and balanced attitudes to oneself and others.

We intend to equip students with the essential life skills and knowledge for the different life stages and will promote mental wellbeing, healthy relationships and crucial information on British Values. The programme will enable all students to:

- Gain knowledge and understanding of citizenship issues relevant to them and the wider world.
- Develop skills of enquiry and communication.
- Develop skills of participation and responsible action.

An integral part of our intent is the effective delivery of RSE; this is achieved by allowing sensitive discussions to take place, guided by an informed and objective teacher, to prepare students for puberty; develop their confidence and empathy; and create an accepting culture around issues of sexuality, relationships and equality.

As part of a whole school approach, LfL education develops the qualities, attributes and confidence students need to support The King's Christian ethos and value their place within the King's family.

Implementation

The Learning for Life curriculum is based on three core strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The curriculum is carefully sequenced into a spiral curriculum and considers a structured approach in terms of the taught content, incorporating age-appropriate topics and engaging activities. RSE is taught within each year group to a level that is consistent with the Biology and Religious Studies curriculums. The Head of Department will review topics each year, liaising with the Heads of Departments for both Biology and Religious Studies to enable a coherent programme for all students. The SEN Department will have access to all Learning for Life materials and will be consulted for advice on how lessons can be adapted to meet the needs of all learners.

The curriculum will also complement the school's programme of collective worship as both draw on similar themes. There are whole school and form assemblies each week. They are led by a combination of; senior leaders, school chaplain, teachers, outside speakers, agencies or by students themselves. The assemblies run on a weekly theme basis which, where possible link with the LfL programme such as:

- Remembrance Sunday
- Celebration assemblies
- Gideon's talk

- Diversity (Black history month)
- Mental Health
- Internet Safety
- Personal safety
- Consent
- Environment

Learning for Life specialists will deliver the curriculum from across years 7-13. There are detailed schemes of learning and updated resources that will be used during every Learning for Life lesson. These lessons are sequenced through the topic pathways allowing progression of knowledge. These lessons will take place during a one-hour-fifteen- minute sessions over a fortnight.

Effective implementation will include offering staff bespoke training to update their knowledge of legislation relevant to specific aspects of the curriculum. We value parental support of Learning for Life and hope that our values complement those expressed at home. We feel that transparency and collaboration are essential to an effective Learning for Life curriculum, and this motivates the School's decision to include the curriculum intent and curriculum overview in this policy.

Impact

Successful implementation will result in students contributing positively to our community with a sense of spirituality and joyfulness. This will be evident in a range of activities such:

- Contributing to collective worship
- Involvement in house competitions
- Becoming a member of the Student Council
- Student surveys
- Participating in school performances or sporting activities
- Mentoring other students
- Participation in a charity event
- Becoming a Prefect, Head Girl/Boy, House Captain
- Completing the Duke of Edinburgh's Award

Learning for Life will play a crucial role in shaping an individual's overall wellbeing and development, students will develop healthy relationships and learn to better manage their emotions. Ultimately, the skills and knowledge gained through Learning for Life will empower students to lead healthy and fulfilling lives both during their time at the School and as they grow to be valued members of society.

The impact will be measured through the quality assurance process that will observe the consistency and quality of delivery across each year group. The Head of Department will be responsible for annually reviewing and updating topics in line with the National Curriculum.

Statutory Requirements

As a Secondary Academy School, we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The School also ensures compliance with the relevant provisions of the Equality Act 2010, to ensure students are protected from discrimination on the grounds of Protected Characteristics. At the King's (the Cathedral) School we teach RSE as set out in this policy.

Policy Development

In drawing up the School's policy, due regard has been given to:

- The views of parents/carers, governors and teachers
- Church of England teaching on sex and relationships; guidance contained within 'Valuing All God's Children, Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying' as published by The Church of England Education Office has been considered carefully.
- The content, organisation, methodology, resources, outside speakers, the explicitness and presentation of the material (including the presence or intervention of teachers, as appropriate)
- Encouraging pupils to have regard to moral considerations and to appreciate the value of family life, self-restraint, dignity, respect and responsibly in sexual matters.

Definition (This heading could be changed to 'Curriculum' and delete the same heading below)

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity. We have developed the curriculum with strict adherence to statutory requirements and government guidance.. If students ask questions outside the scope of this policy, teachers will respond in a balanced and appropriate manner so that the students are fully informed and do not need to seek answers online.

Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary. For more information, see our curriculum overview in Appendix 1.

Delivery of RSE

In the Junior Department (Years 3 to 6), primary sex education focuses on:

- Building knowledge and understanding of the physical, emotional and social changes which take place at puberty
- Knowing the basic biology and vocabulary of human reproduction and understanding some of the skills necessary for parenting

Primary relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

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

Secondary RSE 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
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Mental wellbeing and relationships are considered in Year 7 Learning for Life (LfL) lessons. The biological aspects of sex education are delivered through science lessons in both Key Stage 3 and 4 and the LfL programme in Years 8 and 9. LfL in Years 10 to 13, and Religious Studies in Year 10 then focus on the personal and ethical issues and dilemmas relating to sexuality and sexual relationships.

Offering Advice:

The Governors and staff believe that the teacher's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception – however, sources of professional information and advice will be identified, when appropriate.

Teachers May:

- Provide pupils with factual, age appropriate information about where, and from whom, they can lawfully obtain confidential sexual advice and treatment e.g.; their GP, the School Nurse (for whom appointments can be made through Pupil Reception or Pupil Support Officers) or the HYPA clinic

Teachers Should Not:

- Give personal advice or counselling on sexual matters (including contraception) to a pupil (either individually or within a group) if a parents/carers has withdrawn that pupil from relationships and sex education

Sensitive Issues

The person in charge of the class will respond professionally to questions. If explicit issues are raised by the pupils that are inappropriate for the age of the class, the staff member will suggest the pupil refers the query to his /her parents/carers. Explicit Questions: It is not appropriate to answer some explicit questions asked by pupils by dealing with them in front of the whole class. In practice this may mean that teachers have to say, 'I'm sorry but the school policy and legislation does not allow me to answer that question'. The teacher, in conjunction with the Pupil Support Officer, may deem it appropriate to discuss the child's concerns with the parents/carers.

Confidentiality:

Having considered all available advice and guidance, the Governors and Headteacher state that in circumstances where a pupil is considered to be at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must report this immediately, in compliance with the School's procedures for Child Protection. All teachers complete annual training in line with the School's Safeguarding and Child Protection Policy.

Using Visiting Speakers and Others:

We believe that most RSE is best discussed openly with teachers who are known and trusted by the pupils. However, visitors such as nurses, family planning or sexual health workers can greatly enhance the quality of the provision, as long as they are used in addition to, not instead of, a planned RSE programme. Care is taken to provide any visitors to the School with a copy of this RSE Policy in advance of the visit and to brief the visitor about the ethos of the School and the manner of delivery of the RSE programme.

Equal Opportunities and Special Needs:

In delivering RSE the School ensures the programme is accessible for all students, including those with Protected Characteristics (as referenced in the Equality Act). The School does all it can to ensure that all students, particularly those who may identify as, or are perceived to be, gay, lesbian, bisexual or transgender, are kept safe and enabled to flourish.

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates, the RSE programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement, as well as the differentiated stages of pupil maturity. Children with learning needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Advice will be sought from the SENDCO to determine appropriate and reasonable adjustments.

RSE is 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, LGBT 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).

Teachers involved in LfL Teaching:

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly, honestly and a preparedness to refer to more expert advice, if necessary. Areas that have been specifically addressed by the team of LfL staff are:

- An examination of this RSE Policy
- An examination of the timing of the different elements of the RSE programme
- The implementation of training and resources that provide detailed guidance and lesson resources to support less experienced teachers.

Roles and Responsibilities

The Governing Body

The governing body will approve the RSE policy, whilst holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw pupils from sex education components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the sex education components of RSE

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

Pupils

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

Parents'/Carers' Right to Withdraw

Parents/Carers are encouraged to contact the School if they have any concerns about delivery of RSE, and to request further details about resources or lesson content. Parents/Carers do not have the right to withdraw their children from relationships education. Parents/Carers have the right to withdraw their children from components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive

sex education rather than being withdrawn, the School will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

The School will:

- Discuss the nature of the concerns with the child's parents/carers and, if appropriate, attempt to reassure them
- Attempt to ensure that where a pupil is withdrawn, there is no disruption to other parts of their education
- Point out that pupils who have been withdrawn may find that an embarrassment with their peers
- Point out that pupils may receive inaccurate information from their peers
- Offer the parents/carers contact with the School Nurse or other appropriate professional

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the School, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of Primary RSE is monitored by the Head of the Junior Department. The delivery of secondary RSE is monitored by the Assistant Headteacher (Sixth Form) for LfL aspects and the SLT link for Science aspects through: the annual SEF process, learning walks, lesson observations, work scrutinises. Pupils' development in RSE is monitored by class teachers as part of the LfL programme of assessment. This policy will be reviewed by the relevant member of SLT every 2 years. At every review, the policy will be approved by the Governing Body through the Curriculum Committee.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Across 3 terms	Promote wellbeing and positive relationships with friends and family. Stranger danger - acceptable adults. Appropriate behaviours, which parts of your body are private. Tolerance and acceptance of difference.
Year 4	Across 3 terms	Promote wellbeing and positive relationships with friends and family. Stranger danger - acceptable adults. Appropriate behaviours, which parts of your body are private. Tolerance and acceptance of difference.
Year 5	Ongoing	Internet safety, anti-bullying, acceptance and tolerance, staying safe, asking for help.
	Summer (usually)	Year 5 and 6 girls receive education about menstruation in the summer term without the boys being present. This session will always take place before the delivery of SRE to the year 6 pupils.
Year 6	Ongoing	Internet safety, anti-bullying, acceptance and tolerance, staying safe, asking for help.
	Summer (usually)	Year 6 girls - Menstruation work with Year 5 girls Year 6 children receive sex education in the summer term as part of wider SRE in a mixed group of girls and boys. There are 4 main themes within our sex education <ol style="list-style-type: none"> 1. Personal hygiene and ground rules 2. Changes - explaining how puberty affects your body, with a focus on health and hygiene and accepting that everyone will change at different rates. 3. Conception - how an egg is fertilised, male and female roles in fertilisation. 4. Birth - how a baby is born, what needs does a baby have?
Year 7	Autumn	Celebrating Differences- This unit aims to foster a positive and inclusive school environment and enabling students to understand diversity. This will be explored by looking at British values through the themes of student identity, multicultural Britain and prejudice, discrimination and islamophobia. Through this topic students will gain an understanding of British values, empathy and celebrating cultural diversity. Managing Change: <ul style="list-style-type: none"> • Sleep and Relaxation, • Financial Education and • Transition Points in Your Life. From this unit of work students will understand how change can make an impact in their daily lives.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring	<p>Friends, Respect and Relationships-</p> <ul style="list-style-type: none"> • Characteristics of positive and healthy friendships (including online) • Steps to take to improve or support respectful friendships. • Gaining an understanding on peer pressure and how this affects their decisions and the consequences of this. • To explore the evolving idea of masculinity <p>Politics and Parliament</p> <ul style="list-style-type: none"> • The importance of politics today • The role of the prime minister, including their roles and responsibilities • The Monarchy & King Charles III • Political debates and discussions
	Summer	<p>Staying Safe, Online and Offline</p> <ul style="list-style-type: none"> • Healthy routines and influences, (diet, vaping, shisha & smoking) • Alcohol and the risks associated. • Knife crime and safety <p>Staying safe in the Digital World- students will be assigned a topic to research on, this will include:</p> <ul style="list-style-type: none"> • Cyberbullying • Online Privacy and Security • Social Media • Digital footprint <p>Students will be given an assessment criteria they must follow. They will gather information from reliable sources and collate their findings together. Students will present their chosen theme to the rest of the class covering key areas on the assessment criteria.</p>
Year 8	Autumn	<p>Equality and Diversity- Aims to encourage respect, reduce prejudice and increase awareness of the legal and social frameworks that promote fairness and prevent discrimination.</p> <ul style="list-style-type: none"> • Equality Act 2010 • LGBTQ+ • Disability Discrimination • Racism and Discrimination in society <p>Students will explore the above key concepts, helping them to become more empathetic and proactive in fostering an inclusive society. This includes understanding discrimination in all forms; racism, religion, disability, sexism, homophobia, biphobia and transphobia.</p> <p>Proud to be me- Students will develop a positive sense of self-esteem, understanding their emotions and reflect on how the media influences their perceptions of themselves and others.</p> <ul style="list-style-type: none"> • Self Esteem and the Media • My Emotions

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		This will encourage students to embrace who they are, understand their emotional health and navigate the pressures of societal expectations, particularly those shaped by media.
	Spring	<p>Law, Crime and Society- This unit of work helps students understand the role of law in maintaining order, the process by which laws are created and how punishment and reform are applied to criminals. The aim is to encourage students to think critically about how laws affect society, why people commit crimes and the effectiveness of different punishments and reforms.</p> <ul style="list-style-type: none"> • Criminals, Law and Society • How are laws made? • Prison, Reform and Punishment <p>Through interactive lessons, debates, case studies and role-plays students are given the tools to engage with questions of justice, fairness and rehabilitation.</p> <p>Identity, Relationships and Sex- This unit focuses on the development of healthy relationships, understanding the emotional and physical aspects of love and learning about the changes that occur during puberty.</p> <ul style="list-style-type: none"> • Relationships and Sex Education • What is love? • Periods and Menstrual Cycle
	Summer	<p>Dangerous Society- The aim of this unit is to provide students with the knowledge, skills and strategies to recognise and deal with these risks, stay safe and seek help when needed.</p> <ul style="list-style-type: none"> • County lines • Substance Misuse • Cyberbullying • Online Grooming <p>Exploring and Tackling issues in a Dangerous Society- students will be assigned a topic to research on, this will include:</p> <ul style="list-style-type: none"> • Youth Crime and Gang Culture • Discrimination and Hate Crime • Domestic Violence • Bullying and Mental Health • Violence against women and girls. <p>Students will be given an assessment criteria they must follow. They will gather information from reliable sources and collate their findings together. Students will present their chosen theme to the rest of the class covering key areas on the assessment criteria.</p>
Year 9	Autumn	<p>Body confidence- The unit encourages students to critically engage with the media's portrayal of beauty, understand the effects of airbrushing and photo manipulation and explore healthy lifestyle choices, including cancer prevention. It addresses bullying and how it can affect body confidence, with a focus on building resilience and self-acceptance.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		<ul style="list-style-type: none"> • How Self Esteem changes • Media and Airbrushing • Cancer Prevention and healthy lifestyles • Bullying <p>Combatting Extremism and Terrorism- This provides students with the knowledge and skills to understand the causes and consequences of extremism and terrorism, recognise the processes of radicalisation and explore the role of counter-terrorism efforts.</p> <ul style="list-style-type: none"> • Forms of Extremism • What is Terrorism? • Radicalisation Process • Counter-Terrorism
	Spring	<p>Sex, the Law and Consent- The aim of this unit is to equip students with the knowledge and skills to make informed, responsible decisions regarding relationships and sexual activity, while emphasising respect, consent and the legal framework designed to protect individuals' rights.</p> <ul style="list-style-type: none"> • Sexual Consent and the Law • FGM and the Law • Domestic abuse and violence • Delaying Sexual Activity <p>Contraception and STI's- By the end of the unit, students should understand the importance of protecting themselves and others, preventing STIs and avoiding unwanted pregnancies through safe sexual practices.</p> <ul style="list-style-type: none"> • STI's- Including Treatment • Types of Contraception • HIV and AID's
	Summer	<p>Legal and Illegal Drugs- This unit focuses on educating students about the different types of drugs, their legal status and the risks and consequences associated with both legal and illegal drug use. It will also address the nature of addiction and the impact that substance misuse can have on individuals and society. This unit is designed to raise awareness of the dangers of misuse, promote healthy decision-making and encourage students to consider the impact of their choices regarding substances.</p> <ul style="list-style-type: none"> • Legal Drugs • Party Drugs and Illegal Drugs • Different Substance Addictions <p>Planning for Work Experience- This unit for Year 9 focuses on helping students plan for their upcoming work experience placements (this will officially take place in Year 10). This unit aims to equip students with the skills and knowledge to choose appropriate placements, set goals for their experience and understand workplace expectations and professional conduct. By the end of the unit, students should be ready to engage with their work placements confidently, having developed the key skills for success in a professional environment.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10	Autumn	<p>Exploring World Issues- This unit aims to help students develop a deeper understanding of global challenges and social justice topics. By examining significant world issues such as international relations, peace, war and conflict, students will engage in critical thinking about global challenges, activism, and the role of individuals in making a positive impact.</p> <ul style="list-style-type: none"> • International organisations • Peace, War & Conflict • Striking and Trade Unionism • Women's Rights and Equality <p>Mental Health and Wellbeing- The aim of this unit is to reduce stigma around mental health issues, encourage open discussion and equip students with tools to enhance their emotional wellbeing and support those who may be struggling.</p> <ul style="list-style-type: none"> • Child Sexual Abuse • Mental Health Illnesses • Promoting Emotional Wellbeing
	Spring	<p>Applying for Work Experience- preparing Year 10 students for their work experience placement by guiding them through the application process, helping them understand the importance of career planning, and making use of tools like Unifrog to research potential careers. It aims to equip students with the necessary skills to apply for work experience, reflect on their personal interests and strengths and develop a realistic understanding of different career options. Students will learn how to use Unifrog as a platform to help them explore and apply for placements and will also engage in discussions around professional skills and the expectations of the workplace.</p> <p>Exploring British Values- This unit helps students understand the importance of core values like mutual respect, tolerance and equality within British society. By exploring hate crime, discussing British identity, and reflecting on personal contributions to creating a respectful society, students will gain a deeper understanding of their roles in fostering a more inclusive community.</p> <ul style="list-style-type: none"> • Hate Crime in the UK • British Values and Identity • Mutual Respect and Tolerance
	Summer	<p>Violence, Crimes and Seeking Safety- Students will be educated about the risks associated with crimes, how they impact individuals and communities and the legal frameworks and support services available to protect victims. This unit also explores how young people can seek safety and support in the event of such violence or exploitation, as well as how they can act as allies and raise awareness.</p> <ul style="list-style-type: none"> • Honour Base Violence • Forced Marriage & Breast Ironing • Modern-Day Slavery <p>Preparing for Work Experience- This unit prepares Year 10 students for their upcoming work experience placements by focusing on the skills, attitudes</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		and professional behaviour expected in the workplace. The lessons cover professionalism, the importance of the code of conduct and how students can succeed in a work experience setting. The unit will help students understand the expectations of employers, the benefits of work experience and the personal growth that can come from this experience.
Year 11	Autumn	<p>Adult and looking after yourself- This unit aims to provide students with the knowledge to make informed decisions regarding their health and relationships and to understand the challenges and responsibilities that come with adulthood.</p> <ul style="list-style-type: none"> • Teenage Pregnancy • Parenthood for Teenagers • Testicular and Prostrate Cancer • Breast and Cervical Cancer • Love and Abuse <p>Your future and beyond- This unit equips Year 11 students with practical tools and knowledge to manage the stress of exams, make informed decisions about their post-16 education and prepare professional documents like CVs and personal statements. These activities and lessons encourage students to think ahead, make responsible choices, and approach their future with confidence.</p> <ul style="list-style-type: none"> • Exam Stress and Anxiety • Post-16 Options • CV Writing • Writing a Personal Statement

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	Spring	<p>Sexual Health- By addressing the impact of alcohol and the importance of sexual health, students are better prepared to make informed choices, engage in healthy relationships and seek appropriate help when needed. The lessons aim to foster a positive, responsible attitude toward sexual health that will benefit them as they transition into adulthood.</p> <ul style="list-style-type: none"> • Fertility and what impacts it • Alcohol, Parties and Bad Choices • Importance of Sexual Health <p>Stay Safe- covers important topics related to personal safety in both online and offline spaces. The lessons focus on staying safe in group chats and addressing anti-bullying issues, understanding the risks and ethics around cosmetic and aesthetic procedures, and examining the potential dangers of festivals and the use of nitrous oxide. Students will gain awareness of potential risks in their environment and how to navigate them safely and responsibly.</p> <ul style="list-style-type: none"> • Group Chats and Anti-Bullying • Cosmetic and Aesthetic Procedures • Festivals and Nitrous Oxide

Appendix 2: DfE Guidance

Relationships: Primary

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Families and people who care for me.	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability.• The characteristics of healthy family life, 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.• That others' families, 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.• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends.• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed..
Respectful relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• Practical steps they can take in a range of different contexts to improve or support respectful relationships.• The conventions of courtesy and manners.• The importance of self-respect and how this links to their own happiness.• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• What a stereotype is, and how stereotypes can be unfair, negative, or destructive.• The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g.; family, school and/or other sources.

Physical Health and Mental Wellbeing: Primary

Curriculum Area	Detailed Topics and Learning Outcomes
Mental Wellbeing	<ul style="list-style-type: none"> • Understand that mental wellbeing is part of daily life. • Identify and name a range of emotions. • Learn strategies for managing emotions (e.g. breathing, talking to someone) • Understand the importance of connecting with others and asking for help when needed.
Internet Safety and Harms	<ul style="list-style-type: none"> • Recognise the positive and negative aspects of online activity. • Understand how online content can affect mood and self-image. • Learn how to stay safe online and protect personal information. • Know how to report harmful or inappropriate content.
Physical Health and Fitness	<ul style="list-style-type: none"> • Understand the physical and mental benefits of regular exercise. • Explore different types of physical activity (e.g. team sports, walking, dancing). • Learn how to set personal fitness goals. • Understand the risks of a sedentary lifestyle.
Healthy Eating	<ul style="list-style-type: none"> • Learn the components of a balanced diet (e.g. carbohydrates, proteins, fats, vitamins). • Understand the importance of hydration. • Explore how food choices affect energy, mood, and health. • Learn about food labels and making healthy choices.
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> • Understand what drugs, alcohol, and tobacco are and their effects on the body. • Learn about the law and age restrictions. • Develop refusal skills and understand peer pressure • Recognise the importance of making informed, safe choices.

Health and Prevention	<ul style="list-style-type: none"> • Learn about personal hygiene routines (e.g. handwashing, dental care). • Understand how germs spread and how to prevent illness. • Learn about vaccinations and their role in preventing disease. • Understand the importance of sleep and sun safety.
Basic First Aid	<ul style="list-style-type: none"> • Learn how to respond in an emergency (e.g. calling 999). • Understand how to help someone with minor injuries (e.g. cuts, nosebleeds). • Learn basic CPR principles (age-appropriate). • Build confidence in helping others safely.
Changing Adolescent Body	<ul style="list-style-type: none"> • Understand the physical and emotional changes during puberty. • Learn about menstruation and how to manage it. • Develop a positive body image and self-esteem. • Know where to seek support and ask questions.

Relationships and Sex Education (RSE): Secondary

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g.; that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) include trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g.; how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes Misogyny, sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media	<ul style="list-style-type: none"> • Their rights responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material, e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship. • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Physical Health and Mental Wellbeing: Secondary

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	<ul style="list-style-type: none"> • 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • 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
Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ, and stem cell donation
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3:

Parents/Carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of Parents/Carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the School to consider			
Parents/Carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with Parents/Carers	Include notes from discussions with Parents/Carers and agreed actions taken.