Relationships, Sex and Health Education (RSHE) Policy

Alleyn's Hampstead Senior School

Europe and USA

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Contents

1. Introduction

- Scope
- Purpose
- Curriculum
- Aims of the RSHE Programme

2. Relevant Requirements and Related Policies

3. Policy Development

4. Role and Responsibilities

5. Delivery of the RSHE Programme

- Curriculum
- Approach
- Training
- The Law
- Equal Opportunities:
  Vulnerabilities; SEND; Fundamental British Values; Family Life; Religion; Gender; and Addressing the Continuum of Sexual Behaviours
- Prior Knowledge
- Teaching Methods
- Visiting Speakers
- Timetabling
- Assessment
- Intended Outcomes

6. Curriculum Content

7. Safeguarding

8. Monitoring and Evaluation

9. Right to Withdraw

Appendices

Appendix 1 Right to Withdraw Form
Appendix 2 Secondary Relationships, and Sex Education - curriculum content
Appendix 3 Secondary Health and Wellbeing - curriculum content
Appendix 4 Curriculum Resources

1. Introduction

1.1 Scope

This policy applies to all pupils, including those in the Early Years.

1.2 Purpose

Pupils need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.

High quality, evidence-based teaching of relationships, sex and health education (RSHE) will:

- prepare pupils for the opportunities and responsibilities of adult life
- promote pupils' moral, social, mental and physical development.
- support pupils to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness
- support prevention of harms by helping pupils understand and identify when things are not right

The purpose of this policy is to ensure that our RSHE programme supports our school ethos and fulfils our school aims, which are defined as:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, 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 sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Help students understand that healthy relationships are an important part of wellbeing.
- Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community.

1.3 Curriculum (for more information, see below Section 6)

RSHE forms part of the school curriculum. We see the curriculum as:

'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that pupilsthey experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes:

Teaching, Learning, and Assessment which is underpinned by Wellbeing.

The RSHE programme is taught through, but not limted to, dedicated lessons, supporting activities in form times, assemblies, and the use of visiting speakers (see Section 5 for more information about Delivery).

Aspects of RSHE are also infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

1.4 Aims of our RSHE Programme

The aims of our RSHE programme at our school are to enable pupils to:

- have a clear understanding of appropriate relationships and the laws surrounding these
- learn how to adopt healthy nurturing relationships of all kinds, not just intimate relationships, understanding that healthy relationships are an important part of wellbeing
- learn about age-appropriate topics to aid them to work out a personal morality and value system, respecting cultural, religious and family background
- understand the importance of inclusivity and respect for diversity in today's modern society, through an understanding of, but not limited to, protected characteristics/equivalent, such as, but not limted to disabilities, religious beliefs, sexual orientations, and age
- develop an age-appropriate understanding of physical, mental, sexual, and emotional health and the ways to recognise when adjustments and improvements are needed and how
- explore and understand their feelings, attitudes and values and those of others, and to address legal, moral and social questions relevant to forming healthy, enjoyable and fulfilling relationships
- develop confidence and self-belief in their ability to achieve their aspirations, and the self-awareness to make informed choices about future life decisions
- equip them with the ability to deal with a range of spiritual, moral, cultural and political issues, through articulating themselves sensitively and thoughtfully, along with the ability to empathise and sympathise with the views of others
- make decisions from knowledge, using critical thinking
- how and where to get further support, and advice if required

Our RSHE programme will fulfil our statutory duties (below), promote pupil engagement with the Fundamental British Values; and as part of this to encourage pupils to have respect for democracy and support for participation in the democratic process, including respect for the basis in which the law is made and applied in England.

2. Relevant Requirements and Related Policies

2.1 This policy is underpinned by the following:

Guidance and Legislation

- Keeping Children Safe in Education (latest version)

- Independent School Standards
- BSO Standards
- United Nations Convention on the Rights of the Child (UNCRC)
- Mental Health and Behaviour in Schools (advice for schools)
- Promoting Children and Young People's Emotional Health and Wellbeing
- Preventing and Tackling Bullying
- Teaching Online Safety in Schools
- The Equality and Human Rights Commission Advice and Guidance
- Relationships Education, Relationships and Sex Education (RSE), and Health Education.
- **UK only** Early years foundation stage (EYFS) statutory framework - GOV.UK (The safeguarding and welfare requirements in section 3 cover children from 0-5 and therefore schools must follow this for pupils in Reception year)
- **UK only** Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)
- **UK only** Education Act (2002)
- **UK only** Human Rights Act (1998)
- **UK only** Equality Act (2010)
- **UK only** Children and Social Work Act (2017)
- **UK only** Children's Wellbeing and School Act (2026)
- **UK only** Crime and Policing Act (2026)
- **UK only** National curriculum in England: citizenship, religious education, computing, science and physical education programmes of study
- **UK only** Working Together to Safeguard Children
- **UK only** Domestic Abuse Statutory Guidance
- **UK only** Behaviour in schools
- **UK only** Technical guidance for schools in England | EHRC
- **UK only** SEND code of practice: 0 to 25 years (statutory guidance, pending update)
- **UK only** Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- **UK only** SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

Related Policies

The policy must be read in conjunction with the following school policies:

- Anti- Bullying Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- IT Policy
- Drugs and Alcohol Policy
- Behaviour Policy

- Health and Safety Policy

Compulsory requirements

Sections 34 and 35 of the Children and Social Work Act (2017) make Relationships Education compulsory for all pupils receiving primary education.

Relationships and Sex Education (RSE) are also compulsory for all pupils receiving secondary education.

Personal, Social, Health and Economic education (PSHE) continues to be compulsory in independent schools.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE (see below Section 9).

3. Policy Development

3.1 Effective RSHE is important for promoting and protecting the wellbeing of all pupils.

The school is committed to working closely with parents/carers to deliver high quality meaningful RSHE. This is because as primary carers, parents are uniquely placed to discuss these issues with their children whilst maintaining the culture and ethos of their family.

The school will seek to work in partnership with parents/carers to enable them to feel confident about the school's RSHE programme, including that it will be delivered sensitively and inclusively, respecting all backgrounds and beliefs.

Following the central review by Cognita (the proprietor), this policy is developed by the school in consultation with parents/carers, pupils, and staff. Listening and responding to the views of pupils and parents/carers helps to ensure that our RSHE programme meets pupils' needs and that topics are taught at the right time to support pupils to build positive relationships and avoid harms before they occur.

The policy development process involves the following steps:

3.2 Parent/carers

This policy and the schemes of work are shared with staff and parents at the parent information evenings in September. Parents are invited to share thoughts and questions with their Head of Year and the SLT.

3.3 Pupils

Pupils are asked for feedback on the PSHE and guest speakers through digital surveys, as well as face to face school council meetings and pupil voice, discussions with Heads of Year and the Deputy Head Pastoral.

3.4 Staff

Staff responsible for delivering RSHE are provided with regular opportunities to review the curriculum and feedback. All staff have weekly meetings with their Heads of Year and PSHE is a standing agenda item.

3.5 Ratification

In light of parent/carer, pupil, and/or staff feedback, this policy was modified where appropriate.

Once amendments were made, this policy was approved by the school Managing Director (Chair of Governors), and made available via the school website.

Free copies of this policy are also held in the Pastoral Office, Room 1.13 for consultation by

parents/carers.

Parents/carers may also email the school at ariana.oliver@allayns-hampstead.org.uk to request hard copies which can be made freely available in large print or other accessible format if required.

4. Roles and Responsibilities

4.1 The Chair of Governors (Managing Director)

The Chair of Governors (MD) will hold the Headteacher/Principal to account for the implementation of this policy during governance meetings.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND (see below)
- teaching is sensitive to the needs of all pupils with protected characteristics
- clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

4.2 The Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE. They are also responsible for ensuring that all those teaching RSHE subject matter have had the appropriate training and receive support.

4.3 Leaders of RSHE

The RSHE programme is led by the PSHE Coordinator, who works in conjunction with the Heads of House and all staff to ensure there is a spiral programme throughout the school. A spiral

programme ensures that topics gradually increase in content and depth to match the growing needs and understanding of pupils.

The RSHE Lead will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in curriculum subjects. The RSHE Lead will look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

4.4 Staff

All staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring pupil progress
- Responding to the needs of individual pupils, including any safeguarding concerns that arise
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.

Staff do not have the right to opt out of teaching RSHE.

Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher/Principal.

5. Delivery of the RSHE Programme

5.1 Curriculum

For more information about our Curriculum, please see our separate Curriculum Policy.

Please also refer to the RHSE topic content which can be found in the Appendices.

The RSHE curriculum will be delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including, but not limted to the Behaviour Policy and the Safeguarding and Child Protection Policy.

5.2 Approach

The school is committed to creating a safe and supportive learning environment where RSHE is taught.

A strong rapport is built with the staff member through a positive classroom atmosphere of mutual respect and where no question or comment is dismissed or disregarded, which allows for open discussions and sharing of knowledge without judgement.

Staff are encouraged to create a partnership agreement i.e. ground rules with their pupils at the start of each academic year and to refer to it when necessary. Pupils are expected to consider others' needs by respectfully and senstively listening and abiding by the above agreement.

Lessons are introduced and structured by staff to ensure that respectful listening occurs. This is set up at the start of each topic and reiterated when required.

5.3 Staff Training

Staff who deliver the RSHE curriculum have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils.

Training is provided to all RSHE staff and is coordinated by the PSHE Coordinator. This is a combination of internal training and sharing of best practice as well as external courses where appropriate. Staff also have access to the resources created by the PSHE Association.

New staff are provided with all-round training to enhance their skills within the classroom.

More experienced staff are provided with bespoke training to develop their skills further.

All staff delivering the RSE curriculum receive appropriate assistance within lessons where needed.

The RSE programme is taught by form tutors, Heads of Year and Heads of House:

7CWI Mr C. Williams, Year 7 Form Tutor
7PJO Ms. P. Jones, Year 7 Form Tutor
7RIA Ms. R. Ianc, Year 7 Form Tutor

8LCO Ms. L Collin, Year 8 Form Tutor
8OCL Mr. O. Claton, Year 8 Form Tutor

9DJA Mr. S. Dewan, Head of Year 9
9CFL Ms. C. Flemmings, Year 9 Form Tutor
9MAS Mr. M. Ashley, Year 9 Form Tutor
9RDA Mr. R. Dahir, Year 9 Form Tutor

10 GGO Ms. C. Rippley, Head of Year 10
10CNA Mr. C. Naybour, Year 10 Form Tutor
10IBA Ms. I. Baritsch, Year 10 Form Tutor
10ING Ms. I. Ng, Year 10 Form Tutor

11CKE Ms. C. O'Keefe, Head of House.
11DCR Ms. C. Dunn, Head of Year 11
11 LRI Mr G. Rizzo, Head of House
11LMI Mr. L. Mittchell, Year 11 Form Tutor
11TMO Ms. T. Montgomery, Year 11 Form Tutor
11AGR Mr. A. Grant, Year 11 Form Tutor.

12ADE Ms. A. Dell, Year 12 Form Tutor
12EKO Ms. E. Kowalwska, Year 12 Form Tutor
13PRI Ms. A. Dell, Year 12 Form Tutor

RSHE teaching will be supported by consultation of the teachers, subject leads, Heads of Year, Heads of House, and the Senior Leadership Team to ensure the programme is relevant to pupils and reinforcement is timely.

5.4 The law

There will be a range of opinions regarding some topics within RSHE. Therefore, the starting principle should be that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

Pupils will be made aware of the relevant legal provisions associated to country in which their school is located, when relevant topics are being taught, including for example those relating to:

- marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, coercive and controlling behaviour, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act.
- online behaviours including image and information sharing (including self-generated intimate sexual imagery/videos, including those generated by AI e.g. deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion.
- pornography
- abortion
- protected characteristics/equivalent (for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent
- parental responsibility
- Gillick competence.

5.5 Equal Opportunities

Under the provisions of the Equality Act (2010), schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE.

The school will not unlawfully discriminate against pupils because of their protected characteristics/equivalent, for example: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation

The school is proud of its inclusive culture, and supports, embraces, celebrates and promotes the needs/ interests of all members of the community.

As such, the RSHE programme is accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure this accessibility.

The PSHE Coordinator, Heads of Year and Heads of House ensure the RSHE programme is continually updated and relevant to the current needs of pupils. This is done through feedback and discussions with pupils, PSHE Association recommendations, guidance from the government or local bodies, advice from the Cognita Regional Safeguarding Lead (Europe and USA), and keeping up to date with current news.

Vulnerabilities

The School is aware that some pupils may be more emotionally vulnerable than others in different lessons, for example, due to the death or serious illness of a close relative, mental health issues, previous trauma, and/or other safeguarding concerns. Staff are informed in these instances by leadership, (including the DSL) and approaches to learning will be adapted for those pupils where needed. Topics to be covered will be scrutinised before lessons take place in order to identify any sensitivities related to specific pupils. Parents/carers and the individual pupils will also be notified and supported if there are any potentially challenging topics, so that they can speak with the staff member if they have any concerns. Strategies will be put in place before, during, and following any relevent sessions to ensure the safety and emotional wellbeing of these vulnerable pupils. In some exceptional cases, where the topic has the potential to be particular triggering for an individual pupil, a decision will be made in partnership with their parents/carers, that the pupil will be excused from a specific lesson, and receive the content in a safe one to one session so that they can receive bespoke support.

SEND

The school ensures that pupils with Special Educational Needs and Disabilities (SEND) requirements are known to RSHE teachers and that these are taken into consideration in the planning and delivery of lessons. Staff are aware that pupils with SEND may be more vulnerable than their peers to the continuum of sexual behaviours, child-on-child abuse, exploitation and violence, and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Further details of our SEND provision can be found in our Special Educational Needs and Disability (SEND) Policy.

Fundamental British Values

Respect for the Fundamental British Values are central to the design of our RHSE programme and are interwoven throughout sessions.

The Fundamental British Values are:

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect

Family Life

The school will be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching will illustrate a wide range of family structures in a positive way, and care will be taken to ensure that pupils are not stigmatised based on their home circumstances.

Religion

Teaching will be sensitive to the religious background of pupils.

The schools will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Gender

Pupils will learn about all protected characteristics/equivalent, including the facts and the law about biological sex and gender reassignment. This will help them understand and recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment have protection from discrimination and should be treated with respect and dignity.

In teaching this, the staff will be mindful that, beyond the facts and the law about biological sex and gender reassignment, there is ongoing and significant debate. Therefore, staff must:

- not endorse any particular view
- not teach as fact that all people have a gender identity
- avoid language and activities which repeat or enforce gender stereotypes
- not promote any politically partisan views or ideological standpoints
- be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort
- avoid resources that use cartoons or diagrams that oversimplify the topic, that could be interpreted as being aimed at younger pupils, and/or that perpetuate stereotypes or encourage pupils to question their gender
- consult parents/carers on the content of external resources on this topic in advance and make all materials available to them on request

Addressing the continuum of sexual behaviours

Please see the Safeguarding and Child Protection Policy for further information.

Preventing the continuum of more harmful sexual behaviours starts from the support pupils receive in the primary stage through RSHE programmes. Supporting pupils to develop the skills they need to build healthy relationships is part of a whole school approach and underpin schools' policies, including behaviour and safeguarding, to ensure that an ethos of kindness and respect is evident throughout the school.

Within the sequenced RHSE programme, pupils will be taught in an age-appropriate way to understand that anyone can be a victim of problematic sexual behaviour, harmful sexual behaviour, sexual harassment and/or sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic/equivalent. Staff will clearly explain that the victim of such behaviours is never to blame.

It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component – for example, manifesting an inequality of power between men and women. However, anyone can be affected by sexual violence, and staff will avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Both within and beyond the classroom, staff will be conscious of everyday sexism, misogyny, homo/bi/trans phobia and stereotypes, and will take action to build a culture where prejudice is identified and challenged.

Pupils will be:

- taught to understand the importance of challenging harmful beliefs and attitudes and the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff will challenge the ideas, rather than the pupil expressing them.
- given opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for pupils to understand that most boys and young men are respectful to girls and young women and each other.

Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment, violence and abuse. Pupils may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Staff will encourage pupils to consider how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

It is important for pupils to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care. RSHE lessons will be clear that all sexual activity should involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships.

RSHE lessons will ensure that both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, including menstruation and menopause. However, in some cases, such as when a school identifies a specific need, the school

may consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic. This will be done in a way that avoids stigmatising boys or making girls feel like they will inevitably be victims of abusive behaviour or that it is their responsibility to protect themselves.

5.6 Prior Knowledge

The school will cover all RHSE curriculum topics, recognising that pupils can start developing healthy behaviour and relationship skills as soon as they start school. Knowledge and understanding are ensured and built on through a well-sequenced curriculum from Year 7 through to Year 13.

The school will sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. However the school is aware that all pupils may come into lessons with differing prior knowledge and experiences. Pupils are encouraged, where appropriate (and in an appropriate manner) to share their understanding of different topics discussed, in order (only) to aid the learning of others and build confidence in participation.

5.7 Teaching Methods

The RSHE programme will be taught through a range of teaching methods, including, but not limited to:

- Discussion
- Debate
- Circle time
- Power point presentations
- Videos
- Photographs
- Relatable examples, linking to other parts of the School curriculum
- Visiting Speakers (see below 5.8)
- Workshops

5.8 Visiting Speakers

Please see the Safeguarding and Child Protection Policy for procedures around Visiting Speakers.

The Headteacher/Principal (only) will authorise, following a robust due diligence and vetting process, visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE and/or to deliver certain RSHE lessons to pupils. The school will not use resources from any individual or organisation who hold partisan views on contested topics.

Contractual Restrictions

When contracting with visiting speakers, the school will not agree to any contractual restrictions on showing parents/carers any content that the school will use. The school will communicate to providers that they are legally obliged to have regard to statutory guidance, including the expectation that all content can be shared with parents/carers. Where contractual clauses exist

that seek to prevent schools sharing any material at all with parents/carers, they are void and unenforceable. This is because they contradict the clear public policy interest of ensuring that parents/carers are aware of what their children are being taught in RSHE.

Copyright
Where copyright law applies, schools must comply with it when sharing resources with parents/carers. It is best practice to share materials via a "parent portal" or, if this is not possible, through a presentation. When the school makes documents available to parents/carers, they will acknowledge the provider's authorship. The school will include a statement that parents/carers agree to as a condition of access, in that the content should not be copied or shared further except as authorised under copyright law. Where relevant and possible, IT systems will also be in place to prevent downloading.

5.9 Timetabling

RSHE lessons take place once per week (50 minute lesson) within the School timetable from Year 7 through to Year 11. Year 12 and 13 have regular PSHEE sessions that rotate with the Futures Programme and PSHEE topics are also covered during form times. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers.

Year 7 – 1 x 50 minute lessson each week.

Year 8 – 1 x 50 minute lessson each week.

Year 9 – 1 x 50 minute lesson each week.

Year 10 – 1 x 50 minute lesson each week.

Year 11 – 1 x 50 minute lesson each week.

Year 12 - 1 x 50 minute lesson bi-weekly on a carousel.

Year 13 – 1 x 50 minute lesson bi-weekly on a carousel.

5.10 Assessment

The school assesses pupils' learning and progression in RSHE through a variety of different methods, appropriate to the material being taught and the age of the pupils.

Assessment styles include, but are not limited to:

- Reflective writing
- Discussions
- Presentations of topics
- Individual input into activities
- Q&A sessions
- End of topic quizzes
- Worksheets
- Self-evaluation

These various methods of assessing pupils' engagement with RSHE provide vital feedback to the staff on their progress, giving a basis to provide individual support where necessary.

5.11 Intended Outcomes

As a result of our RSHE programme, pupils will both now, and in their future lives:

- Understand the importance of inclusivity and respect for diversity
- Be able to use their critical thinking and have the knowledge to make informed life choices
- Be aware of their bodies and their rights
- Know and understand the need for healthy eating and exercise
- Understand the range of feelings and emotions they may encounter
- Be able to recognise when and how to ask for help and/or advice when needed
- Be confident in themselves and strive to reach their aspirations
- Develop skills to deal with a range of different situations sympathetically and sensitively
- Understand the importance of listening to others
- Understand how they play a part of society
- Understand how their conduct affects others
- Be aware of dangers
- Know how to stay safe both online and offline
- Develop live skills to enable them to continue to develop and grow
- Learn about Fundamental British Values

6. Curriculum Content

6.1 Secondary - Relationships and Sex Education (RSE)

See Appendix 3 for full topic content

RSHE in the secondary stage will :

- provide a clear progression from primary Relationships Education
- provide pupils with the information they need to develop healthy, safe and nurturing relationships of all kinds
- include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies
- focus on respect for oneself and others and does not encourage or normalise early sexual experimentation
- enable pupils to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex

- be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios
- cover a range of topics, including topics related to abusive behaviour

Different forms of abuse will be addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, the school has an important role as a place of consistency and safety where pupils can find support.

6.2 Health and Wellbeing

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. The school will support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Effective teaching will aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. The school will promote openness, so that pupils can check their understanding and seek any necessary help and advice.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. The school will use appropriate language such as ‘period pads’ and ‘menstrual products’ instead of sanitary items or feminine hygiene products.

Health and Wellbeing: Secondary

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. Staff will have discussed 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.

The secondary school will continue to build on the primary Health and Wellbeing curriculum 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.

Suicide Prevention, Self-Harm, and Eating Disorders

These topics can be taught in secondary schools in a safe and sensitive way but are specialised areas.

Many aspects of suicide prevention and self-harm are addressed through the mental wellbeing curriculum. The school will consider carefully when it is suitable to deliver suicide prevention

content, taking into account the age, maturity, and personal experiences of pupils, recognising that pupils' emotional and cognitive maturity to understand this material increases across the early secondary years.

The school will consult mental health professionals and put in place both 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.

Staff will:

- use language and content that is accurate, straightforward and appropriate to the level of understanding of the class
- take particular care not to discuss instructions or methods of self-harm or suicide
- 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
- use high quality teaching material

The school will take a similar approach to addressing Eating Disorders, ensuring that staff have the knowledge and skills to do this safely. Staff will take care to avoid language with romanticises these behaviours, and avoid discussing instructions, methods or ideas of restriction, bingeing or purging.

If staff have concerns about a specific pupil in relation to self-harm and/or suicidal ideation or attempts, and/or eating disorders, or a pupil/another pupil discloses information that may mean that they have been/are at risk of harm, they will follow the procedures outlines in the Safeguarding and Child Protection Policy.

7. Safeguarding

For more information, please see the Safeguarding and Child Protection Policy.

7.1 New and/or emerging risks/issues

The school will maintain a relevant and responsive curriculum to ensure that any particular, new, and/or emerging risks or issues that are affecting the pupils in the school (locally or nationally) are addressed and responded to in a timely manner so that the pupils are kept as safe as possible on/offline. Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks.

The school reserves the right to adapt the curricula and to vary resources as and when necessary to respond to the above risks/issues. However, the school will inform parents/carers in advance of any deviation from our published RSHE policy, including the reasons why they are covering this content, and will share any relevant materials with them on request in advance of the planned sessions.

Managing Questions

Confidentiality arrangements must be clearly explained to pupils prior to sessions, and where they can report any concerns and seek help, including to external services. Pupils are regularly reminded about who to contact if they would like to talk, for example: the School Nurse, Counsellors, Heads of Year, Form Tutors, Heads of House or the DSL. Telephone numbers or websites of relevant supporting agencies and organisations are displayed in lessons where appropriate.

All teaching will be age appropriate and respectful of all pupils, including those who may have no familiarity with the topics under discussion. Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. When teaching sensitive topics, staff will use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Pupils will be made to feel that they able to ask any question they wish and that their questions are valued. However, consideration is given to staff responses to ensure they are appropriate to prior learning and readiness of pupils. For example, pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. In handling these situations, the emphasis will always be on supporting the pupil, recognising that those whose questions go unanswered might instead turn to inappropriate sources of information, including online. Support offered by staff may include speaking to them about their question following the session, asking them to speak to their parents/carers, and/ or gaining support from the DSL/DDSL. Staff can ask a pupil to wait for an answer to a question if they need time to consult with the Designated Safeguarding Lead (DSL).

Managing Disclosures

The nature and content of lessons at times means pupils may share information of a personal nature. Staff are aware that effective RSHE including the dicussion of more sensitive topics, brings an understanding to pupils of what is and what is not appropriate, and that this can lead to a disclosure of a safeguarding or child protection issue. Any safeguarding concerns arising from something that a pupil has disclosed/asked will be managed according to the Safeguarding and Child Protection Policy.

Mandatory Reporting

Staff will be aware of mandatory reporting duties according to the country in which their school is located.

Staff will be aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022.

Under the Crime and Policing Act (2026) there is now a mandatory reporting duty for staff in regard to reporting concerns about child sexual abuse.

The duty requires those taking part in regulated activity to make a report if they:

- are told about child sexual abuse, either by a child or an adult involved
- witness child sexual abuse in person
- see or hear it in the form of images, videos or audio recordings

8. Monitoring and evaluation arrangements

The delivery of our RSHE programme is monitored and evaluated by the following:

8.1 **Monitoring**

Observations of RHSE lessons are undertaken by the Senior Leadership Team, Heads of Year and Heads of House to ensure consistency of teaching and the safety of pupils.

8.2 **Evaluating**

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which;

- Fulfils the aims of the school
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress
- Provides engagement and excitement for learning

Observations, Learning walks and work scruitnies are discussed in SLT meetings, Heads of Year and Heads of House meetings.

9. Right to withdraw

See Appendix 1 for Right to Withdraw Form

Parents/carers do not have the right to withdraw their child from relationships and health education.However, the School recognises that parents/carers have the final decision about their child's sex education in the Primary stage of education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education (only) within RSHE up to and until 3 terms before the child turns 16 and the Headteacher/Principal must automatically grant their request.

Alternative work must be given to pupils who are withdrawn from sex education. This must be appropriate and purposeful.

After that point, if their child wishes to receive sex education rather than be withdrawn (even if the parents/carers have requested withdrawal) the school will make arrangements to provide the pupil with sex education during one of those terms.

Schools should ensure that pupils know they have this option.

In secondary schools, Headteachers/Principals can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability*.

The process is the same for pupils with SEND. There may be exceptional circumstances where the Headteacher/Principal may wish to take a pupil's specific needs arising from their SEND into account when making the decision.

*Should there be any Safeguarding concerns that arise from, or are linked to the parents/carers request to withdraw their child, the Safeguarding and Child Protection Policy will apply, and consideration may be given to seeking advice from the local children's services.

Step 1:

Requests for withdrawal should be put in writing by the parents/carers using the form found in Appendix 1 of this policy and addressed to the Headteacher/Principal. The copy of the withdrawal request will be placed in the pupil's educational record.

Step 2:

Before granting any request for withdrawal of a pupil from sex education, the Headteacher/Principal will discuss the request with the pupil's parents/carers (and the pupil if appropriate) to understand their request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on their child, and the likelihood that their child will hear their peers' version of what was said in class, which may not be accurate.

The Headteacher/Principal must document this process to ensure a record is kept.

Step 3:

Once those discussions have taken place, if the parents/carers still wish to withdraw their child, the Headteacher/Principal must grant their request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum.

Version control:

Ownership and consultation	
Document Sponsor	Director of Education- Europe and USA
Document Author	Regional Safeguarding Lead – Europe and USA
Document Approver	Managing Director (Chair of Governors)
Audience	All school staff, parents/carers, and pupils
Document application and publication	
England	Yes, adapted
Spain	Yes, adapted
Italy	Yes, adapted
Greece	Yes, adapted
Switzerland	Yes, adapted
Austria	Yes, adapted
USA	Yes, adapted
Version control	
Current Review Date	June 2026
Next Review Date	June 2027
Related documentation	
Related documentation	Curriculum Policy Anti-Bullying Policy Behaviour Policy SEND Policy EAL Policy Preventing Radicalisation and Extremism Policy Drug and Alcohol Policy Safeguarding and Child Protection Policy Independent School Standards IT Policy Health and Safety Policy

Appendix 1
Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of Pupil		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 HEADTEACHER / PRINCIPAL	
Date of Meeting with parents/carers :	
Headteacher/Principal notes from the parental meeting:	
Agreed Actions/Decisions from the above meeting:	

Appendix 2

Secondary Relationships and Sex Education: curriculum content

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

Families

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
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

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the

responsibilities of bystanders to report bullying and how and where to get help.

7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils

should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.[9]
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

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to

seek help or advice, including reporting concerns about others, if needed.

4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.[10]
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and

romantic relationships without sex.

3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3

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.

Wellbeing Online

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promote self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Mental wellbeing

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones.
10. That stopping smoking can improve people's mental health and decrease anxiety.

Physical health and fitness

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.

3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal Safety

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern**.**

Basic first aid

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

Note: Cardiopulmonary Resuscitation is usually best taught after 12 years old.

Developing bodies

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS).
4. When to seek help from healthcare professionals.
5. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 4 Curriculum Resources

The UK Department for Education page brings together all existing information available to schools on the teaching of the RSHE curriculum. This includes parent guides and guidance in engaging parents on Relationships education.

- Schools may also wish to see a series of DfE sexual harassment webinars covering domestic abuse, pornography and sexual exploitation.
- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the statutory Citizenship programme of study for KS 3 and 4 in their planning.
- Oak National Academy, the independent provider of freely available online curriculum and lesson resources, are developing curriculum materials to make sure every school can access high-quality, compliant resources which will build on what is already available for schools.
- Example of a model RSHE curriculum produced in 2019 by the Catholic Education Service in conjunction with the Department for Education: the primary RSE Model Curriculum and secondary RSE Model Curriculum