Relationship and Sex Education Policy

Serenity School

Approved by:	Proprietary Board	**Date: September 2026**
Last reviewed on:	September 2026	
Next review due by:	September 2027	

1. Purpose of the Policy

At Serenity School, Relationships, Sex and Health Education (RSHE) is an essential part of our curriculum and safeguarding provision. We are committed to delivering a high-quality, inclusive and developmentally appropriate curriculum which equips pupils with the knowledge, understanding, skills and confidence to build healthy relationships, stay safe, develop independence and prepare successfully for adulthood.

This policy reflects statutory requirements and guidance relating to Relationships, Sex and Health Education, safeguarding, equality and special educational needs and disabilities.

Serenity School is committed to ensuring that RSHE supports pupils to:

- Develop healthy, respectful relationships.
- Build confidence and self-esteem.
- Understand personal safety and wellbeing.
- Recognise risk and know how to seek help.
- Prepare successfully for adult life.
- Develop independence and personal autonomy.
- Become responsible and active members of society.

2. Serenity School Vision

At Serenity School, we:

Care, Value and Challenge every learner to achieve their true potential.

Our curriculum promotes:

- Inclusion
- Independence
- Self-Worth
- Respect
- Wellbeing
- Safety
- Personal Autonomy
- Preparation for Adulthood

Our five core principles are:

- We look after ourselves.
- We look after each other.
- We look after our learning and development.
- We look after our school, our community and our world.
- We look after our futures.

We recognise that every child learns differently. As a specialist SEND school we deliver a bespoke curriculum that develops communication, self-regulation, emotional literacy, independence and personal safety. RSHE is central to achieving these aims.

3. Definition of RSHE

In line with statutory guidance, RSHE is made up of three distinct elements: Relationships Education, which is compulsory for all pupils in the primary phase; Relationships and Sex Education (RSE), which is compulsory for all pupils in the secondary phase and includes the sex education content set out in Section 8; and Health Education, which is compulsory for all pupils across both phases. As a specialist all-through provision, Serenity School adapts the phase at which specific content is introduced to reflect each pupil's curriculum pathway (Nurture, Semi-Formal or Formal) and developmental stage, rather than chronological age alone, while ensuring that statutory entitlements are met in full.

Relationships, Sex and Health Education enables pupils to:

- Develop positive and respectful relationships.
- Recognise healthy and unhealthy relationships.
- Understand physical, emotional and social development.
- Develop self-respect and self-worth.
- Stay safe online and offline.
- Understand consent and personal boundaries.
- Access support when needed.
- Make informed choices throughout life.

RSHE includes learning about:

- Families and friendships.
- Respectful relationships.
- Online relationships.
- Equality and diversity.
- Physical health and wellbeing.
- Emotional wellbeing and mental health.
- Human development.
- Puberty and body changes.
- Sexual health.
- Consent.
- Safeguarding and personal safety.

4. Aims of RSHE

Our RSHE curriculum aims to enable pupils to:

- Form and maintain positive relationships.
- Understand healthy and unhealthy behaviours.
- Recognise abuse and exploitation.

- Understand consent and boundaries.
- Develop emotional literacy and resilience.
- Maintain positive mental and physical health.
- Celebrate diversity and inclusion.
- Challenge discrimination and prejudice.
- Develop independence and self-advocacy.
- Prepare for adulthood and future relationships.
- Stay safe in physical and digital environments.
- Know where and how to access support.

5. Core Principles of Delivery

Teaching will be:

- Inclusive.
- Age-appropriate.
- Developmentally appropriate.
- Trauma-informed.
- SEND-responsive.
- Evidence-based.
- Accessible to all learners.
- Responsive to emerging safeguarding concerns.

Teaching will actively promote:

- Respect
- Kindness
- Equality
- Tolerance
- Dignity
- Responsibility
- Independence
- Self-worth

6. Relationships Education

Relationships Education forms the foundation of our RSHE curriculum.

Families

Pupils will learn about:

- Different family structures.
- Marriage and civil partnerships.
- Same-sex parents and carers.
- Foster families.
- Adoptive families.

- Kinship care arrangements.
- Family roles and responsibilities.
- Family change and separation.
- Respect for all families.

Friendships

Pupils will learn about:

- Building friendships.
- Trust and honesty.
- Loyalty and kindness.
- Respect.
- Conflict resolution.
- Managing disagreements.
- Recognising unhealthy friendships.
- Seeking help when relationships become unsafe.

Respectful Relationships

Pupils will learn about:

- Equality and fairness.
- Respecting differences.
- Personal boundaries.
- Consent.
- Personal space.
- Challenging stereotypes.
- Managing disagreement respectfully.
- Positive communication skills.

Emotional Development

Pupils will learn:

- To recognise emotions.
- To identify feelings in themselves and others.
- Strategies for self-regulation.
- Resilience-building skills.
- Coping with disappointment and rejection.
- Building confidence and self-esteem.
- How to seek support when worried.

7. Health Education

Physical Health

Pupils will learn about:

- Exercise and physical activity.
- Healthy eating.
- Hydration.
- Oral health.
- Sleep and rest.
- Personal hygiene.
- Vaccinations.
- Illness prevention.

Mental Health and Wellbeing

Pupils will learn:

- Emotional wellbeing.
- Anxiety awareness.
- Managing stress.
- Building resilience.
- Self-esteem and confidence.
- Loneliness and isolation.
- Grief and loss.
- Help-seeking behaviours.
- Positive coping strategies.

Drugs, Alcohol, Tobacco and Vaping

Pupils will learn about:

- Smoking and health risks.
- Vaping and nicotine addiction.
- Alcohol misuse.
- Illegal substances.
- Substance misuse.
- Risk reduction.
- Seeking support.

Personal Safety

Teaching includes:

- Road safety.
- Water safety.
- Community safety.
- Personal safety.
- Managing risk.
- Emergency services.

- Basic first aid.

8. Sex Education

Sex education forms part of Relationships and Sex Education (RSE) and is compulsory for pupils in the secondary phase, in line with statutory guidance. Where appropriate to age, developmental stage and curriculum pathway, pupils will learn about:

- Puberty.
- Menstruation.
- Human reproduction.
- Conception.
- Pregnancy.
- Birth.
- Contraception.
- Sexually transmitted infections (STIs).
- Sexual health services.
- Healthy intimate relationships.
- Consent.
- Personal responsibility.

Teaching is carefully differentiated according to need, understanding, communication ability and emotional maturity.

9. Online Safety and Digital Relationships

Pupils will learn about:

- Safe online behaviour.
- Healthy online relationships.
- Social media safety.
- Digital footprints.
- Privacy and security settings.
- Online manipulation.
- Cyberbullying.
- Grooming.
- Sexting.
- Sextortion.
- Reporting concerns.
- Responsible technology use.

Teaching reflects current risks associated with digital technology, gaming platforms, social media and emerging technologies.

10. New Statutory RSHE Content

In line with updated statutory guidance, Serenity School teaches about:

Artificial Intelligence

- AI-generated content.
- Deepfakes.
- AI-generated intimate images.
- Digital manipulation.
- Safe and responsible use of AI technologies.

Harmful Online Influences

- Misogyny.
- Incel culture.
- Toxic masculinity.
- Harmful online influencers.
- Gender stereotypes.
- Online radicalisation.

Violence Against Women and Girls

- Respect and equality.
- Harassment.
- Sexual violence.
- Healthy masculinity.
- Positive male role models.
- Challenging harmful attitudes.

Criminal and Safeguarding Risks

- Coercive control.
- Domestic abuse.
- Sexual exploitation.
- Grooming.
- Forced marriage.
- Female Genital Mutilation (FGM).
- Strangulation and suffocation offences.
- Online exploitation.
- Harmful sexual behaviour.

Suicide Prevention Awareness

Where developmentally appropriate, pupils will learn about:

- Recognising signs of emotional distress.
- Supporting others safely.
- Help-seeking behaviour.
- Trusted adults and support services.
- Looking after their own wellbeing.

11. KCSIE Safeguarding Integration

Serenity School reflects current and emerging safeguarding priorities within its RSHE provision, in line with Keeping Children Safe in Education (KCSIE 2026).

This includes education around:

Artificial Intelligence and Digital Risks

- Deepfakes.
- AI-generated abuse.
- Fake identities.
- Manipulated media.
- Artificial intelligence risks.

Child-on-Child Abuse

- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Image-based abuse.
- Online exploitation.

Serious Violence

- Knife crime awareness.
- Weapons awareness.
- Exploitation.
- Criminal involvement.
- Trusted reporting pathways.

Misogyny and Harmful Attitudes

- Harmful stereotypes.
- Respectful relationships.
- Violence against women and girls.
- Equality and dignity.

Information Sharing and Early Help

The school promotes:

- Early intervention.
- Multi-agency working.
- Effective safeguarding communication.
- Timely support for vulnerable pupils.

12. Equality, Diversity and Inclusion

Serenity School promotes equality, diversity and inclusion for all learners.

Teaching reflects:

- The Equality Act 2010.
- Protected characteristics.
- Diverse families.
- Same-sex relationships.
- Disability inclusion.
- Cultural diversity.
- Religious diversity.
- Respect for individual differences.

Teaching about biological sex and gender reassignment will be factual, balanced, age-appropriate and delivered in line with statutory guidance.

Bullying, discrimination, prejudice, misogyny, homophobia, racism and harassment will be actively challenged.

13. SEND and Accessibility

As a specialist provision, we recognise that some pupils with SEND may be more vulnerable to:

- Abuse.
- Exploitation.
- Grooming.
- Harmful sexual behaviour.
- Online manipulation.
- Coercive relationships.
- Bullying.
- Social isolation.

RSHE is therefore carefully adapted to meet individual needs.

Teaching approaches may include:

- Visual supports.
- AAC systems.
- Symbol-supported communication.
- Social stories.
- Structured teaching approaches.
- Sensory strategies.
- Small group delivery.
- Individual sessions.

- Therapeutic interventions.

Some pupils may require additional interventions around:

- Puberty.
- Menstruation.
- Personal care.
- Masturbation.
- Personal boundaries.
- Consent.
- Harmful sexual behaviour.
- Online safety.
- Pornography exposure.
- Mental health concerns.

These interventions will be planned in partnership with families and relevant professionals.

Pupils with significant communication or developmental needs, including those in Nurture provision, will not be excluded from essential safeguarding and relationships education because of their SEND. For pupils who are non-speaking/non-verbal, have limited functional communication, or use AAC or other communication systems, teaching will be adapted so that pupils can access learning about:

- Bodily autonomy.
- Appropriate and inappropriate touch.
- Private and public behaviour.
- Relationships and boundaries.
- Consent at an appropriate developmental level.
- Recognising unsafe situations.
- Communicating refusal, distress or discomfort.
- Identifying trusted adults.
- Seeking help.
- Online and exploitation risks, where developmentally appropriate.

Adaptation reflects each pupil's developmental understanding and communication profile; essential protective content is not removed or diluted because of a pupil's SEND. Staff also remain alert to pupils who may communicate distress, pain, abuse or unmet need through behaviour rather than speech, and will respond in line with the school's safeguarding procedures.

14. Language and Communication

Serenity School promotes the use of accurate, consistent and respectful language.

Staff will:

- Use correct anatomical terminology.

- Use language appropriate to pupil understanding.
- Support communication through AAC and visual systems.
- Promote consistency between school, home and professionals.

Language used throughout the school will actively challenge:

- Sexism.
- Misogyny.
- Homophobia.
- Racism.
- Discrimination.
- Harmful stereotypes.

15. Safeguarding

Safeguarding is embedded throughout the RSHE curriculum.

Themes include:

- Child Sexual Exploitation (CSE).
- Criminal Exploitation.
- County Lines.
- Domestic Abuse.
- Grooming.
- Sexual Harassment.
- Sexual Violence.
- Harmful Sexual Behaviour.
- Sextortion.
- Deepfakes.
- Radicalisation.
- Serious Violence.
- Knife Crime.
- Online Abuse.

Pupils will be taught:

- How to recognise concerns.
- Who their trusted adults are.
- How to seek support.
- How to make a report.
- How to stay safe.

All safeguarding concerns and disclosures will be dealt with through the school's safeguarding procedures.

16. Roles and Responsibilities

Proprietary Board

The Proprietary Board will:

- Approve this policy.
- Monitor implementation.
- Ensure statutory compliance.
- Hold leaders accountable.

Headteacher

The Headteacher will:

- Lead implementation.
- Ensure staff training.
- Monitor curriculum effectiveness.
- Promote parental engagement.

Staff

Staff will:

- Deliver RSHE effectively.
- Maintain safeguarding responsibilities.
- Challenge harmful attitudes.
- Respond appropriately to disclosures.
- Model respectful relationships.

Pupils

Pupils are expected to:

- Participate respectfully.
- Listen to the views of others.
- Follow agreed class expectations.
- Treat others with kindness and respect.

17. Curriculum Pathways

Nurture Pathway

Focus includes:

- Relationships with familiar adults.
- Communication.
- Personal care.
- Body awareness.

- Dignity.
- Safety.
- Emotional regulation.

Semi-Formal Pathway

Focus includes:

- Friendships.
- Consent.
- Puberty.
- Family relationships.
- Personal boundaries.
- Online safety.
- Respectful relationships.

Formal Pathway

Focus includes:

- Healthy relationships.
- Equality and diversity.
- Consent and the law.
- Sexual health.
- Reproduction.
- Online safety.
- Pornography.
- Deepfakes.
- Misogyny.
- Preparation for adulthood.

Curriculum content is sequenced across all curriculum pathways and key stages within the school's age range to support progression and preparation for adult life.

18. Use of External Agencies

External agencies may be used to enhance RSHE delivery.

The school will:

- Review all resources prior to use.
- Ensure materials are age and stage appropriate.
- Maintain safeguarding oversight.
- Ensure a member of staff is present.
- Make resources available to parents upon request.

The school remains responsible for all RSHE content delivered.

19. Parents and Carers

We recognise parents and carers as children's first educators.

The school will:

- Consult parents during policy reviews.
- Provide curriculum information.
- Share resources when requested.
- Support learning at home.
- Publish this policy on the school website.

Parents are encouraged to work in partnership with the school to support their child's learning and development.

20. Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all sex education delivered as part of RSHE, other than those elements which form part of National Curriculum Science.

Parents cannot withdraw their child from:

- Relationships Education.
- Health Education.
- National Curriculum Science.

Requests for withdrawal should be addressed to the Headteacher, who will discuss the request with parents and, where appropriate, the pupil, taking account of the pupil's individual circumstances, including any SEND and safeguarding considerations, before agreeing how the request will be handled. A record of the discussion and outcome will be kept.

Parents may exercise the right to withdraw at any point up until three terms before their child turns 16. After that point, if the pupil themselves wishes to receive sex education, the school will make arrangements for this to happen, normally in one of those three terms, even where a parent's withdrawal request stands. Where a pupil has SEND that affects their ability to make this decision, the school will consider the pupil's best interests, in consultation with parents and relevant professionals, before deciding how the request is handled.

21. Assessment, Monitoring and Evaluation

Monitoring activities include:

- Planning scrutiny.
- Learning walks.
- Work sampling.

- Pupil voice.
- Parent feedback.
- Staff feedback.
- Proprietary Board monitoring.

Assessment will be adapted to reflect:

- Developmental stage.
- SEND needs.
- Communication ability.
- Individual learning pathways.

22. Staff Training All staff will receive regular training in:

- RSHE requirements.
- Safeguarding.
- Online safety.
- Child-on-child abuse.
- Harmful sexual behaviour.
- Misogyny and harmful online influences.
- Artificial intelligence and deepfakes.
- Mental health awareness.
- SEND adaptations.
- Current safeguarding updates.

Appendix 1: Relationships and Sex Education – Curriculum Across Pathways

Early Years / Key Stage 1 (EYFS, Y1–2) **Focus:** Naming body parts, personal space, kindness, honesty, privacy, dignity.		
Informal Pathway	**Semi-formal Pathway**	**Formal Pathway**
Adults use "on body" signs, song cues, and visuals to support personal care with dignity. Develop positive self-image and choice making.	My Body: Name body parts using songs/games. Understand personal space ("my body = my space"). Very early ideas of consent (holding hands only if both agree).	My Body: Label body parts accurately. Similarities/differences between self and peers. Initial consent (only touching with permission).
Promote sharing, turn-taking, and emotions (happy/sad). Adults comment on feelings shown.	Emotions: Identify and describe emotions using visuals/behaviour charts.	Emotions: Recognise emotions, describe simple coping strategies.
Families: Awareness of family members (voices, photos).	Families: Who is in my family? Name family members.	Families: Roles of different family members, respect for differences.
Key Stage 2 (Y3–6) **Focus:** Friendships, family, emotions, private/public, early puberty, hygiene.		
Informal Pathway	**Semi-formal Pathway**	**Formal Pathway**
Explore feelings with adults narrating emotions. Body awareness through messy play, movement, physiotherapy.	My Body: Label body parts, differences & similarities. Awareness of what is private/public. Initial consent (ask before touching).	My Body: Name body parts, understand public/private behaviours. Early puberty and hygiene (washing, deodorant).
Families: Recognise voices/photos of family.	Families: Who is in my family? Differences between families.	Families: Similarities/differences across families, including same-sex parents/carers.
Emotions: Celebrate happiness, support when sad.	Emotions: Express emotions using charts, identify triggers.	Emotions: Link emotions to behaviour, explore coping strategies.
Relationships: Explore safe adults and peers.	Relationships: Building friendships, recognising safe vs unsafe behaviours.	Relationships: Online safety, stereotypes and prejudice, recognising positive male role models.
Key Stage 3 (Y7–9) **Focus:** Puberty, body changes, friendships, consent, online safety, equality.		
Informal Pathway	**Semi-formal Pathway**	**Formal Pathway**
Relationships: Explore safe interactions with peers, feeling safe with others.	Relationships: Bullying, circles of closeness, appropriate vs inappropriate touch.	Relationships: Consent in law, power dynamics, manipulative relationships, incel culture.
Emotions: Adults label emotions shown, celebrate happiness, comfort sadness.	Emotions: Express emotions verbally/visually, strategies to cope.	Emotions: Explore difference between friendship vs being in love. Coping with strong emotions.

Appendix 2: Statutory RSHE Curriculum Content (DfE 2025 Guidance)

Primary Relationships Education

The focus of primary Relationships Education is to provide the building blocks for positive relationships and to support children in developing into kind, respectful and caring adults who know how to keep themselves and others safe.

Primary Relationships Education:

- Supports pupils to understand positive relationships.
- Develops emotional literacy and emotional regulation.
- Teaches boundaries, privacy and personal safety.
- Helps pupils recognise abuse and know how to seek help.
- Promotes respect for different family structures and backgrounds.
- Builds understanding that healthy relationships are based on kindness, respect, trust and care.
- Teaches pupils that being a victim of abuse is never their fault.
- Ensures pupils know where to seek advice and support.
- Introduces safeguarding concepts in a sensitive and age-appropriate manner.

Families may include:

- Single-parent families.
- Same-sex parents.
- Grandparent-led households.
- Foster families.
- Adoptive families.
- Kinship carers.
- Young carer households.

Teaching will ensure that all family structures are represented positively and respectfully.

By the End of Primary School Pupils Should Know

Families and People Who Care for Me

Pupils should know:

1. Families are important for children growing up safe and happy because they provide love, security and stability.
2. Safe and happy family life is characterised by commitment, care, protection and shared experiences.
3. Other children's families may look different from their own but are equally characterised by love and care.

4. Stable and caring relationships are at the heart of safe and happy families.
5. Marriage and civil partnerships represent formal and legally recognised lifelong commitments.
6. How to recognise when family relationships are making them unhappy or unsafe and how to seek support.

Caring Friendships

Pupils should know:

1. Friendships help people feel happy, secure and valued.
2. Healthy friendships are welcoming, caring and inclusive.
3. Everyone experiences loneliness at times and it is important to talk about these feelings.
4. Friendship is built on:
    - Respect
    - Honesty
    - Trustworthiness
    - Loyalty
    - Kindness
    - Generosity
    - Shared interests
    - Support during difficulties
5. Friendships may experience challenges and disagreements that can often be resolved.
6. Violence is never an acceptable way to resolve conflict.
7. How to recognise unhealthy friendships and seek help when needed.

Respectful and Kind Relationship

Pupils should know:

1. How to balance their own needs with the needs of others.
2. The importance of healthy boundaries.
3. How to communicate respectfully.
4. The difference between being assertive and being controlling.
5. The importance of respecting people who are different from themselves.
6. Practical ways to improve relationships.
7. Expectations around manners and courtesy.
8. The importance of self-respect and self-esteem.
9. The different forms of bullying, including cyberbullying.
10. What stereotypes are and how to challenge them.
11. How to seek support when they are worried about harm, violence or trust.

Online Safety and Awareness

Pupils should know:

1. Respect online is as important as respect face-to-face.
2. People may behave differently online and may pretend to be someone they are not.
3. Risks associated with communicating with people not previously met.
4. The minimum age requirements for social media platforms.
5. The importance of privacy and personal information.
6. That information shared online may remain online permanently.
7. The importance of reporting harmful online content.
8. The internet may contain inappropriate or upsetting content and trusted adults can help.

Being Safe

Pupils should know:

1. Appropriate boundaries in friendships and relationships.
2. The difference between privacy and secrecy.
3. That their body belongs to them.
4. The difference between safe and unsafe touch.
5. How to respond safely to unfamiliar adults.
6. How to recognise harmful relationships.
7. How to report concerns and abuse.
8. Where to seek advice and support.

Secondary Relationships and Sex Education

Secondary RSHE builds on primary learning and prepares pupils for adult life and increasingly complex relationships.

The curriculum focuses on:

- Healthy relationships.
- Consent.
- Respect.
- Equality.
- Online safety.
- Sexual health.
- Safeguarding.

- Emotional wellbeing.
- Personal responsibility.

Families

By the end of secondary education pupils should know:

1. There are different types of committed and stable relationships.
2. Relationships contribute positively to wellbeing and child development.
3. The legal status and benefits of marriage and civil partnerships.
4. That common-law marriage is a myth.
5. Forced marriage is illegal.
6. Relationships and families change over time.
7. The characteristics of successful parenting.
8. How to recognise unsafe relationships and seek support.

Respectful Relationships

Pupils should know:

1. The characteristics of positive relationships.
2. The importance of kindness, respect and communication.
3. The importance of self-esteem and independence.
4. How to support respectful relationships.
5. How to manage difficult endings and conflict.
6. The role of consent.
7. How inequalities of power affect relationships.
8. How stereotypes can cause harm.
9. How to recognise misogyny and prejudice.
10. The impact of pornography on attitudes and behaviour.
11. The influence of online subcultures such as incel communities.

Online Safety and Awareness

Pupils should know:

1. Their rights and responsibilities online.
2. Safe use of privacy settings.
3. Risks associated with social media.
4. Risks of sharing images and personal information.
5. Laws relating to indecent images.

6. How to report harmful content.
7. The prevalence and risks of deepfakes.
8. Risks associated with online misogyny and harmful content.
9. How technology can facilitate abuse.
10. The risks associated with scams and sextortion.
11. The impact of AI-generated content and AI chatbots.

Being Safe

Pupils should know:

1. How to communicate and recognise consent.
2. How to resist pressure and coercion.
3. How to determine whether relationships are safe.
4. How to increase personal safety.
5. What constitutes sexual harassment and sexual violence.
6. Laws relating to rape and sexual assault.
7. What harmful sexual behaviour is.
8. Laws relating to domestic abuse.
9. The dangers of stalking and obsessive behaviour.
10. Laws relating to grooming and exploitation.
11. Laws relating to forced marriage.
12. Facts about FGM, virginity testing and hymenoplasty.
13. Strangulation and suffocation offences.
14. How to access support for abuse or concerning behaviour.

Intimate and Sexual Relationships, Including Sexual Health

Pupils should know:

1. That sexual relationships should be respectful, positive and lawful.
2. The law relating to age of consent.
3. The meaning of sexual consent.
4. How relationships impact physical and mental health.
5. That some sexual behaviours can be harmful.
6. Facts about contraception and pregnancy prevention.
7. Pregnancy choices and support services.
8. Information relating to STIs and HIV.
9. Safer sex strategies.
10. The relationship between alcohol, drugs and sexual risk-taking.
11. Where and how to access confidential health services.
12. How to identify and challenge misinformation.

Secondary Health and Wellbeing Curriculum

Mental Wellbeing

Pupils should know:

- How to discuss emotions accurately.
- Benefits of exercise, sleep and outdoor activity.
- The relationship between happiness and connection.
- Characteristics of anxiety and depression.
- Factors affecting mental health.
- How to build resilience.
- Risks associated with gambling.
- Links between substance misuse and poor mental health.

Wellbeing Online

Pupils should know:

- Benefits and risks of technology.
- Risks of unhealthy online comparison.
- Risks associated with social media.
- Online bullying and harassment.
- Online gambling.
- Misinformation and conspiracy theories.
- Risks of harmful content promoting violence, self-harm or suicide.

Physical Health and Fitness

Pupils should know:

- Characteristics of a healthy lifestyle.
- Links between inactivity and illness.
- Benefits of exercise.
- Information relating to organ, blood and stem cell donation.

Healthy Eating

Pupils should know:

- Principles of healthy eating.
- Risks associated with poor diet.
- Links between diet and long-term health conditions.
- Impacts of alcohol on health.

Drugs, Alcohol, Tobacco and Vaping

Pupils should know:

- Laws relating to illegal drugs.
- Risks posed by synthetic drugs.
- Risks of spiked drinks.
- Tobacco-related health risks.
- Facts about vaping.
- Dangers of medication misuse.

Health Protection and Prevention

Pupils should know:

- Infection prevention.
- Dental health.
- Importance of sleep.
- Vaccination and immunisation.
- Self-examination and screening.
- Navigating healthcare services.
- Gillick competence and medical consent.

Personal Safety

Pupils should know:

- Managing risk in increasingly independent situations.
- Peer influence and pressure.
- Skills to avoid violence and conflict.
- Knife crime awareness.
- Grooming and exploitation indicators.

Basic First Aid

Pupils should know:

- Treatment of common injuries.
- CPR.
- Use of defibrillators.
- Emergency response procedures.

Developing Bodies

Pupils should know:

- Physical and emotional changes during puberty.
- Brain development throughout adolescence.
- Menstrual and gynaecological health.
- Fertility and menopause.
- Reproductive health throughout life.

Appendix Status: This appendix reflects the statutory curriculum content outlined within the Department for Education Relationships, Sex and Health Education Guidance (July 2025) for implementation from September 2026.

Appendix 3: Parent/carer form: Withdrawal from Sex Education Within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/carers			