



Torquay Girls' Grammar School
Relationships, Sex Education and Health
Education Policy (RSHE)
(for introduction 1 September 2026)

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1. Statement of Intent

At Torquay Girls' Grammar School, we understand the importance of educating students about their health, relationships and sex, to enable them to make responsible and well-informed decisions in their lives. At a time when the safety and images of women are often negatively portrayed in the media, or even manipulated with the advances in AI technology, the teaching of Relationships and Sex Education and health education (RSHE) has never been more important. Our RSHE programme is designed to help to prepare students for the opportunities, responsibilities, experiences and sometimes challenges of adult life. It allows us to promote the mental and physical development of students at school and in the wider society and give them a wider understanding of the more spiritual, moral, social, cultural outlook of the diverse world in which we live.

2. Aims

It is our aim to provide our students with the knowledge, skills and confidence to make safe, healthy and informed choices and give our young people the essential skills to build positive, enjoyable, respectful relationships and help them stay safe both on and offline. Our programme will build on and

complement our school values of kindness, equality and well-being by showing how their actions can affect not just themselves, but those around them. By having open minds and working collaboratively, they will learn that thinking outside the box and working as part of a team can help build their self-esteem and achieve the academic qualifications they need to move on to the next stage of their lives.

Our programme will:

- Be age appropriate and adapted to meet the needs of all students
- Present information in an objective, balanced and sensitive manner
- Provide students with a safe environment to learn about sensitive topics and give them the space and confidence to ask questions to better their understanding
- Prepare students for the journey from adolescence to adulthood
- Be fully inclusive of all genders and sexualities.
- Reinforce the importance of loving relationships, rooted in mutual respect
- Make students aware of how and where to seek help if they are in need of support
- Inform students about online safety and the risks of using social media and the internet

3. Legal Framework

As a secondary academy, we must provide RSHE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

- In teaching RSHE, we're required by our funding agreements to have regard to Relationships and Sex Education and Health Education (England) Regulations 2019 [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- DfE (2025) 'Keeping children safe in education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE / DH 'SEND Code of Practice: 0-25 years'

This policy also includes school specific policies including but not limited to the following:

- School Bullying and Behaviour Policies
- School Equality and Diversity Policy
- School Safeguarding Policy

4. Policy Development

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

1. Review – a member of staff working with Safeguarding
2. Collating all relevant information including relevant national and local guidance
3. Staff consultation – all staff who teach PSHE were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents/carers and any interested parties are invited to attend a meeting about the policy.
5. Pupil consultation – we investigated what exactly pupils want from their RSHE through student voice surveys
6. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

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

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

6. Curriculum

Our RSHE curriculum is set out by year group at the end of this document, but we reserve the right to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and by taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

7. Roles and Responsibilities

The Trustees

The Trustees will hold the headteacher to account for the implementation of this policy.

The Trustees have delegated the approval of this policy to the Head of PSHE

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to

withdraw pupils from non-statutory or non-science components of RSHE.

Staff

Staff are responsible for:

Delivering RSHE in a sensitive way

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual pupils

8. Working with parents/carers

At TGGS we know that the successful teaching of RSHE involves home and school working together. We also know that home plays an important role in the RSHE of children through discussion about topics that have taken place in school. We want our parents/carers to be aware of both the content and the chronology of the provision of RSHE at TGGS. We will use the following methods to keep them informed: sharing copies of the policy on the school website and through emails or letters home giving information about what topics will be delivered at the start of each academic year. If any parent has concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will arrange a designated time for them to come into the school to discuss these concerns face to face.

9. Parents' right to withdraw

As outlined within the Statutory Guidance, parents do not have a right to withdraw their child from Relationships Education or from any sex education delivered as part of the Science curriculum. Nor do parents have the right to withdraw their child from Health Education. However, parents have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSHE. Although parents have the right to request to withdraw their child from any or all of sex education part of Relationships Education, it is our aim to encourage parents to see the value of RSHE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the PSHE Lead to discuss their concerns. The PSHE Lead will discuss the request with the parent to fully understand and address any concerns or objections to the content of the curriculum. If parents do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

10. Answering pupil questions

RSHE explores a range of issues that may provoke questions from pupils. Questions are a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, staff will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSHE. Importantly, we believe children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

11. Safeguarding

Given the sensitive nature of RSHE it is possible that a student may come forward and either ask more questions or disclose information that the teacher will need to pass on to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead as per the procedures in the school's 'Child Protection Policy'. Staff are not able to offer pupils total confidentiality in this respect and teachers will advise students that they may have to pass on information that they are given.

12. How do we deliver our relationships and sex education?

Our programme is designed to promote lifelong learning about physical, moral and emotional development. It is about understanding the importance of healthy, respectful and loving relationships for modern life; both within and outside of marriage. It is also about the teaching of sex, sexuality and sexual health. RSHE aims to help pupils understand a range of views and beliefs about sex and relationships in today's society, including the potential mixed messages surrounding gender, sex and sexuality. Our programme promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

All areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Takes into account the vulnerability of SEND learners

During lessons, we will ensure that pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also: make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Careful consideration will be given to the level of differentiation needed to ensure all students can access learning.

High quality, comprehensive RSHE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Furthermore, evidence shows that effective RSHE plays a role in reducing the instances of unprotected or unwanted sex and reducing harmful behaviours, including sexual harassment and sexual violence.

RSHE is delivered at TGGS by teaching staff and by external parties. At KS3 and KS4, RSHE is a timetabled subject delivered once per fortnight and also incorporates aspects of Citizenship and Careers. In Year 7, students also follow a bespoke Citizenship programme. At KS5, it is delivered through our tutorial programme in year 12 and year 13. Some topics are covered by other subjects, such as PE, Food & Nutrition, Science and Religion, Philosophy & Ethics.

13. Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Are adapted to meet the needs of SEND learners

Parents are welcome to look at copies of any of our lessons and can request a copy by emailing the PSHE Lead asaunders@tggsacademy.org

14. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage

That they comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

We will:

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on what they're going to say

- Know their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won’t**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

15. Quality Assurance

We will regularly monitor our RSHE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil needs. We will do this through a variety of methods, including but not limited to learning walks, work reviews and student voice.

All staff who have responsibility for delivering RSHE will meet on a regular basis to ensure they are up to date with the RSHE policy and curriculum requirements regarding RSHE. In addition to this, CPD will also be included in our calendar and in some instances be scheduled in response to updates to our RSHE scheme of work and any new development in terms of course content.

16. Statutory Content within RSHE

RSHE is broken into two strands; Health and Relationships & Sex Education. By the end of secondary school, students should know the following:

Health

Topic	What students should know
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<p>Mental Wellbeing</p>	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • 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. 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. • 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. • How to critically evaluate which activities will contribute to their overall wellbeing. • 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. • 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. • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety.
<p>Wellbeing Online</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

	<ul style="list-style-type: none"> • 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. • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. • The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	<ul style="list-style-type: none"> • 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. • Factual information about the prevalence and characteristics of more serious health conditions. • That physical activity can promote wellbeing and combat stress. • The science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease and cancer. • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. • The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • 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. • The law relating to the supply and possession of illegal substances. • 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. • The physical and psychological consequences of addiction problem-use of alcohol, including alcohol dependency. • The dangers of the misuse of prescribed and over-the-counter medicines. • 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. • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

<p>Health protection and prevention, and understanding the healthcare system</p>	<ul style="list-style-type: none"> ● Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and antibiotics. ● 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. ● How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. ● The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. ● 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. ● 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. ● 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. ● 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. ● 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.
<p>Personal safety</p>	<ul style="list-style-type: none"> ● 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). ● How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. ● 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. ● Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. ● The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an

	<p>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).</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Basic treatment for common injuries and ailments including CPR • Life-saving skills, including how to administer CPR. • The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	<ul style="list-style-type: none"> • The main changes which take place in males and females, and the implications for emotional and physical health. • The facts about puberty, the changing adolescent body, including brain development. • About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Relationships & Sex Education

Topic	What students should know
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing up children. • 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. • That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marrying before the age of 18 are illegal. • How families and relationships change over time, including through birth, death, separation and new relationships. • 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. • 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	<ul style="list-style-type: none"> • 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. • 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. • 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. • What tolerance requires, including the importance of tolerance of other people’s beliefs. • 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. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report

	<p>bullying and how and where to get help.</p> <ul style="list-style-type: none"> • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • 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. • 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. • 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. • 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. • 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.
<p>Online safety and awareness</p>	<ul style="list-style-type: none"> • Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • 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. • 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,

	<p>including the law concerning the sharing of images.</p> <ul style="list-style-type: none">• 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.• 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.• 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.• 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.• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.• 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.• 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.• How information and data is generated, collected, shared and used online.• 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).• 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.
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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. • 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. • The concepts and laws relating to sexual violence, including rape and sexual assault. • 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. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty,

	<p>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.</p> <ul style="list-style-type: none"> • 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. • 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. • 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.
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • 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. • 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. • 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. • That some sexual behaviours can be harmful. • 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. • 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. • 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 • The prevalence of some STIs, the short and long term impact they can have on those who contract them and key facts about treatment.

	<ul style="list-style-type: none"> • How the use of alcohol and drugs can lead risky sexual behaviour people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • 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.
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Summary of taught content in RSHE

<p>Year 7</p>	<ul style="list-style-type: none"> • Changing bodies; puberty, menstruation, coping with the physical and emotional changes • Personal Hygiene • Mental health; looking at misconceptions, developing resilience • Importance of sleep • How the media can affect body image • Personal Safety • Railway and transport safety • Basic First Aid • How our actions can affect others • Understanding Anxiety • How to use Social Media Responsibly • What is 'fake news'?
<p>Year 8</p>	<ul style="list-style-type: none"> • Diversity, including friendships, different types of relationships, LGBTQAI+ • Equality and Advocacy • How to manage peer pressure • How to manage conflict • Online risks, including the sharing of images and the law • Developing digital resilience • Happiness and Positivity • Dangers of vaping and lip pillows

<p>Year 9</p>	<ul style="list-style-type: none"> • Challenges around food • The dangers of drugs, alcohol and smoking • The features of healthy and unhealthy relationships • Recognising coercive and controlling behaviours • The rise of misogyny in digital subcultures • FGM & Honour based violence • Understanding what consent is (including but not limited to sexual) and knowing how and when consent can be withdrawn • The advantages and disadvantages of different types of contraceptives • The dangers of unprotected sex (STIs) • Cybercrime and the Dark Web • County Lines • Pornography and relationships
<p>Year 10</p>	<ul style="list-style-type: none"> • Study Skills and Aspirations • Fundamental British Values with focus on Human Rights • How our online information is collected and the dangers of sharing images/extreme opinions online • The influence of social media on body image and self-esteem, consequences of online trolling • Understanding why people may self-harm • Online blackmail and Sextortion • Consequences of sexual activity including unplanned pregnancy and options available • Understand the importance of regular self-screening and how to access NHS services • First Aid • Understanding the impact of debt and how to manage money effectively • To understand what sexual harassment is and how to report it
<p>Year 11</p>	<ul style="list-style-type: none"> • Physical health, including how sleep and exercise can improve our overall well-being • Pornography and relationships • Managing unwanted attention and unhealthy relationships • Study skills including developing a revision timetable • Financial Literacy and Budgeting • AI & deepfake technology • Body Modification • Alcohol, Parties and Bad Choices • Sexual Health

Year 12 & 13	<ul style="list-style-type: none">• Learn to Live programme• Developing Resilience• Prevent• Being confident about how to self-examine our bodies• Understanding the dangers of drugs and alcohol• Sexual Health – the different contraception options available and what STIs are• Understanding and dealing with unhealthy relationships• How to stay safe online• Understanding student finance and how to budget effectively• The dangers of pornography• Loneliness and a positive transition to University
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Parents’ Right to Withdraw

Parents do not have the right to withdraw their child from Relationships Education, Health Education, or the Science curriculum. They may request withdrawal only from specific sex education elements delivered as part of RSHE.

The school strongly promotes the importance of full participation in RSHE, as it plays a vital role in keeping children safe and supporting their emotional, social, and physical wellbeing, as well as promoting equality and respect. For this reason, we actively encourage parents to discuss any concerns with the PSHE Lead before making a decision to withdraw.

If a withdrawal is requested, it must be submitted in writing to the Headteacher using the form below, and a record will be kept. Requests are typically respected up until three terms before a student turns 16, after which students have the right to opt back into sex education.

Parents will be contacted annually to review and confirm any withdrawal decision.

Parent Form - Withdrawal from Sex Education within RSE

Name of child		Tutor Group	
Name of parent/carer		Date	
Reason for request to withdraw from Sex Education within PSHE/RSE			
Parent signature			
Agreed actions from discussion with parent			