



Rugeley School

Relationships Education, Relationships and Sex Education (RSE) and Health Education – RSHE (PSHE and RSE)

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Associated Priory policy	Policy	Number	
	Curriculum	ECS31	
	Teaching & Learning	ECS32	
	SMSC	ECS34	
Setting Rugeley School	L Price Head Teacher	Signature	
	J Hartley Subject lead	Signature	
Quality Assured by :	A.Armstrong Operations Director	Signature	
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Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

1. Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.'

Students who enter the school in KS1 will follow an EYFS style curriculum approach working towards targets which support their level of ability this may be the early learning goals or key stage standards. Throughout KS2 to KS5 Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make at least good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

2. Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.
- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

3. Curriculum Aims

The aims of RSHE at our school are:

- To equip young people with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- To support young people in making effective transitions, positive learning, career choices and achieving economic well-being.
- To provide opportunities to develop the skills to reflect on and clarify their own values and attitudes and explore those of others showing respect for their differences.
- To equip young people to identify and manage risk, make informed choices and understand what influences their decisions.
- To support young people to form and maintain good relationships.
- To be up to date with current affairs and be equipped to understand the world around them, making informed choices.

The aims of relationships and sex education (RSE) at our school are to:

- Support mental wellbeing, physical health and fitness, respectful relationships and being safe
- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy

- Provide knowledge and support to promote positive mental wellbeing
- Help learners to know how to be safe and healthy
- Help learners to manage their academic, personal and social lives in a positive way
- Create a positive culture around issues of sexuality and relationships
- Teach learners the correct vocabulary to describe themselves and their bodies
- Embed safeguarding into our school's curriculum

4. Statutory requirements

As an independent special school there is statutory guidance that we must provide relationships education to all learners.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). We follow statutory guidance from the Department for Education issued under section 80A of the Education Act 2002. DfE RSHE Statutory Guidance (2025), Equality Act 2010 and KCSIE (current version). At Rugeley School we teach RSHE as set out in this policy.

5. Policy development

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

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

6. Definition

Rugeley School believes every young person is entitled to a broad, balanced and enriched curriculum through which RSHE and life skills will be developed. The skills in RSHE provide young people with the tools for understanding their world – enabling them to lead a life after school which is as independent as possible. When teaching RSHE, we take into account that our young people:

- Have unique learning styles and require continuous support to acquire the knowledge, understanding and skills they need to manage their lives.
- Need a teaching and learning technique that is highly structured whilst also encouraging exploratory learning.
- Require work to improve their social understanding.

- Benefit from a consistency of approach from teachers, teaching assistants, parents and other professionals which require effective communication regarding individual young people.
- RSHE is about the emotional, social and cultural development of learners, 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.

7. Curriculum

RSHE is taught through the use of rolling programme of creative curriculum Topic overviews which are linked to a PHSE and RSE Overview through Key Stages 1 to 4. The long-term curriculum planning is differentiated at an appropriate level to ensure the ability of the young people is met and also challenges and stretches when necessary.

Flexibility is given to our class teacher's to use their professional judgement with the delivery of RSHE across the curriculum throughout the school week or in a formalised RHSE lesson. Each class will have teaching and learning opportunities in RSHE/Life skills/PSHE for at least 1 hour per week and in RSE for 1 hour per week.

RSHE in the Post 16 area of the school is integrated into a range of practical and functional based subjects. Each young person will have opportunities through the Human & Social aspects of the curriculum.

Teachers should plan and teach knowledge, skills and understanding in ways that match and challenge our young people's abilities. Teaching should provide opportunities for skills to be mastered before new content is introduced whilst providing challenge and stretch for more able pupils. Teachers will submit medium term planning for RSHE every half term to be monitored by the Senior Leadership Team.

We promote a hands-on approach to teaching and learning all elements of RSHE in addition to scheduled lessons, young people regularly access RSHE and life skills through a wider range of activities such as: shopping, cooking, enterprise and enrichment activities. Young people in Post 16 take part in work related learning as well as gaining qualifications through accredited courses, such as AQA unit awards.

The school uses a variety of different approaches and incorporates the best practice from different philosophies including Structured Teaching and Learning, PECS and Intensive Interaction to provide an education that is autism friendly.

Communication and Language is essential for our young people, so the use of visual symbols/words system is essential alongside a simplified commentary on what the activity involves. Where possible this should be functional and delivered in context of the activity.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

For more information about our curriculum, see our curriculum map in Appendix 1.

8. Delivery of RSHE

Personal, Social, Health and Economic (PSHE) and Relationships and Sex education is taught within the RSHE curriculum.

RSHE education focuses on teaching pupils the knowledge, skills, and values they need to make informed decisions about their health, wellbeing, relationships, and future, while fostering respect, empathy, and personal responsibility. Flexibility is given to class teacher's to adapt the delivery of RSHE to support learners' knowledge and understanding. The following content will be covered where appropriate for individual learners, and will be adapted as necessary to meet their specific needs:

KS1, KS2 – Relationship Education

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online safety and awareness
- Being safe

KS3, KS4, KS5 – Relationships and Sex Education

- Families
- Respectful relationships
- Online Safety and Awareness
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental Wellbeing

KS1, KS2 - Health and wellbeing

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

KS3, KS4, KS5 - Health and Wellbeing

- Mental Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating

- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Developing bodies

For more information about our RSHE curriculum, see Appendices 1.

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

9. Roles and responsibilities

9.1 The governing board

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

9.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw learners from components of RSHE (see section 8).

9.3 Staff

Jessica Hartley is the allocated lead for RSHE at Rugeley School

All class teachers/instructors are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Listening and responding to the views of young people
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents wish them to be withdrawn from the 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 Head Teacher.

9.4 Learners

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

10. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSHE curriculum up to and until 3 terms before the child turns 16.

There may be exceptional circumstances where the Head Teacher may want to take a pupils specific needs arising from their SEND into account when making this decision.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head Teacher.

Alternative work will be given to learners who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RSHE and it is included in our continuing professional development calendar.

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

12. Monitoring arrangements

The delivery of RSHE is monitored by Senior Leadership Team through:
Planning scrutiny, learning walks, etc.

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

This policy will be reviewed by Jessica Hartley annually. At every review, the policy will be approved by the Head Teacher and Governing Body. The Governors will monitor the implementation across the setting.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, learners, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Topic	Pupils should know
Families and people who care about me KS1, KS2 Relationships Education	<ul style="list-style-type: none">• That families are important for children growing up safe and happy because they can provide love, security and stability.• The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Topic	Pupils should know
Caring friendships KS1, KS2 Relationships Education	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful relationships KS1, KS2 Relationships Education	<ul style="list-style-type: none"> • How to pay attention to the needs and preferences of others, including in families and friendships. • Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Topic	Pupils should know
<p>Online safety and awareness</p> <p>KS1, KS2 Relationships Education</p>	<ul style="list-style-type: none"> • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. • How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. • Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
<p>Being safe</p> <p>KS1, KS2 Relationships Education</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Topic	Pupils should know
<p>Families</p> <p>KS3, KS4, KS5 Relationships and Sex Education</p>	<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

KS3, KS4, KS5
Relationships
and Sex
Education

- 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 bullying and how and where to get help.
- 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.

Online Safety and Awareness

KS3, KS4, KS5
Relationships
and Sex
Education

- 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, including the law concerning the sharing of images.
- 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.

Topic	Pupils should know
	<ul style="list-style-type: none"> • 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. • 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

KS3, KS4, KS5
Relationships
and Sex
Education

- 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, 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.

Topic	Pupils should know
	<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.

Topic	Pupils should know
Intimate and sexual relationships, including sexual health KS3, KS4, KS5 Relationships and Sex Education	<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 STIs, the short and long term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead 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.

Topic	Pupils should know
<p>General Wellbeing</p> <p>KS1, KS2 Health and Wellbeing</p>	<ul style="list-style-type: none"> • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help.

Topic	Pupils should know
<p>Wellbeing online</p> <p>KS1, KS2 Health and Wellbeing</p>	<ul style="list-style-type: none"> • That for almost everyone the internet is an integral part of life. • Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • 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. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. • How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
<p>Physical Health and Fitness</p> <p>KS1, KS2 Health and Wellbeing</p>	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy Eating</p> <p>KS1, KS2 Health and Wellbeing</p>	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Topic	Pupils should know
Drugs, alcohol, tobacco and vaping KS1, KS2 Health and Wellbeing	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention KS1, KS2 Health and Wellbeing	<ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety KS1, KS2 Health and Wellbeing	<ul style="list-style-type: none"> About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid KS1, KS2 Health and Wellbeing	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies KS1, KS2 Health and Wellbeing	<ul style="list-style-type: none"> About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Topic	Pupils should know
<p>Mental Wellbeing</p> <p>KS3, KS4, KS5</p> <p>Health and 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.

Topic	Pupils should know
<p>Wellbeing Online</p> <p>KS3, KS4, KS5</p> <p>Health and Wellbeing</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. • 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.
<p>Physical Health and Fitness</p> <p>KS3, KS4, KS5</p> <p>Health and Wellbeing</p>	<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.
<p>Healthy Eating</p> <p>KS3, KS4, KS5</p> <p>Health and Wellbeing</p>	<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. • 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.

Topic	Pupils should know
<p>Drugs, alcohol, tobacco and vaping</p> <p>KS3, KS4, KS5 Health and Wellbeing</p>	<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 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.

Topic	Pupils should know
<p>Health protection and prevention, and understanding the healthcare system KS3, KS4, KS5</p> <p>Health and Wellbeing</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 about 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.

Topic	Pupils should know
Personal safety KS3, KS4, KS5 Health and Wellbeing	<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 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). • 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 KS3, KS4, KS5 Health and Wellbeing	<ul style="list-style-type: none"> • Basic treatment for common injuries and ailments. • 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.

Appendix 2: Parent form: withdrawal from sex education within RSE

To be completed by parents

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

To be completed by the school

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom