



CORE
EDUCATION
TRUST

Relationships Education, Relationships and Sex Education and Physical Health and Mental Well-Being Policy

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Contents

1	Introduction.....	3
2	Aims and Objectives.....	4
3	Definition of Relationships Education and Relationships and Sex Education (RSE)	4
4	Roles and Responsibilities	5
5	Delivery of Relationships Education, RSE and Health Education.....	6
6	Relationships Education and RSE: Curriculum and Outcomes	7
7	Health Education: Physical health and mental well-being.....	7
8	Students with special educational needs and/or disabilities	7
9	Right to request withdrawal from sex education.....	8
10	Confidentiality and Child Protection	8
11	Equal opportunities	9
12	Complaints.....	9
	Annex 1 RSE Secondary stage curriculum and outcomes	10
	Annex 2 Health Education Secondary stage curriculum and outcomes	14

1 Introduction

- 1.1 The Trust believes that to prepare for the opportunities and responsibilities of adult life, children and young people need to have the knowledge, skills and self-confidence to make informed and ethical decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving students information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that students can recognise when things are not right in their own health or the health of others, and can seek support when needed.
- 1.2 The Trust has a responsibility under the Equality Act 2010 to ensure the best for all students at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. Relationships Education, RSE and Health Education will be taught in a way which is sensitive to the different needs of individual students and may need to adapt and change over time to reflect the needs of the particular cohort.

The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The Trust believes that its students deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

- 1.4 The Trust will ensure students understand the importance of equality and respect and that they learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education. The teaching of lesbian, gay, bisexual and transgender content will be sensitive and age appropriate and will be fully integrated into programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. All teaching will be factual, age-appropriate and compliant with the Equality Act 2010, promoting respect, inclusion and dignity for all. However, the Trust will ensure students are taught to recognise that all those with a protected characteristic should be treated with dignity and respect.

This policy has been developed in consultation with parents, students and staff from all schools within the Trust to ensure that it meets the needs of the whole Trust community.

- 1.6 The policy will be reviewed annually and parents will be consulted in advance about significant changes. The Trust will monitor and evaluate the effectiveness of RSE and Health Education through student voice (e.g. surveys and focus groups), curriculum

review and work scrutiny, lesson observations, staff feedback, and parental feedback where appropriate. Outcomes will be reviewed through school and Trust governance structures.

2 Aims and Objectives

2.1 Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure students know how and when to ask for help and where to access support. By the end of their education the Trust hopes students will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

2.2 Relationships Education, RSE and Health Education are intended to help students to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

3 Definition of Relationships Education and Relationships and Sex Education (RSE)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives students the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and school community are set out in detail below.

Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing students' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Headteachers to account for the implementation of the policy.

The Chief Executive Officer (CEO)

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the schools within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

Local Governing Body

Local governors in each school will review and monitor the application and implementation of this policy by receiving regular reports from the Headteacher on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher. The Local Governing Body will annually report its findings to the Board of Trustees.

Headteacher

Each Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and

effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of students from non-statutory, non-science components of Relationships Education, RSE and Health Education.

Staff

Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

Parents

The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school their child attends where they feel it is needed.

Students

Students are expected to take Relationships Education, RSE and Health Education seriously. Students are expected to listen, be considerate of other students' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Students who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

5 Delivery of Relationships Education, RSE and Health Education

Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the students in

that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our students to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

- 5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their students. Examples of these resources are included in the Annexes of this policy.
- 5.3 The Trust believes that working with external organisations can enhance the delivery of relationships education, RSE and health education, and details of external providers used are included in the annexes of this policy.

In our secondary schools RSE will be delivered in science, religious education, computing and personal, social, health and economic education (PSHE) and will build on the foundation of Relationships Education delivered in primary school.

6 Relationships Education and RSE: Curriculum and Outcomes

- 6.1 By the end of their secondary education the Trust expects students to know the information set out at Annex 1.
- 6.2 The Trust recognises that students may ask questions about topics which go beyond any sex education covered by the school, or which relate to sex education from which they have been withdrawn. The Trust recognises that children may turn to inappropriate sources of information, including online, when they have unanswered questions.
- 6.3 Staff will respond to questions in a factual, age-appropriate and non-judgemental manner. Where appropriate, staff may answer within the scope of the curriculum, acknowledge the question and respond at a later time, encourage students to discuss the topic with parents/carers, or seek advice from senior leaders. Safeguarding procedures will be followed where necessary.
- 6.4 Curriculum materials are available to parents on request via the school.

7 Health Education: Physical health and mental well-being

- 7.1 The Trust wishes to promote students' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly

and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).

- 7.2 By the end of their secondary education the Trust expects students to know the information set out at Annex 2.

8 Students with special educational needs and/or disabilities

The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all students. We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such students, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of students at different developmental stages.

- 8.2 Staff will make reasonable adjustments to alleviate disadvantage faced by students with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all students have access to the same information, which include adapted resources, use of visual supports, pre-teaching of key vocabulary, small group or one-to-one support, and liaison with the SENDCo to ensure content is accessible and appropriate.

9 Right to request withdrawal from sex education

The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

- 9.2 Parents/ carers of children in secondary schools have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under the National Curriculum science OR the science curriculum.

Any parent wishing to withdraw their child from sex education in a secondary school should put their request in writing and send it to the Headteacher who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except

in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

If a student is excused from sex education the respective school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

10 Confidentiality and Child Protection

The Trust hopes to provide a safe and supportive school community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that students understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible;
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 Equal opportunities

Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all students and is taught in a way that is age and stage appropriate. Students are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's complaints policy.

Annex 1 RSE Secondary stage curriculum and outcomes

Families	• 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 students are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	• The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students 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. Students 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. Students 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 students 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. Students 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. Students 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). Students 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
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	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. Students 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	- 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. Students 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. Students 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. Students 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. Students 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. Students 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. Students 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. Students should be taught where to go for advice and support about something they have seen online. Students 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 students 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.
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	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	• • 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. Students should learn ways of seeking help when needed and how to report harmful behaviour. Students 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. Students 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. • 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,
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	including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	• • 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[AF1.1]. • That there are choices in relation to pregnancy. Students 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.
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The National Curriculum for Science covers:

Key Stage 3

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, and
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception,
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), and
- Genes and sex determination in humans.

Annex 2 Health Education Secondary stage curriculum and outcomes

Mental wellbeing	• 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. Students 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.
Wellbeing Online	• 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.
Physical health and fitness	• 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	• 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.
Drugs, alcohol, tobacco and vaping	• 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.
Health protection and prevention, and understanding the healthcare system	• 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 students. • 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. Students should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal Safety	• 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 behavior and personal safety, including peer influence online and on social media. • How to develop key social and emotional skills that will increase students' 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 students 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	• 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	• 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.
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Annex 3 Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of student:		Tutor group:	
Name of parent/ carer:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			

Parent/ carer signature	