

Relationships and Sex Education Policy

South Dartmoor Community College

Mission Statement

Westcountry Schools Trust (WeST) holds a deep-seated belief in education and lifelong learning. Effective collaboration, mutual support and professional challenge will underpin our quest to ensure that all of the students and adults we serve are given every opportunity to fulfil their potential and succeed in life.

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WeST Vision, Mission and Values

[Westcountry Schools Trust - Our Vision, Mission and Values](#)

Providing Accessible Formats

If you require this policy in accessible format, please contact the Director of Inclusion.

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1. Aims

This policy sets out our approach to relationships and sex education (RSE) across Westcountry Schools Trust. Various sections and appendices have been adapted to reflect the circumstances at South Dartmoor Community College.

The aims of relationships and sex education (RSE) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

In teaching RSE, schools are required, under section 403 of the Education Act 1996, to have regard to guidance issued by the Secretary of State; this statutory duty is reinforced through funding agreements.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- At South Dartmoor Community College, this is reflected in an inclusive RSE curriculum that promotes respect, challenges prejudice and ensures all pupils feel safe and represented.

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At South Dartmoor Community College, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or a working group of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective schools
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

4. Definition

For the purpose of this policy:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1, 2 and 3, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, Teachers will respond to pupils' questions in an appropriate and age-appropriate manner to ensure pupils are accurately informed, thereby mitigating the risk of pupils seeking answers online and being exposed to harmful, misleading or inaccurate content.

We will share any curriculum resources and materials with parents and carers on request.

6. Delivery of RSE

At South Dartmoor Community College, Relationships and Sex Education (RSE) is delivered through a combination of **structured assemblies, tutor time, and wider curriculum opportunities**, with assemblies forming a central platform for whole-school delivery.

Assemblies play a key role in our approach. They allow us to:

- Deliver **clear, consistent messages** to all students across year groups.
- Promote a **positive, values-led culture** centred on respect, inclusion and healthy relationships.
- Address key themes such as consent, online safety, equality and wellbeing in a **coherent and joined-up way**.
- Respond to emerging issues or contextual safeguarding concerns within the school and wider community.

Through assemblies, students are given time and space to **reflect on key themes**, ensuring that learning is not only delivered but also considered and internalised. This reflective approach supports students in developing their understanding of social, moral and cultural issues in a safe and inclusive environment.

RSE is further supported through:

- **Tutor time activities**, reinforcing key messages and enabling smaller-scale discussion.
- **Cross-curricular delivery**, particularly within Science (biological aspects) and Religious Studies (ethical and moral perspectives).

Our approach ensures that RSE is:

- **Inclusive and accessible to all students**, including those with SEND.
- Sensitive to the diverse backgrounds and experiences of our school community.
- Delivered in a way that promotes **student voice, reflection and engagement**.
- Carefully structured to be appropriate to students' age and stage of development.

By placing assemblies at the centre of delivery, South Dartmoor Community College is able to create a **shared understanding and positive culture** around relationships, behaviour and wellbeing. This approach ensures that RSE is highly visible, consistent and impactful across the whole school, promoting respect, responsibility and positive relationships for all students.

Health Education

Health Education is **statutory in all state-funded schools**. The policy references health implicitly but does not explicitly state that Health Education is taught in line with statutory guidance. This is a **required element**. [\[gov.uk\]](https://www.gov.uk)

Relationship and Sex Education:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The trust will make sure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

Across our primary academies, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful, kind relationships.
- Online safety and awareness.
- Being safe.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families.
- Respectful relationships, including friendships.
- Online safety and awareness.
- Being safe.
- Intimate and sexual relationships, including sexual health.

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to include pupils of all gender identities, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate materials to assist learning, such as:

- Diagrams.
- Videos.
- Books.
- Games.
- Discussions and practical activities.

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All Relationships and Sex Education (RSE) and Health Education resources are subject to a formal review process prior to use. In line with statutory guidance issued by the Department for Education, resources are selected to be age-appropriate, accurate, inclusive, and sensitive to pupils' needs, and to support the aims of the RSE curriculum.

Resources are reviewed to ensure they:

- Align with statutory guidance for RSE and Health Education.
- Are factually accurate and pedagogically appropriate.
- Support safeguarding and do not expose pupils to harmful, misleading, or inappropriate content.
- Reflect the school's values and the needs of its community.

The school recognises the revised statutory guidance for RSE and Health Education due to take effect from September 2026. This policy and the review of resources will be updated as required to ensure continued compliance with current and future statutory guidance.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

In line with statutory guidance issued by the Department for Education, Relationships and Sex Education and Health Education do not require formal assessment. There is no expectation of examinations, grading, or summative assessment. Any assessment undertaken is formative and proportionate, forming part of normal classroom practice to support pupils' understanding, identify misconceptions, and inform future teaching.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships.
- Consent, including the age of consent.
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty.
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours.
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion.
- Pornography.
- Abortion.
- The protected characteristics.
- The age of criminal responsibility.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

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

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

Our schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, makes pupils feel:
 - Safe and supported.
 - Able to engage with the key messages.

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting.
 - Small groups or targeted sessions.
 - 1-to-1 discussions.
 - Digital formats.
- Give careful consideration to the level of differentiation needed.

6.2 Use of resources

Our schools will consider whether any resources they plan to use:

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

7. Use of external organisations and materials

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

Our schools **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age appropriate.
 - Are in line with pupils' developmental stage.
 - Comply with:
 - This policy.
 - The [Teachers' Standards](#).
 - The [Equality Act 2010](#).

- The [Human Rights Act 1998](#).
- The [Education Act 1996](#).
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say.
 - Their position on the issues to be discussed – [Visiting Speakers Policy](#)
 - For more information, please refer to the WeST visiting speakers' policy.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there and follow usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Inform all external organisations that the school is legally obliged to share all content with parents and carers.
- Share all external materials with parents and carers.

Our schools **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.
- Work with agencies who don't allow their material to be shared with parents and carers.

8. Roles and responsibilities

At South Dartmoor Community College, responsibility for the planning, delivery and quality of RSE is clearly distributed to ensure consistency, accountability and impact across all year groups.

The day-to-day delivery and student experience are led by designated members of staff for each cohort:

- **Ewan Murray** – Year 7.
- **Daniel Murray** – Years 8 and 11.
- **Carol Murray** – Years 9 and 10.

This structure ensures that provision is **tailored to the specific needs of each year group**, while maintaining a coherent whole-school approach.

The overall provision, including curriculum design, assembly content and quality assurance, is **overseen and continuously reviewed by Daniel Murray (Faculty Lead for Social Sciences / PSHE Lead)**. This ensures that delivery remains responsive to student need, aligned with statutory guidance, and reflective of current safeguarding priorities.

The school's **assembly-based delivery model** is a key feature of RSE provision and was **co-developed by Jen Veal and Daniel Murray**. This model supports consistent messaging, reinforces core values and enables the school to respond proactively to emerging issues.

Through this leadership structure, South Dartmoor Community College ensures that RSE is:

- **Strategically led and regularly reviewed**
- Consistent across all year groups
- Responsive to student voice and safeguarding needs
- Embedded within a positive, inclusive whole-school culture

8.1 The board of trustees

The board of WeST Community Councils (WCCs) will approve the RSE policy and hold the Headteacher/Head of School to account for its implementation.

8.2 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the WCC Chair - if they occur.

8.3 The Headteacher/Head of School

The Headteacher/Head of School is responsible for making sure that RSE is taught consistently across their school, for making sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.4 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Tamara Dixon.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher/Head of School.

RSE is taught by three members of the staff – Mr E Murray, Mrs C Murray and Mr D Murray. **Roles and Responsibilities of Year Group Leads.**

The designated members of staff responsible for RSE delivery across specific year groups have the following responsibilities:

- **Planning and adaptation**
 - Develop and adapt RSE content to meet the **developmental needs and context** of their assigned year group
 - Ensure content is **age-appropriate, inclusive and aligned with statutory guidance**
- **Assembly delivery and coordination**
 - Plan and deliver **high-quality assemblies** that communicate key RSE themes clearly and consistently
 - Ensure assemblies promote **positive behaviours, respect and inclusion**
 - Create opportunities for **student reflection and engagement**
- **Curriculum consistency**
 - Work collaboratively to ensure a **coherent whole-school approach**, with key messages reinforced across year groups

- Maintain consistency in language, expectations and key safeguarding messages
- **Safeguarding and responsiveness**
 - Respond to **emerging issues or trends** within their cohort (e.g. online behaviour, peer relationships)
 - Ensure that content reflects **current safeguarding priorities** and supports students in keeping safe
- **Monitoring and feedback**
 - Gather and respond to **student voice** to refine delivery
 - Monitor the impact of assemblies and tutor activities within their cohort
- **Communication and collaboration**
 - Work closely with the PSHE Lead and senior staff to ensure provision remains **effective and up to date**
 - Contribute to the ongoing review and development of the RSE programme

8.5 Pupils

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

9. Parents' right to withdraw

Across our **secondary academies**, parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher/Head of School.

A copy of any withdrawal requests will be placed in the pupil's educational record. The Headteacher/Head of School will discuss the request with parents/carers and take appropriate action.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the Headteacher/Head of School can refuse a request to withdraw the pupil from sex education.

10. Training

Staff have accessed a range of training opportunities through WeST, including regular INSET days. These sessions form a key part of the team's ongoing professional development and ensure staff remain up to date with current guidance and best practice.

The Headteacher/Head of School has also invited external experts into the school to support staff development. This has included specialist speakers such as published authors working in areas relevant to Relationships and Sex Education, including online safety and the impact of pornography.

In addition, staff regularly liaise with school nurses and sexual health professionals to ensure that accurate, up-to-date information is reflected within the curriculum and to provide appropriate support and guidance for both staff and students.

11. Monitoring arrangements

The delivery of RSE is monitored at school level by Daniel Murray, Social Sciences Lead, with support from Lauren Partridge, Lead Practitioner for PSHE, through the following mechanisms:

- Learning walks//drop in.
- Monitoring visits.
- Trust monitoring visits (Secondary schools).

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

This policy will be reviewed by The Headteacher and Daniel Murray, Social Sciences Lead - annually. At every review, the policy will be approved by the local governing board, WeST Community Council 7 (WCC7).

Appendix 1: PHSE Curriculum map including Relationships and Sex Education

Please note that this is a working, responsive document that is subject to change according to the needs of the students and the current, relevant societal issues

KS3 -KS4 PSHE Curriculum overview

Term	TOPIC /THEME DETAILS						
Wk1	wk2	wk3	wk4	wk5	wk6	wk7	wk8
Y7 autumn 1 (x7) Welcome – who do you want to be?	How to manage the challenges of moving to a new school and how to improve study skills	How to establish and manage friendships and how to be part of a successful community (communication)	How can we recognise when somebody is struggling with their mental health and what can we do?	Tolerance and celebration of diversity	How to identify, express and manage emotions in a constructive way	How can I be a good member of my school community?	Discussion and exercise: How to identify personal strengths and areas for development (tutor session)
Autumn 2 (x7) Conflict resolution	Communication – how to communicate effectively	Who can I talk to if I'm feeling low?	How to challenge stereotypes	Identity, human rights, including FGM & responsibilities	Online safety – how to use technology appropriately	Tutor session Case study of a bullying scenario / bystander effect (tutors)	
Y7 spring 1 (x6) How to support others – acts of kindness	How to manage physical and emotional changes during puberty and personal hygiene	Celebrating living in a diverse society	How to recognise and respond to inappropriate and unwanted contact	What influences our expectations about love and relationships?	Tutor session Discussion: Acts of kindness, supporting each other, examples, behaving positively (tutors)		
Y7 spring 2 (x5) How to make healthy lifestyle choices physical activity	How to make healthy lifestyle choices diet	How to manage influences relating to caffeine, smoking and alcohol, as well as the science behind them	How to make healthy lifestyle choices sleep	Tutor session How to make healthy lifestyle choices including dental health			

Y7 summer 1 (x7) Qualities and behaviours relating to different types of positive relationships	How to develop self-worth and self-efficacy	How to evaluate expectations for romantic relationships	How to recognise unhealthy relationships	Consent, and how to seek and assertively communicate consent	How to access help and support for sexuality, poor Mental Health, Puberty	Tutor session Discussion: Consent, and how to seek and assertively communicate consent (tutors)	
Y7 summer 2 (x6) How do I build resilience in myself and others	Saving, spending and budgeting How to make safe financial choices	What can I do if I experience a loss? (how to manage loss effectively)	How do I stay safe in the water	How to manage risk-taking behaviour	Am I good friend? What makes a good friend?	Tutor session summary – good financial planning	
Y8 autumn 1 (x7) Welcome – who do you want to be?	How to use over the counter and prescription medications safely	How to assess the risks of alcohol, tobacco and vapes	Are energy drinks as harmless as they seem?	Peer pressure in relation to substance use	The bystander effect	What is the best way to deal with anxiety?	tutor session Finding the courage to say no
Y8 autumn 2 (x7) How to set aspirational goals and challenge expectations that limit choices	Challenge stereotypes and discrimination in relation to work and pay	Employment, self-employment and voluntary work	6 th form or Apprenticeships	What skills will matter most in the future workplace? AI (emphasis on being a good person)	University	tutor session Discussion: Case study related to unfair dismissal (tutor)	
Y8 spring 1 (x6) Conflict – prevent/radicalization	Develop self-worth and confidence	Recognise and challenge racism and religious discrimination	transphobia and gender-based discrimination homophobia and biphobia	Escooter and road safety	Tutor session Keeping yourself and others safe		
Y8 spring 2 (x5) Managing emotions and daily wellbeing Unhealthy coping strategies (e.g. self harm)	What does it mean to live a “healthy lifestyle” today? What are eating disorders and how do we help somebody that has one?	Depression/sadness and when to get help	How does social media and comparison to others affect our wellbeing?	Tutor session I am me and I am enough			

Y8 summer 1 (x7) Qualities of positive, healthy relationships and how to demonstrate positive behaviours in healthy relationships	Forming new partnerships and developing relationships	Fake News: How to recognise biased or misleading information online, how to critically assess different media sources and how to distinguish between content which is publicly and privately shared How does the internet shape our opinions and beliefs?	What are the risks of sharing personal information digitally? - Sextortion, online grooming in different forms, sexual or financial exploitation,	How to protect financial security online How to develop digital resilience – staying safe online	The law in relation to consent and the legal and moral duty is with the seeker of consent	Tutor session Discussion: How to effectively communicate about consent in relationships	
Y8 summer 2 (x6) How to assess and manage risks in relation to gambling and chance-based transactions	How to use social networking sites safely, age restrictions when accessing different forms of media and how to make responsible decisions	MORTGAGES/ RENTING	Are we in control of technology, or is it controlling us? Screen time.	CREDIT/ DEBIT		Tutor session HEALTHY SPENDING HABITS/ SAVING	
Y9 autumn1 Welcome – who do you want to be? Conflict resolution (x7)	Distinguish between healthy and unhealthy friendships	Assess risk and manage influences, including online	Recognise passive, aggressive and assertive behaviour, and how to communicate assertively	What is misogyny and how can I manage it?	Legal and health risks in relation to drug and alcohol use, including addiction and dependence	Is it possible to spot signs of addiction in another person?	Tutor session Discussion: about ‘group think’ and how it affects behaviour and positive social norms in relation to drug and alcohol use (tutors)

Y9 autumn2 (x7) Government – how the country is run	What are British Values and why is it important that we have them?	Does extremism have symptoms? What are they and what should we do if we spot them in another person?	What does it mean to be a responsible citizen?	Should freedom of speech have limits?	Transferable skills, abilities and interests and how to demonstrate strengths	Tutor session	
Y9 spring 1 (x6) Manage relationship and family changes, including relationship breakdown, separation and divorce	Manage risk in relation to gangs, and the legal and physical risks of carrying a knife	Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering	Screen time – managing your time effectively	Why should we ignore the media when it comes to their presentation of body image? (How does the media present unattainable body images)	Tutor session		
Y9 spring 2 (x5) GCSE and post-16 options; skills for decision making	The relationship between physical and mental health about balancing work, leisure, exercise and sleep	Make informed healthy eating choices	Where to get more help	Tutor session To take increased responsibility for physical health, including testicular cancer self- examination			
Y9 summer 1 (x7) The portrayal of relationships in the media and pornography might affect expectations	Readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex	Facts and misconceptions relating to consent and about the continuous right to withdraw consent and capacity to consent	Assess and manage risks of sending, sharing or passing on sexual images	Why do people take risks—especially young people?	What are the real consequences of alcohol, drugs, and risky behaviours?	Tutor session breast cancer symptoms/ checking	
Y9 summer 2 (x6) Multi culturalism (celebration)	What are Protected characteristics and why shouldn't they be violated?	What is Social Justice and why is it important to live in a fair society?	What is a Democracy and why is it valued?	What is oppression and does it exist in the UK?	Keeping safe over the summer	Tutor session	

Y10 autumn 1 (x7) How can develop self-worth and independence help me build a positive relationship with myself?	What makes a relationship healthy and equal, and how can we assert and respect boundaries within it?	What is social anxiety, and what strategies can help people manage it effectively?	How do grief, loss and loneliness affect people, and how can they be coped with?	How do the Equality Act and British values protect individuals, and how can discrimination be challenged?	How does alcohol affect the teenage brain, and what does the law say about alcohol?	Can we spot the signs in another person when they have low self-worth and what can we do about it?	Tutor session How can cancer (with a focus on breast cancer) be prevented or detected early, and why is self-examination important?
Y10 autumn 2 (x7) What are the key characteristics and benefits of healthy romantic relationships?	How do condoms work, and why are they important in contraception and sexual health?	Other forms of contraception	What are STIs, and how are they transmitted?	What does parenthood involve, and what choices face young people in unplanned pregnancy situations?	What is abortion , and what choices and considerations are involved?	Tutor session Practical – demonstrators and condoms to tutor bases	
Y10 spring 1 (x6) How can stress be managed to improve wellbeing and exam performance?	What is grooming, and how do coercive or exploitative relationships cause harm including sextortion?	How are AI deepfakes being used maliciously?	How does pornography influence ideas about intimacy, and what are the ethical and real-world harms and violations of the law are involved?	What is gaslighting, and how does emotional abuse affect individuals and relationships?	Tutor session How can cancer (with a focus on testicular cancer) be prevented or detected early, and why is self-examination important?		
Y10 spring 2 (x5) What risks exist when travelling by road, rail or water, and how can people stay safe?	How do harmful online influencers and toxic digital subcultures affect beliefs and behaviour?	What behaviours count as stalking or harassment, and what does the law say about them?	What are forced marriage and honour-based abuse, and why are they human rights abuses?	Tutor session What are the health risks of tobacco use, and why is smoking harmful?			

Y10 summer 1 (x7) What is the difference between equality and equity, and why does it matter?	How can young people make the most of work experience opportunities?	What are hate crimes, and why do they continue to occur in the UK?	What are the long-term effects of drug use, and how does the law classify and regulate drugs?	What are the health effects of vaping, and what laws apply to its use?	What are the health effects of alcohol, and what laws apply to its use?	Tutor session discussion based on alcohol/ drugs/ consent	
Y10 summer 2 (x6) What is cybercrime, how can individuals protect themselves?	What counts as harmful sexual behaviour, and why is ethical behaviour essential in relationships?	What is domestic abuse, and how can it be recognised, challenged and prevented?	What is self-harm, why do people harm themselves and what can we do?	What do we need to know about suicide, warning signs, and prevention strategies?	Why are organ and blood donation important, and what ethical choices are involved?	Tutor session personal ethical choices	
Y11 autumn 1 What causes unwanted, fixed or obsessive behaviour, and why can it become harmful?	Why do people engage in criminal or gang behaviour, and how can risks be recognised and avoided?	How do fertility, menstrual and gynaecological health affect wellbeing across adolescence and adulthood?	How can chatbots and online interactions give poor advice or lead to unhealthy emotional attachments?	What is neurodiversity, and why is understanding it essential for inclusion and respect?	What risks exist to personal safety on the streets, and how can young people reduce harm, including knife crime?		
Y11 autumn 2 How do sugar and highly processed foods affect health, and what is the link to disease?		How might artificial intelligence change future jobs, transport, and everyday life?	How does language shape behaviour, and why do microaggressions and bullying cause harm?	What does sexual ethics involve, and how can consent be navigated respectfully in relationships?			
Y11 spring 1 What are non-consensual images, and how does the law protect people	What is self-harm, why do people engage in it, and how can support help recovery?	How do sleep, diet and physical health contribute to overall wellbeing and resilience?	What makes a public health choice responsible, and how do individual actions affect others?	What are eating disorders, and how do social, cultural and psychological factors contribute to them?			

from image-based abuse?							
Y11 spring 2	How does money affect wellbeing, and what should young people know about financial responsibilities?		How do online misogyny and harmful digital communities influence attitudes and behaviour?	How do personal values shape readiness for sex and decision making in relationships?			
Y11 summer 1 How do cultural and religious beliefs influence sexual decision making and relationships?	How do change, loss and bereavement affect individuals, and what helps people cope?	When and how should people seek help and support, including self-care and NHS services?	How can personal data be protected, and why is online safety increasingly important?	How do aspiration, goal setting and decision-making shape future opportunities?			
Y11 summer 2 Why is gambling risky, and how can young people recognise and manage that risk?	Why is respecting diversity essential, and how can discrimination be challenged effectively?	How do anxiety and depression affect young people, and how can support be accessed?					

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to human 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, including friendships	• About 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 and 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 okay. • How stereotypes, in particular stereotypes based on sex, gender, 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. • 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.
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TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues. • 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. • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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. • 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 photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime. • How to seek support. They should also 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. • 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. • 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 glamourise 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
	• 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That 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 (for example, to enable targeted advertising). • That criminals can operate online scams, such as 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. That 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. About ways of seeking help when needed and how to report harmful behaviour. 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. About the importance of trusting their instincts when something doesn't feel right, and they 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.

TOPIC	PUPILS SHOULD KNOW
	• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault. ○ 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. ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. ○ Forced marriage. ○ Female genital mutilation (FGM), virginity testing and hymenoplasty. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • 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.
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.

TOPIC	PUPILS SHOULD KNOW
	• About 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, such as 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/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). • About 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. • About 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.

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

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