



NONSUCH HIGH SCHOOL FOR GIRLS

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Contents

1	Introduction	2
2	Definition of Relationships, Sex and Health Education	2
3.	Principles and Values	2
4.	Aims of Relationships, Sex and Health Education	3
5.	Statutory Requirements and Guidance	4
6	The Law and RSHE	4
7	Policy Development	5
8	Roles and Responsibilities	6
9.	Parents right to withdraw	7
10.	Curriculum	8
11	Teaching of RSHE	8
12	Inclusivity	9
13	Assessment	10
14	Use of resources	10
15	Training	11
16	Monitoring arrangements	12
	Appendix 1: Curriculum Map	13
	Appendix 2: By the end of secondary school pupils should know	19

Reviewed and Agreed by the Nonsuch Local Governing Body:

May 2026

Next Review:

July 2028

Revision History

Issue No	Date	Description
1	July 2021	New Policy
2	July 2023	No Changes
3	July 2024	Updated aims, ongoing consultation and information for parents, inclusion, assessment evaluation and updated curriculum
4	June 2025	Changes to add assessment
5	May 2026	New RSE policy updates

Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body.

1. Introduction

This policy should be read in conjunction with our PSHE policy.

Nonsuch High School for Girls is a grammar school for girls aged 11-18. Girls come from a variety of backgrounds and the Relationships, Sex and Health Education policy takes account of the social, ethnic, and religious nature of different communities represented in the school. The policy on RSHE acknowledges that the school has a role complementary and supportive to that of parents and carers.

2. Definition of Relationships and Education

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, emotional, social and moral development of students. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care for family life. It involves acquiring information, developing essential skills, and forming positive beliefs, values, and attitudes.

RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. It also involves learning about, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

Health Education (Physical Health and Wellbeing) builds on the primary content to enable students to understand their changing bodies, including menstrual wellbeing and their feelings, and to further the language they use to talk about their bodies, health, and emotional norms. In addition, it enables students to understand variations in emotions and physical complaints and where health, wellbeing issues and concerns begin. Health education enables students to make the connections between physical and emotional changes, the impact on physical health and wellbeing, and their capacity to learn and maintain their mental health and wellbeing.

3. Principles and Values

The School believes that RSHE should:

- Be delivered within the context of the school's agreed aims and values, which are sensitive to the needs and beliefs of students, parents or carers, and other members of the school community.
- Support and guide young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health.
- Teach students to understand and manage their physical and emotional development during adolescence, and prepare them for decisions concerning relationships and sex to be made in adult life.
- Be relevant to students needs and appropriate to their age group. Students will be given access to accurate information and will learn how to understand their own feelings and attitudes, and those of others, in order to develop values upon which decisions about relationships can be soundly based.

- Develop the communication skills to help students take greater responsibility for their own sexual health and behaviour.
- Explain the importance of stable relationships for family life and successfully bringing up children. Care will be taken to avoid attaching any stigma to different home circumstances including same sex parenting couples.
- Cover morals and values which includes:
 - respect for oneself and others;
 - avoidance of abusive and exploitative relationships including an understanding of Domestic Violence and Abuse;
 - commitment, trust and love within relationships;
 - honesty with self and others;
 - exploration of rights, duties and responsibilities;
 - understanding diversity regarding religion, culture and sexual orientation;
 - knowledge of how the law applies to sexual relationships.

4. Aims of Relationships, Sex and Health Education

The aims of relationships and sex education (RSHE) at our school 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
- Create a positive culture around issues of sexuality and relationships
- Gain accurate and factual knowledge and understanding about sexuality and relationships
- Develop confidence to listen, think and communicate about feelings and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Address concerns, correct misunderstandings and be able to protect themselves by asking for help
- Develop skills to form and maintain positive relationships
- Develop positive attitudes/values and respect differences in opinions
- Know where to get confidential advice and support

5. Statutory Requirements and Guidance

The Girls Learning Trust (GLT) and the school acknowledges that as a secondary academy, we must provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, the GLT and the school acknowledges that we are 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.

The GLT and the school acknowledges that we also have to have due regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The school has developed this policy and its teaching practices in response to the following guidance:

- Relationships Education, Relationships and Sex Education and Health Education guidance
- Keeping children safe in education 2025
- Equality Act Advice Final
- SEND Code of Practice January 2015
- Mental health and behaviour in schools Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff

6. The Law and RSHE

The school acknowledges the importance of knowing what the law says about, sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos, and other material using technology. This will help young people know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their own actions. Students will be made aware of the relevant legal provisions when the relevant topics are being taught and materials will be delivered in an age and stage appropriate way, for example, these will include:

- Marriage

- Consent, including the age of consent
- Relationship abuse and violence
- Sexual harassment and online sexual abuse
- Online behaviours including image and information sharing (including sexting, youth produced sexual imagery, nudes, AI etc)
- Pornography
- Abortion
- Sexuality
- Gender identity, protected characteristics and sexual orientation
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation
- Hate crime
- Female genital mutilation (FGM)

7. Policy Development

This policy has been developed in consultation with staff, students and parents/carers.

The consultation and policy development process involved the following steps:

- Review – a working group of staff including the Assistant Head Pastoral reviewed all relevant information including national and local guidance
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend focus groups about the curriculum and policy
- Student consultation

Ratification – once amendments were made, the policy was shared with governors and ratified

8. Roles and Responsibilities

8.1. The Governors

The Governors will:

- Monitor the implementation of the policy
- Monitor pupil progress to ensure that pupils achieve expected outcomes.

8.2. Head of School

The Head of School will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy.
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects.
- The subjects are staffed and timetabled in a way to ensure the school fulfils their legal obligations.
- The teaching of RSHE is monitored to ensure that it is delivered in ways that are accessible to all pupils including those with SEND.
- The School works with parents/carers when planning and delivering RSHE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

8.3. Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- All points of view they may express whilst teaching RSHE are unbiased.
- The teaching of RSHE is delivered in ways that are accessible to all pupils including those with SEND.
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- When teaching RSHE staff will consider the legislation around stereotyping, sexual equality and harassment

- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

8.4. Parents/Carers

The school acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSHE
- Encouraged to participate in the development of RSHE
- Able to discuss any concerns directly with the school
- Encouraged to support their child's learning and development

8.5. Pupils

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

9. Parents' right to withdraw

Parents have the right to request that their child is withdrawn from the statutory elements of sex education within Relationships and Sex Education (RSE) that relate to sexual content only, up to and until three terms before the child turns 16.

Relationship education focuses on building healthy, respectful connections with others, including friendships, family relationships, communication, consent, and emotional wellbeing. Sex education focuses on the biological and practical aspects of reproduction and sexual health, such as conception, contraception.

Beyond this point, students who fall within the three-term threshold must be personally consulted about whether they wish to receive sex education, and their views will be respected. If a student chooses to receive sex education, the school will make appropriate arrangements for this to take place.

In exceptional circumstances, the Headteacher can override a parental request to withdraw a child where there are safeguarding concerns and it is deemed to be in the best interests of the student.

Requests for withdrawal should be put in writing via email and addressed to the headteacher: (head@nonsuchschool.org)

Before granting a withdrawal request, the headteacher will discuss the request with parents/carers and, as appropriate, the pupil, to ensure their wishes are understood. The discussions with parents will be documented.

Following discussions with parents, the school may respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16.

Pupils who are withdrawn from sex education will receive appropriate, PSHE education during the full period of withdrawal.

Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

10. Curriculum

Our RSHE curriculum is set out as per Appendix I and is based on the statutory requirements found in Appendix II

The school may need to adapt the curriculum if and when necessary to meet the needs of the students.

The school acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society. RSHE will be set in the context of a wider whole-school approach to supporting students to be safe, happy, and prepared for life beyond school.

The curriculum on relationships and sex education will complement and be supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSHE will sit within the context of the school's broader ethos and approach to developing students socially, morally, spiritually, and culturally, and its pastoral care system.

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

We share what students are learning through our school newsletter and we will share curriculum materials with parents and carers upon request.

11. Teaching of RSHE

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

11.1. Timetable Allocation

The RSHE programme forms part of the Personal, Social, Health and Economic Education (hereafter PSHE) programme, which is taught for one period a week throughout all year groups. Elements are also delivered in Science and Religious Studies lessons.

11.2. Groupings

Tutor groups generally comprise 30 students in PSHE. In other subjects, students may be taught in tutor or mixed tutor groups

11.3. Staff involved

The course is delivered mainly by the form tutor. Science and Religious Studies teachers and occasional outside visitors, including the School Community Nurses, contribute to the programme. It is important to note that where outside visitors help to deliver RSHE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

12. Inclusivity

We will teach about these topics in a manner that considers how a diverse range of students will relate to them and is sensitive to all students' experiences. During lessons we support students to make sure they feel:

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

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

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Consider the level of differentiation needed

13. Assessment

We have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Assessments used identify where pupils need extra support or intervention. There are no formal examinations for RSHE. However, to assess pupil outcomes, the we will capture progress in the following ways:

- **End of topic written assessment**
- **Mini whiteboard AFL**
- **Self-Assessment**
- **Online quizzes**
- **ATL colours on reports**

14. Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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

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

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- We will make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum reviewing any case study materials and look for feedback from other people the agency has worked with.
- We will be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- We will:
 - ask to see in advance any materials that the agency may use and know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
 - conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - check the agency's protocol for taking pictures or using any personal data they might obtain from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is always in the room during any sessions with external speakers

We won't, under any circumstances:

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

15. Training

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

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

16. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Head Pastoral and the DSI Pastoral through:

- planning scrutiny
- learning walks
- lesson observations

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

This policy will be reviewed by Assistant Head Pastoral at least every 2 years.

At every review, we will consult with parents/ carers, staff and students.

The policy will be approved by the governing board and Headteacher

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 7	
1	Families divorce, bereavement and relationships This lesson explores different types of committed relationships and how they support wellbeing and family life. It explains the importance and legal status of marriage and civil partnerships, clarifies that “common-law marriage” is a myth, and looks at how relationships change over time. Students also learn how to end relationships respectfully and manage the emotions that can come with it.
2	Philosophy for Children (healthy friendships) In this lesson, students will explore and identify healthy and unhealthy relationship behaviours through the Philosophy for Children approach. Through dialogue and enquiry, questioning and discussion, they will consider how to safely and responsibly form, maintain and manage positive relationships, including online. They will consider how to develop conflict management skills and strategies to reconcile after disagreements and how to further develop the skills of active listening, clear communication, negotiation and compromise. They will be encouraged to think critically, creatively and to work collaboratively in order to explore their own ideas and the views of others.
3	Respectful relationships (characteristics) In this lesson, students will learn how to develop self-worth and self-efficacy. They will consider the qualities and behaviours relating to different types of positive relationships. They will consider how to recognise unhealthy relationships and how to evaluate expectations for romantic relationships. They will learn about consent, and how to seek and assertively communicate consent.

4	What is menstrual wellbeing and hygiene? In this lesson, students learn about menstrual wellbeing and the importance of good hygiene during menstruation. They will explore personal hygiene practices, including caring for the body, maintaining comfort, and understanding how overall health—such as dental hygiene—can be affected during the menstrual cycle.
5	Managing Online Relationships In this lesson, students will learn speaker how to stay safe online. They will develop and understand strategies and methods of protecting personal information and identify potential dangers that could be faced through social media and through using the internet. They will be asked to consider how to stay safe online.
6	Laws around sharing content online and online safety In this lesson, students will learn about the laws and rules related to sharing content online, including personal information. They will develop an understanding of online safety, digital responsibility, and the potential legal and personal consequences of sharing content without consent. Students will explore how to stay safe online, recognise risky situations, and understand how to report concerns.
Year 8	
1	Healthy relationships The focus of this lesson is to empower and support young people as they develop relationships. The lesson explores the features of a healthy relationship and helps pupils to recognise the differences between healthy and unhealthy behaviours. This lesson allows students to explore their relationship values and enables them to practise managing difficulties in relationships. Students are also signposted to where they can go to get support and what to do if they or someone they know is in a negative relationship.
2	Relationship Abuse The lesson aims to raise awareness about the different forms of abuse and disrespect that can occur within relationships. The primary goal is to educate students about what constitutes healthy and unhealthy behaviours in relationships, empowering them to recognise warning signs and seek help if needed. By the end of the session, students should have a clear understanding of the importance of respect, consent, and boundaries in all types of relationships, including friendships and romantic partnerships. Additionally, the session aims to encourage open dialogue about these topics, fostering a supportive environment where students feel comfortable discussing sensitive issues and seeking support if they or someone they know is experiencing abuse.

3	Diversity of Relationships This lesson aims to provide students with an understanding of LGBTQ+ issues, terminology, history, rights, and the importance of being an ally and supportive friend. It creates a safe and inclusive space for discussion and reflection while empowering students to act against discrimination and promote equality. Students will also learn about the Equality Act and the protected characteristics included. The aim of the session is to facilitate inclusive discussions that recognise diversity in society and school.
4	Stereotypes This lesson explores what stereotypes are and how they can influence attitudes, behaviour, and expectations of individuals and groups. Students will examine common stereotypes and consider how they can be harmful or misleading. They will discuss strategies for challenging unhelpful stereotypes and for showing respect and inclusion in school and the wider community.
5	Consent Students will learn what 'consent' means and why it is important in everyday situations. The lesson will look at assumptions people might make about giving or receiving consent. By the end of the session, students will understand the importance of respecting others' choices and know how to ask for help if they ever feel unsure about a situation.
6	Biological processes and hormones This lesson explores key biological processes in the body, with a focus on the role of hormones. Students will learn how hormones influence growth, development, emotions, and overall wellbeing.
Year 9	

1	Conception This lesson explains how conception occurs, including the roles of sperm and egg and the conditions needed for pregnancy. It also introduces key facts about fertility and emphasises the importance of understanding reproduction as part of overall health and wellbeing.
2	Sexual Health This lesson explores common sexually transmitted infections (STIs) and their symptoms. The aim is to help students understand the types and consequences of infection and importance of prevention and testing, rather than for them to be able to 'self-diagnose' based on symptom recognition. Furthermore, the lesson will equip students with the knowledge of how to seek reliable sources of help and support for maintaining sexual health or addressing issues related to unplanned pregnancy. Through this session, students will be empowered to make informed decisions about their sexual health and well-being.
3	Contraception This lesson looks at basic information on contraceptives; what they are, how they are accessed and how to use them. We will discuss the main types of contraception and how they prevent conception and/or protect against STIs, including examples of barrier and hormonal methods. Students will engage in discussions about common excuses for not using contraception, how this can be challenged and then applying these skills to sample scenarios. Through this session, students will develop the skills and knowledge necessary to make informed decisions about contraception and engage in healthy sexual practices.
4	Consent In this lesson, students develop their understanding of consent. Understanding its meaning and the importance of respectfully seeking and recognising it in various contexts. Through discussions and practical activities, students learn to discern verbal and non-verbal cues that indicate consent or lack thereof and consent ethics.
5	The Impact of Pornography In the second lesson for Year 9 students focusing on consent, the aim is to explore the influence of pornography on young people's perceptions of consent and to address misconceptions surrounding sexual relationships that may arise from exposure to it. By examining the potential impact of pornography on individuals' expectations of themselves, others, and relationships, students will gain insight into how it can distort healthy boundaries. Additionally, they will learn about the legal implications of pornography consumption and the sharing of sexual images, fostering a deeper understanding of responsible online behaviour and the importance of informed consent in all aspects of relationships.
Year 10	

1	Coercive Control This session focuses on understanding coercive control and its impact on individuals and relationships. Students will learn what coercive control is and how it can involve patterns of behaviour such as manipulation, isolation, monitoring, intimidation, and control over finances or daily activities.
2	Contraception This lesson provides students with clear, accurate, and age-appropriate information about contraception, sex, and relationships.
3	Pregnancy Choices In this session, students explore the complex topic of abortion, miscarriage and pregnancy, considering different viewpoints and legal perspectives. Students discuss reasons why someone might choose to have an abortion and gain an understanding of relevant laws and regulations. Additionally, students learn where to access reliable information and support resources for individuals facing pregnancy-related decisions. Through open dialogue and exploration, students develop a nuanced understanding of this sensitive topic.
4	P4C
5	Neglect This lesson helps students understand what neglect is and how it can affect a child or young person's wellbeing. Students will learn about different forms of neglect, such as physical, emotional, medical, and educational neglect, and how these can impact health, safety, and development.
6	Sexual Exploitation and Grooming In this session, students learn to recognise and understand sexual exploitation, as well as grooming in both online and offline contexts. Through case studies and discussions, students explore the different forms these behaviours can take and the warning signs to look out for.

Year 11

1	Sexual health and fertility The lesson addresses how fertility changes over a person's lifetime and the factors that may affect male and female fertility and healthy pregnancy, as well as the different routes someone might take to becoming a parent. Students also explore the options available in the event of an unplanned pregnancy and reflect on the reasons different people make different decisions with regard to their next steps.
2	The Impact of Drugs and Alcohol on Decision Making This lesson explores how drugs and alcohol can affect the brain, behaviour, and decision making. Students will learn how substance use can reduce judgement, increase risk-taking, and impact personal safety and wellbeing.
3	Forced Marriage and Honour Based Violence This lesson explains what forced marriage and honour-based violence are, highlighting that they are illegal and violate a person's rights. It helps students recognise warning signs, understand the importance of consent and choice, and know how to seek support for themselves or others.
4	Unhealthy Relationships and Unwanted Attention This lesson helps students recognise the signs of unhealthy relationships and unwanted attention, including behaviours such as stalking and harassment. Students will learn how these behaviours can affect a person's safety, wellbeing, and sense of independence.
5	Philosophy for Children In this session, students engage in philosophical enquiry focused on fostering caring and considerate attitudes towards others' opinions while critically examining their own thoughts and ideas. The discussion centres on relationships, encouraging students to explore diverse perspectives and develop empathy and critical thinking skills.

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

Secondary relationships and sex education curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. 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.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.⁸
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. 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.
8. 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

Curriculum content:

1. 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.
2. 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.
3. 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.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. 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.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. 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.
11. 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.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. 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.
4. 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.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. 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.⁹
7. 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.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. 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.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. 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).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. 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

Curriculum content:

1. 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.
2. 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.
3. 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.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. 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.
6. 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.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. 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.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. 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.

14. 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.
15. 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.
16. 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

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. 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.
3. 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.
4. 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.
5. That some sexual behaviours can be harmful.
6. 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.
7. 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.
8. 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
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. 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.

Secondary health and wellbeing curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. 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.
5. 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.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. 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.
8. 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.
9. 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 Curriculum content: 1. 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. 2. 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. 3. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. 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. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. 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 Curriculum content: 1. 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. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating Curriculum content: 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.

Health protection and prevention, and understanding the healthcare system

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. 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.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. 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.
7. 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.
8. 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.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. 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.
2. The law relating to the supply and possession of illegal substances.
3. 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.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. 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.
7. 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

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. 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.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. 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.
7. 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.
8. 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.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. 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).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. 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).
6. 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

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.¹¹
3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. 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.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.