



Relationships, Sex, and Health Education (RSHE) Policy

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DRAFT
SUBJECT TO CONSULTATION

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1 Introduction

- 1.1 Waverley School – Secondary & Sixth Form (the “School”) believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships.
- 1.2 Relationships and sex education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- 1.3 Health education is giving students information to make well-informed, positive choices about their own health and wellbeing. The School recognises that physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.4 The RSE and Health education programme is collectively known as the RSHE programme.
- 1.5 The School has a responsibility under the Equality Act 2010 to ensure the best for all its students irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual students and may need to adapt and change over time to reflect the needs of the particular cohort. The School may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.6 The School is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across the school and will make every attempt to be appropriately sensitive. Equally, it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The School believes that its students deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.7 The School will teach students about lesbian, gay, bisexual and transgender (LGBT) and will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The School will encourage wider student awareness of LGBT.
- 1.8 This policy has been developed in consultation with Parents/Carers, students, and staff to ensure that it meets the needs of the whole school community.

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- 1.9 The impact of this policy will be monitored as part of the School's quality assurance processes including, but not limited to, feedback from students, Parents/Carers/carers, classroom observations etc.
 - 1.10 The policy will be reviewed annually, and Parents/Carers will be consulted in advance about significant changes.

2 Aims and objectives

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate RSE, relationship and health education, the School aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure students know how and when to ask for help and where to access support. By the end of their education the School hopes students will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships education, RSE and health education are intended to help students to:
 - 2.2.1 Build healthy, respectful relationships focusing on family and friends.
 - 2.2.2 Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
 - 2.2.3 Learn about intimate relationships and sex.
 - 2.2.4 Learn about mental wellbeing.
 - 2.2.5 Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

3 Definitions

- 3.1 The Relationships Education, Relationships and Sex Education and Health Education (England) regulations 2019 make relationships and sex education (RSE) compulsory for all students receiving secondary education. The same regulations make health education compulsory in all schools.
- 3.2 Relationships education is taught as part of the RSE curriculum. It does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe. Relationships education should equip students with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep

themselves and others safe. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harm. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online.

3.3 Sex education is taught as part of the RSE curriculum and includes the elements that focus upon intimate and sexual relationships, including sexual health for example, human reproduction, sexual health, and contraception. This includes teaching students to understand the law with respect to sexual behaviour. This will enable students to make their own choices about whether or when to develop safe, fulfilling, and health sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

3.4 Health education aims to teach students to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

4 Roles and responsibilities

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

4.1 Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing students' progress in achieving the expected educational outcomes. They will hold the principal to account for the implementation of the policy. Trustees will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the principal.

4.2 Principal

The principal will ensure that staff are supported, receive regular professional development training in how to deliver RSHE and are up to date with policy changes. They will ensure that RSHE is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students and will liaise with Parents/Carers about any concerns or opinions regarding RSHE provision and will manage parental requests for withdrawal of students from non-statutory, non-science components of RSHE.

4.3 **Leader of Personal Development**

The Leader of Personal Development is the curriculum leader for RSHE in the school. They are responsible for preparing and leading the development the curriculum, conducting timely and regular auditing of RSHE topics within other subject areas, leading the form-time programme, and leading the Life Skills programme. The Leader of Personal Development will support the Principal to engage with Parents/Carers about concerns or opinions regarding the RSHE provision. They will act as a point of contact for staff delivering RSHE lessons and provide continuing professional development on matters relating to the RSHE Lessons.

4.4 **Staff**

Teachers of RSHE will ensure that they are up to date with school policy and curriculum requirements and will attend and engage in professional development training. Teachers will encourage students to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to a member of the pastoral team, their line manager, and/or the lead teacher for Personal Development.

4.5 **Parents/Carers**

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

4.6 **Students**

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

5 **Delivery of RSHE**

- 5.1 RSHE will be delivered in a non-judgmental, factual way allowing scope for students to ask questions in a safe environment.

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- 5.2 Teachers will tailor the delivery of RSHE to meet the specific needs of the students in that class, and to be responsive to their behaviour and development. This may include adopting strategies to secure participative and interactive learning, for example distancing techniques, ground rules, question boxes for anonymous questions etc.
 - 5.3 Classes will explore different attitudes, values, and social labels, and develop skills that will enable students to make informed decisions regarding sex and relationships, as well as being able to differentiate between fact, opinion and belief, and an understanding of the law on various topics.
 - 5.4 Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
 - 5.5 RSHE will be delivered as part of the Science, Religious Education, Computer Science, Life Skills, and Form Time programmes. Other subject areas may include aspects of the RSHE curriculum. RSE will build on the foundation content delivered in primary school.
 - 5.6 Where the school employs a third-party to deliver aspects of the RSHE programme, the delivery of curriculum will be reviewed and vetted by the School to ensure that it is compliant with this policy. They will be required to follow the School's agreed scheme of work and that all delivery with students will be evaluated.
 - 5.7 Staff will ensure that all resources used in the delivery of RSHE are appropriate for the age and needs of their students. Examples of these resources are included in the Annexes of this policy.
 - 5.8 Students may ask questions about topics which go beyond any sex education covered by the School or relate to sex education from which they have been withdrawn. Staff will respond to these questions with a focus upon supporting the child. This may include asking the student to speak to their Parents/Carers and/or a trusted adult, signposting to support services where needed, and recognising that students whose questions go unanswered might instead turn to inappropriate sources of information, including online. Any concerns raised should be discussed with a senior leader or a Designated Safeguarding lead.

6 RSE: Curriculum

- 6.1 By the end of their education the School expects students to know the information set out at Annex 1.
- 6.2 The School will ensure that Parents/Carers can view all curriculum materials used to teach RSE on request.

7 Health Education: Physical health and mental well-being

- 7.1 The School wishes to promote students' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The School believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.
- 7.2 By the end of their secondary education the School expects students to know the information set out at Annex 2.
- 7.3 The School will ensure that Parents/Carers can view all curriculum materials used to teach Health education on request.

8 Students with special educational needs and/or disabilities

- 8.1 The School will endeavour to ensure that RSHE is accessible for all students. We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE may be particularly important for such students, for example those with social, emotional and mental health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated, and personalised to meet the specific needs of students at different developmental stages.
- 8.2 Staff will make reasonable adjustments to alleviate disadvantages faced by students with disabilities and will be mindful of the SEND code of practice and the School's SEND policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all students have access to the same information.

9 Right to request withdrawal from sex education

- 9.1 The School hopes that Parents/Carers will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Parents/Carers have the right to request that their child be withdrawn from some or all of the sex education aspects of RSHE.
- 9.2 The School has established a strong working partnership with Parents/Carers through consultation and support. The School recognises that Parents/Carers are key educators and maintain a vital role in providing education about relationships and growing up.

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- 9.3 On an annual basis, Parents/Carers will be specifically informed about the discrete lessons on sex education and provided with the opportunities to view resources and discuss the teaching content before delivery takes place.
- 9.4 Before withdrawing or making a request, the School strongly urges Parents/Carers to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development.
- 9.5 Parents/Carers cannot withdraw their child from relationships or health education or the elements on human growth and reproduction which fall under the National Curriculum for Science.
- 9.6 Any parent wishing to withdraw their child from sex education should put their request in writing and send it to enquiry@waverley.bham.sch.uk marked for the attention of the Leader of Personal Development.
- 9.7 The Leader of Personal Development will arrange a meeting to discuss the concerns that have been raised. Once those discussions have taken place, except in exceptional circumstances, the school will respect the Parents/Carers' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.
- 9.8 If a student is excused from sex education the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

10 Confidentiality and child protection

- 10.1 The School hopes to provide a safe and supportive school community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that students understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the School's child protection and safeguarding procedures.
- 10.2 If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active. The school employs a number of staff (including the school nurse) who can advise and direct student to contraception and sexual health advice.

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- Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a member of staff, but it is important that children and their Parents/Carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
 - Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

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

11 Equal opportunities

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

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

12 Complaints

If Parents/Carers have any concerns or complaints over the application or implementation of this policy, they should raise their concerns in accordance with the School's complaints policy.

Appendix 1 – SRE Curriculum and outcomes

Note: the curriculum and outcomes identified below are published in the Department for Education’s Statutory Guidance for Relationship Education, Relationships and Sex Education (RSE) and Health Education published in July 2025 and due to come into effect in September 2026.

Families	<ol style="list-style-type: none">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.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	<ol style="list-style-type: none">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	<ol style="list-style-type: none">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.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
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	<p>content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.</p> <p>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</p> <p>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.</p> <p>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.</p> <p>12. How information and data is generated, collected, shared and used online.</p> <p>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).</p> <p>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.</p> <p>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.</p>
<p>Being safe</p>	<p>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.</p> <p>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.</p> <p>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</p>

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. 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

	<p>covering someone’s mouth and nose is dangerous and can lead to serious injury or death.</p> <p>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.</p> <p>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.</p>
<p>Intimate and sexual relationships, including sexual health</p>	<ol style="list-style-type: none"> 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

	<p>9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p> <p>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>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.</p>
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The National Curriculum for Science:

The School adopts the National Curriculum for Science and therefore will deliver content in the following areas. It is not possible to withdraw consent for the delivery of this content.

Key stage 3 (Years 7-9)

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

Key stage 4 (Years 10-11)

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

Appendix 2 - Health education curriculum and outcomes

Note: the curriculum and outcomes identified below are published in the Department for Education's Statutory Guidance for Relationship Education, Relationships and Sex Education (RSE) and Health Education published in July 2025 and due to come into effect in September 2026.

Mental wellbeing	<ol style="list-style-type: none">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
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	<p>mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety.</p>
<p>Wellbeing online</p>	<ol style="list-style-type: none"> 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.
<p>Physical health and fitness</p>	<ol style="list-style-type: none"> 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.

<p>Healthy eating</p>	<ol style="list-style-type: none"> 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.
<p>Drugs, alcohol, tobacco, and vaping</p>	<ol style="list-style-type: none"> 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 pose
<p>Health protection and prevention, and understanding the healthcare system.</p>	<ol style="list-style-type: none"> 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.

	<p>3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</p> <p>4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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..</p>
<p>Personal safety</p>	<p>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).</p>

	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Basic treatment for common injuries. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators and when one might be needed.
Developing bodies	<ol style="list-style-type: none"> 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.