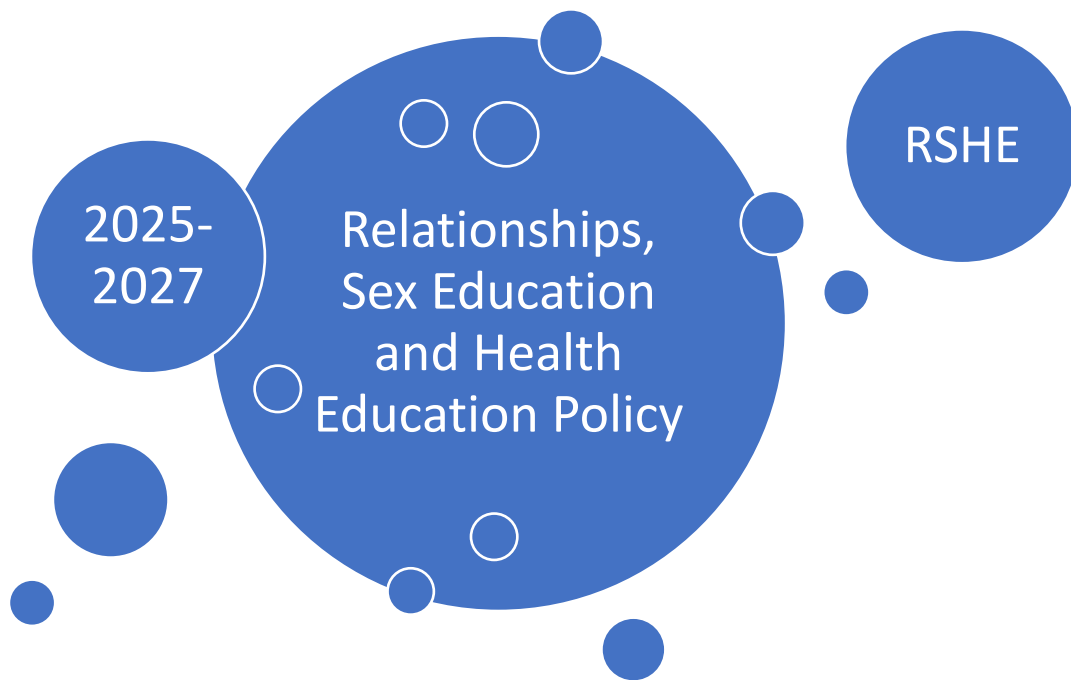


The ContinU Plus Academy



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1.0	3/3/26	SD/HC/NW	Revisions as required. Curriculum map aligned with need to know appendix.

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1. Introduction

The Continuum Plus Academy recognises that children and young people need the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health, and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

The Continuum Plus Academy understands that due to the backgrounds and personal histories of our student body, meeting the requirements of this policy represents an opportunity to have a transformative effect on the current and future lives of many of our students.

2. Definition of RSHE

Relationships, sex and health education (RSHE) is a curriculum subject that covers a broad range of topics including healthy relationships, families, sexual health, consent, mental wellbeing, physical health, online safety, and the impact of drugs and alcohol. It equips students with the knowledge, skills and values they need to make informed choices, stay safe, and transition successfully into adulthood.

3. Statutory requirements

This policy was developed to document how The Continu Plus Academy meets the duties required of schools in this area, set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

This legislation was updated in July 2025, for implementation in schools from September 1st 2026.

4. Policy development

Development of the draft policy was delegated to the Science department, with support and guidance as required.

5. Aims

The Continu Plus Academy's RSHE programme is framed by statutory guidance and good practice. It reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2020) and is fully aligned with the Department for Education's RSHE guidance 2025, which is in force from 1 September 2025.

- Provide age-appropriate, accurate knowledge to which all pupils are entitled.
- Build self-esteem, confidence and respectful, safe relationships - including explicit teaching on consent.
- Develop communication and assertiveness skills to resist pressure (including online), assess risk and seek help.
- Ensure pupils know how to access confidential advice and support, and understand legal protections.

6. Curriculum

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

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

7. Delivery

At The Continu Plus Academy RSHE is delivered through the PSHE, Digital Skills, PE, Science, English, and the Outdoor Education curriculum. Aspects of it are also covered in School Section assemblies, whole-school assemblies, Tutor groups, Visiting Speakers, and other academic subjects (see appendices).

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 4
- Being safe
- Intimate and sexual relationships, including sexual health

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

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

8. Roles and responsibilities

8.1 The Board of Governors

The Board of Governors will approve this policy.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/ non-science components of RSHE (see section 9).

8.3 Staff

PSHE Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory / non-science components of RSHE

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

8.4 Pupils

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

9. Parent's right to withdraw

While we recognise the vital importance of the content delivered through relationships, sex education and health education, we also recognise the parental right to request that their child be withdrawn from some or all aspects of the delivery of sex education. The remaining content covered through relationships education and health education remains statutory and therefore there is no right to withdraw from this provision.

Any parent/carer wishing to discuss the withdrawal of their child from sex education should contact the Headteacher directly. The Headteacher will invite parents/carers for a detailed discussion about the curriculum delivered in sex education and to ensure they understand the nature and purpose of such delivery, along with the possible impact this withdrawal may have on the social and emotional wellbeing of their child, and the likelihood they will hear what has been covered from peers, and that this opens up the possibility of inaccurate information.

Where a parent/carer makes the decision to remove their child from sex education and this is granted The Continu Plus Academy will ensure that during this curriculum time the student receives appropriate education.

Once a student is within three terms of turning 16 they have the right to ask to take part in sex education rather than being withdrawn. If they have already missed sex education provided earlier in the curriculum The Continu Plus Academy will make arrangements to provide the child with sex education.

10. Training

We will appoint staff with appropriate skills and provide ongoing training to ensure confident, expert delivery of RSHE. Staff with specific RSHE responsibilities identify and receive targeted CPD through INSET. Awareness-raising on RSHE and whole-school implications will be available to all staff. In line with 2025 guidance, we will ensure those delivering RSHE (including externals) have the knowledge, skills and confidence to create a safe, supportive environment and are briefed on our safeguarding obligations before sessions.

11. Monitoring arrangements

Teachers will critically reflect on their work in delivering RSHE, as is usual practice, during planning, once delivered or during PSHE/RSHE training sessions. Students will have opportunities to review and reflect on their learning during lessons and at the end of each term. This will enable us to adapt and amend our curriculum offer and delivery to have the greatest impact.

12. Relationships with other policies

The RSHE policy supports/complements, and should be read in conjunction with the following policies:

- Equal Opportunities
- Safeguarding and Child Protection
- Behaviour Policy and Code of Conduct
- Anti-Bullying
- Online Safety and Filtering/Monitoring
- Acceptable use of Electronic Communications Policy

13. Appendices

Appendix 1: Curriculum map

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

Appendix 3: Parent form: withdrawal from sex education within RSE

Appendix 1: Curriculum map

Subject	Key Stage	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Key Stage 3	<p>Topic taught: Online safety and awareness</p> <p>Assessment/Spec:</p> <p>Key staff: SB, SHU, CH, FP</p>	<p>Topic taught: Online safety and awareness.</p> <p>Developing bodies.</p> <p>Assessment/Spec:</p> <p>Key staff: SB SHU, CH, FP HC, TH, NW</p>	<p>Topic taught: Health protection and prevention, and understanding the healthcare system.</p> <p>Assessment/Spec:</p> <p>Key staff: HC, TH, NW, TR</p>	<p>Topic taught: Families</p> <p>Assessment/Spec:</p> <p>Key staff: SHU, CH, FP</p>	<p>Topic taught: Being Safe Wellbeing online.</p> <p>Physical health and fitness</p> <p>Assessment/Spec:</p> <p>Key staff: RH, RTC, AP, HC ECJ, SB, AW, TH, NW</p>	<p>Topic taught: Respectful relationships, including friendships</p> <p>Assessment/Spec:</p> <p>Key staff: RH, RTC, AP, HC ECJ</p>
	Year 10	<p>Topic taught: Healthy eating</p> <p>Assessment/Spec:</p> <p>Key staff: HC, TH, NW KB</p>	<p>Topic taught: Intimate and sexual relationships, including sexual health.</p> <p>Developing bodies.</p> <p>Assessment/Spec:</p> <p>Key staff: HC, TH, NW RH, RTC, AP, ECJ</p>	<p>Topic taught: Drugs, alcohol, tobacco and vaping. Mental wellbeing</p> <p>Assessment/Spec:</p> <p>Key staff: RH, RTC, AP, HC. ECJ, AW, TH, NW</p>	<p>Topic taught: Families</p> <p>Assessment/Spec:</p> <p>Key staff: SHU, CH, FP</p>	<p>Topic taught: Being Safe.</p> <p>Physical health and fitness.</p> <p>Assessment/Spec:</p> <p>Key staff: RH, RTC, AP, HC. ECJ, AW, TH, NW</p>	<p>Topic taught: Basic first aid. Personal safety. Respectful relationships, including friendships.</p> <p>Assessment/Spec:</p> <p>Key staff: RH, RTC, AP, HC, ECJ, AW, TR</p>
	Year 11	<p>Topic taught: Healthy eating</p> <p>Assessment/Spec:</p> <p>Key staff: HC, TH, NW KB</p>	<p>Topic taught: Intimate and sexual relationships, including sexual health.</p> <p>Developing bodies</p> <p>Assessment/Spec:</p> <p>Key staff: HC, TH, NW, RH, RTC, AP, ECJ</p>	<p>Topic taught: Health protection and prevention, and understanding the healthcare system.</p> <p>Assessment/Spec:</p> <p>Key staff: HC, TH, NW, TR</p>	<p>Topic taught: Families</p> <p>Assessment/Spec:</p> <p>Key staff: SHU, CH, FP</p>	<p>Topic taught:</p> <p>Assessment/Spec:</p> <p>Key staff:</p>	<p>Topic taught:</p> <p>Assessment/Spec:</p> <p>Key staff:</p>

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

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP	
		KS3	KS4
Families	1. That there are different types of committed, stable relationships.	Art	Art RE Drama
	2. How these relationships might contribute to wellbeing, and their importance for bringing up children.	Art	Art RE Drama
	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.	Art	Art History RE
	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.	SMSC	RE SMSC
	5. That forced marriage and marrying before the age of 18 are illegal.	SMSC	RE SMSC
	6. How families and relationships change over time, including through birth, death, separation and new relationships. Art	Art	Art History RE Drama
	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.	Art	Art History RE
	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.	Art	Art

Respectful relationships, including friendships	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.	DS/ICT Art	DS/ICT Art RE Drama
	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.	Art	Art RE Drama Business studies
	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.	Art	Art Wellbeing RE Drama Childcare
	4. What tolerance requires, including the importance of tolerance of other people's beliefs.	Art	Art Childcare
	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.	SMSC	Drama SMSC
	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.	DS/ICT	DS/ICT Drama
	7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	SMSC	Drama SMSC

	<p>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.</p>	Art	Art Wellbeing
	<p>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.</p>	Art	Art H&S History Wellbeing Drama Business studies
	<p>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.</p>	SMSC	H&S Drama SMSC
	<p>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.</p>	Art	Art
	<p>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.</p>	SMSC	Drama SMSC

Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	SMSC	Business studies SMSC
	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.	DS/ICT Art	DS/ICT Art
	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.	DS/ICT Art	DS/ICT Art Drama Business studies
	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.	Art	Art
	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.	SMSC	SMSC
	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.	SMSC	SMSC

	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.	SMSC	SMSC
	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.	SMSC	SMSC
	9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	DS/ICT	DS/ICT Drama
	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.	SMSC	Drama SMSC
	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.	Art	Art
	12. How information and data is generated, collected, shared and used online.		Business studies
	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).		Business studies

	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.		Business studies
	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.		Business studies
Being Safe	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.	DS/ICT	DS/ICT Wellbeing Drama
	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.	SMSC	Wellbeing SMSC
	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.	SMSC	SMSC
	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.	SMSC	Wellbeing
	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.	SMSC	Wellbeing

	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.	SMSC	Wellbeing SMSC
	7. The concepts and laws relating to sexual violence, including rape and sexual assault.	Art	Art
	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.	SMSC	SMSC
	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.	Art	Art
	10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	SMSC	SMSC
	11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	SMSC	SMSC
	12. The concepts and laws relating to forced marriage.	SMSC	SMSC RE
	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.		Wellbeing

	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.		Wellbeing
	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.		Wellbeing
	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.	SMSC	SMSC
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Art	Wellbeing Art
	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.	Art	Art Wellbeing
	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.	Art	Art Wellbeing
	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.		Wellbeing
	5. That some sexual behaviours can be harmful.	Art SMSC	Art SMSC

	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 decisionmaking.	SMSC	Science Wellbeing
	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.	SMSC	Science
	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	SMSC	Science Wellbeing
	9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	SMSC	Science Wellbeing
	10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Art	Art
	11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.	SMSC	SMSC
	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.	SMSC	SMSC
Mental wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	English	English Drama
	2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	PE	Wellbeing PE Childcare

	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.	English	Wellbeing English PE Drama
	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.	SMSC	Wellbeing Drama SMSC
	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.	SMSC	Wellbeing PE
	6. How to critically evaluate which activities will contribute to their overall wellbeing.	Skills Day	PE Drama Outdoor Ed
	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.	SMSC Skills Day	Wellbeing PE Outdoor Ed
	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.	Maths	Maths PE
	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.	SMSC Science	Wellbeing PE Science

Wellbeing online	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.	SMSC	SMSC
	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.	SMSC	SMSC
	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.	SMSC	SMSC
	4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	SMSC	SMSC
	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.	SMSC	Media English Business studies SMSC
	6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	SMSC	SMSC
	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.	SMSC	SMSC
Physical health and fitness	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.	Science PE	Science Wellbeing PE Outdoor Ed
	2. Factual information about the prevalence and characteristics of more serious health conditions.	Science PE	Science PE

	3. That physical activity can promote wellbeing and combat stress.	Science PE	Wellbeing PE Outdoor Ed
	4. The science relating to blood, organ and stem cell donation.	Science PE	Science PE
Healthy eating	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.	Food	Food Wellbeing PE
	2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Food	Science Food PE
	3. The impacts of alcohol on diet and unhealthy weight gain.	Food	Food Wellbeing PE
Drugs, alcohol, tobacco and vaping	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.	Music	Wellbeing
	2. The law relating to the supply and possession of illegal substances.	Music	Wellbeing
	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.	SMSC	Wellbeing PE
	4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	SMSC	Wellbeing PE

	5. The dangers of the misuse of prescribed and over-the-counter medicines.	SMSC	Wellbeing
	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.	SMSC	Science Wellbeing PE
	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.	SMSC	PE
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Science	H&S Science History PE
	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.	Science	Childcare
	3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Science	H&S
	4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Science	Science Wellbeing
	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.	Science	Science History
	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.	SMSC	Wellbeing PE

	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.		Science Childcare
	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.	Science	H&S Science
	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.	SMSC	SMSC
Personal safety	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).	SMSC Outdoor Ed	Business studies Wellbeing SMSC
	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.	SMSC Outdoor Ed	SMSC
	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.	SMSC Outdoor Ed	Wellbeing SMSC
	4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	SMSC Outdoor Ed	SMSC

	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).	SMSC	Outdoor Ed RE
	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.	SMSC	SMSC Wellbeing
Basic first aid	1. Basic treatment for common injuries and ailments.	Science	PE Outdoor Ed
	2. Life-saving skills, including how to administer CPR.	Science	Science
	3. The purpose of defibrillators, when one might be needed and who can use them.	Science	Science
Developing bodies	1. The main changes which take place in males and females, and the implications for emotional and physical health.	Science	Science
	2. The facts about puberty, the changing adolescent body, including brain development.	Science	Science
	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.	Science	Science Wellbeing
	4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Science	Science

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	