Relationships and Sex Education (RSE) and Health Education Policy (Secondary)

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1.1	October 2026	Laura Bosworth	Compliance and best-practice amendments: statutory references, parental withdrawal, consultation, SEND/accessibility, external agencies, safeguarding/confidentiality, assessment and monitoring.

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1. Statement of Intent

At Tapestry Learning Partnership Tapestry) we recognise that a high-quality programme of Personal, Social, Health and Economic education (PSHE), including Relationships and Sex Education (RSE) and Health Education, is a vital element of our schools' wider Personal Development curriculum.

Through this curriculum, pupils develop the knowledge, understanding and personal skills required to make safe, informed, and responsible decisions throughout their lives.

The curriculum enables pupils to:

- Understand how to build and maintain positive relationships based on mutual respect, trust, and equality.
- Recognise unhealthy or abusive behaviours in relationships and know how to seek support.
- Understand the physical and emotional changes that occur during adolescence.
- Develop strategies to manage their mental and emotional wellbeing.
- Recognise risks in both online and offline environments and understand how to protect themselves.
- Develop resilience, independence, and responsible decision-making skills.
- Understand the responsibilities associated with being members of a diverse society.

The curriculum contributes to our Trust's vision of:

'Every Child and Young Person to Succeed and Flourish.'

At City of Derby Academy (CoDA) we believe that our high quality Relationships and Sex Education will stay with our pupils for life. RSE is not about encouraging teenagers to become sexually active, nor is it about promoting any particular lifestyle or relationship choice. Effective RSE **does not encourage** early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people, and in the future as adults.

We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At CoDA we are committed to the important role that RSE plays in pupils' holistic education. We aim to build on the RSE programmes covered in Primary School, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

The theme of consent underpins all of our RSE topics. We introduce pupils to the importance of consent from Year 7; this is revisited on a yearly basis and adapted to the age of each year group.

We intend to foster healthy and respectful peer-to-peer communication and behaviour, challenging negative or stereotypical views. We believe our school should provide an environment and culture where sexism, misogyny, racism, homophobia, ableism and stereotyping are not tolerated.

Through the PSHE curriculum, our schools aim to support the spiritual, moral, social, and cultural development of pupils and prepare them for life in modern Britain.

2. Legal Framework

This policy has been written with due regard to all relevant statutory guidance and legislation, including but not limited to:

- The Equality Act 2010
- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE statutory safeguarding guidance: Keeping Children Safe in Education (2026)
- The National Curriculum for Science

Under these regulations:

- Relationships education is compulsory in all secondary schools
- Health education is compulsory in all state-funded schools
- Biological aspects of human reproduction are compulsory through the science curriculum

Schools are required to ensure that the curriculum is delivered in an age-appropriate, factual, inclusive, and non-judgemental manner, allowing pupils to explore complex topics in a safe learning environment.

3. Policy development

This policy is developed and reviewed in consultation with staff, pupils and parents/carers, taking account of current statutory guidance and the needs of the school community. Parents/carers will be given a meaningful opportunity to understand and comment on the school's RSE provision when the policy is developed or materially reviewed. Pupil voice will also inform curriculum review and development. The school will keep a record of consultation undertaken and the key themes arising from it.

4. Roles and Responsibilities

4.1 The Trust (Tapestry)

Tapestry will review this policy regularly and ensure that any changes required by national legislation or local need are implemented.

4.2 Board of Trustees

The Board of Trustees has strategic responsibility for ensuring that the school fulfils its statutory obligations in relation to Relationships and Sex Education and Health Education. In fulfilling this responsibility, the Board of Trustees will ensure via the chief strategy group that:

- The curriculum enables all pupils to make appropriate progress in achieving the expected educational outcomes set out in the statutory guidance.
- Provision is inclusive and accessible for pupils with Special Educational Needs and Disabilities (SEND)
- Parents are provided with clear information about curriculum content and their right to request withdrawal from the non-statutory elements of sex education.
- Curriculum content and teaching materials are aligned with the statutory guidance.

4.3 Headteacher

The Headteacher has overall responsibility for the implementation of this policy and for ensuring that the school meets all statutory requirements in relation to RSE and Health Education. This responsibility includes:

- Ensuring that the curriculum is effectively implemented across the school.
- Ensuring that staff delivering the curriculum receive appropriate training and support.
- Ensuring that parents are informed about the curriculum and how it is delivered.
- Reviewing requests from parents to withdraw their child from the non-statutory elements of sex education
- Ensuring that appropriate alternative educational provision is available for pupils who are withdrawn from lessons.
- Ensuring that safeguarding procedures are followed if pupils make disclosures during lessons.

The Headteacher may delegate elements of this responsibility to senior leaders within the school.

4.4 RSE and Health Education Subject Leader

The RSE and Health Education Subject Leader is responsible for the strategic leadership and operational management of the PSHE curriculum. This includes:

- Overseeing the design, implementation, and development of the PSHE curriculum.
- Ensuring that the curriculum is carefully sequenced so that knowledge builds progressively across year groups.
- Ensuring that curriculum content is age-appropriate and meets statutory requirements.
- Supporting staff delivering PSHE lessons and providing guidance on sensitive topics.
- Ensuring that appropriate resources are available to support teaching.
- Monitoring the quality of teaching and learning within the subject.
- Organising professional development opportunities for staff.
- Evaluating the effectiveness of the curriculum and reporting findings to senior leaders.

4.5 Teaching Staff

Teachers and tutors (where applicable) delivering PSHE, RSE and Health Education are responsible for:

- Delivering the curriculum in a sensitive, inclusive, and professional manner.
- Ensuring that lessons are appropriately planned and structured to meet the needs of pupils.
- Using a range of teaching strategies and resources to support engagement and understanding.
- Modelling positive attitudes towards relationships, wellbeing, and equality.
- Ensuring that personal opinions are not expressed.
- Reporting safeguarding concerns to the Designated Safeguarding Lead in accordance with Tapestry's Safeguarding & Child Protection Policy.
- Maintaining political impartiality and complying with the school's legal duties relating to the balanced presentation of political issues, supported by appropriate training and CPD.

5. Organisation of the RSE and Health Education Curriculum

1. Relationships & Sex Education is taught in Y7-11 through PSHE lessons, and through assemblies.
2. All pupils within the school have equal access to Relationships & Sex Education. Topics are revisited in order to allow provision for previous absence and different levels of understanding maturity and learning abilities
3. Identified pupils with SEND will receive an accessible and appropriately adapted RSE programme where required. This may include reasonable adjustments, adapted language and resources, visual support, pre-teaching, repetition, additional processing time, consideration of sensory and communication needs, and targeted adult support. Adaptation must preserve pupils' entitlement to essential safeguarding knowledge and statutory curriculum content.
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework, as set out in this policy.
5. We will work with external specialist organisations and healthcare professionals (e.g. school nurse and Derby Sexual Health) to ensure our curriculum reflects current best practice.

6. RSE Subject Overview

The RSE curriculum supports pupils to develop the knowledge and skills needed to build healthy relationships.

Pupils learn about:

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

7. Health Education Overview

Health education enables pupils to develop an understanding of physical and mental wellbeing. Topics include:

- Mental well-being
- Well-being online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco, and vaping
- Health protection and understanding the healthcare system
- Personal safety
- Basic first aid
- Developing bodies

8. Delivery of the Curriculum

The majority of the curriculum is delivered through PSHE lessons.
Teaching will ensure that:

- Knowledge is sequenced logically across year groups
- Content is delivered in manageable units of learning
- Pupils have opportunities to practise applying knowledge in realistic contexts
- Teaching is inclusive and accessible for all pupils

Lessons use a range of teaching approaches including:

- Discussion
- Group work
- Case studies and scenario-based learning
- Reflective activities

8.1 Managing difficult questions

Pupils may ask questions about topics which go beyond the planned sex education curriculum. Staff will respond in a factual, age- and developmentally appropriate, inclusive and non-judgemental way, without encouraging pupils to disclose personal experiences in a whole-class setting. Staff may defer a question where it is not appropriate to answer it immediately or publicly, and may offer an individual follow-up, signpost to an appropriate source of support, or encourage discussion with a parent/carer or trusted adult. Any question or response that raises a safeguarding concern will be managed in accordance with the school's safeguarding procedures. Ground rules for discussion will be established so that pupils understand appropriate boundaries and how to seek help.

9. Curriculum Links

The PSHE curriculum is supported by learning in other subjects including:

- Science
- Computing/IT
- Physical Education
- Citizenship

10. Working with Parents

The school recognises the important role that parents and carers play in supporting pupils' learning and development. Parents are informed about the PSHE curriculum through:

- The school website
- School communications
- Information available at parents' evenings

Parents are encouraged to contact the school if they wish to discuss curriculum content and view materials used in teaching RSHE.

11. Working with External Agencies

External organisations may contribute to the delivery of the PSHE curriculum where specialist expertise is beneficial. The school retains responsibility for the curriculum and for the quality, appropriateness and safeguarding of provision. External input will complement, rather than replace, teaching by school staff.

External visitors may include:

- NHS professionals
- Safeguarding organisations
- Theatre groups delivering educational performances
- Community safety organisations
- Professional speakers

All visitors must comply with Tapestry's safeguarding and visitor procedures. The school will check the suitability of external providers and review proposed content and resources in advance to ensure that they are age-appropriate, accurate, inclusive and consistent with this policy and statutory guidance. A member of school staff will remain appropriately involved in the session and any safeguarding concerns or disclosures will be managed through the school's normal procedures.

12. Withdrawal from Lessons

12.1 Parental Right to *Request Withdrawal Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the PSHE curriculum, with the exception of content that forms part of the statutory science curriculum.

Sex education in this context refers to teaching about sexual relationships and sexual health delivered outside of the science curriculum.

Pupils cannot be withdrawn from:

- Relationships education
- Health education
- Biological aspects of reproduction delivered through science lessons These areas are statutory and must be taught to all pupils

12.2 Process for Requesting Withdrawal

If a parent or carer wishes to request that their child be withdrawn from the non-statutory elements of sex education, the following process will apply:

Written request

The parent or carer must submit a written request to the Headteacher outlining their request to withdraw their child from specific elements of the curriculum.

Meeting with the Headteacher

The Headteacher or a delegated senior leader, will arrange a meeting with the parent or carer to:

- Discuss the nature and purpose of the curriculum
- Explain the benefits of pupils receiving the education
- Provide an opportunity for parents to review curriculum materials where appropriate

Consideration of the request

The Headteacher will consider each request in accordance with statutory guidance. Before reaching a decision, the Headteacher or delegated senior leader will discuss the request with the parent/carer and, where appropriate, the pupil, including the nature and purpose of the curriculum, the benefits of receiving sex education and any potential detrimental effects of withdrawal. Except in exceptional circumstances, the school will grant a parental request to withdraw a pupil from sex education delivered outside the statutory science curriculum, up to and until three terms before the pupil turns 16. Exceptional circumstances may include safeguarding concerns or a pupil's specific vulnerability. The discussion, decision and reasons will be appropriately documented.

Alternative educational provision

Where a pupil is withdrawn from sex education lessons, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

12.3 Pupil Right to Access Sex Education

While parents have the right to request withdrawal, this right does not apply indefinitely. Under statutory guidance:

- If a pupil wishes to receive sex education three terms before they turn 16, the school must ensure that the pupil receives this education during one of those terms, regardless of parental request.

This provision ensures that all pupils have access to appropriate education before reaching adulthood.

12.4 Curriculum Transparency

Tapestry and the school are committed to maintaining transparency with parents regarding curriculum content.

The school will ensure that:

- This policy is published on the school website
- Parents are informed about the curriculum through communications and events
- Parents have opportunities to discuss the curriculum with staff if they have concerns or questions

12.5 Safeguarding Considerations

The school recognises that some elements of the curriculum address issues that may be relevant to safeguarding and personal safety. Even where pupils are withdrawn from sex education lessons, they will continue to receive teaching relating to:

- Healthy relationships
- Consent and personal boundaries
- Recognising abuse and exploitation
- Online safety

These topics form part of the statutory relationships and health education curriculum and are essential for safeguarding and wellbeing.

13. Equality and Accessibility

Tapestry and the school are committed to ensuring that the curriculum is inclusive and accessible for all pupils. Teaching reflects the requirements of the Equality Act 2010, has appropriate regard to pupils' age and religious background, and recognises the diverse backgrounds, needs and protected characteristics represented within the school community. Teaching will be sensitive and respectful while ensuring that all pupils receive their statutory entitlement and essential safeguarding knowledge.

Support may include:

- Adapted and scaffolded resources and learning materials, including accessible language, visual supports, pre-teaching and repetition where appropriate
- Reasonable adjustments and additional adult support, taking account of communication, cognition and learning, literacy, sensory processing, social understanding and individual vulnerability

14. Safeguarding and Confidentiality

Safeguarding is a central element of the PSHE curriculum. Pupils will be reminded that staff cannot promise confidentiality where information suggests that a child or another person may be at risk of harm. Lessons will use clear ground rules so pupils understand how sensitive discussions are managed and how they can seek help privately.

Staff follow the procedures outlined in Tapestry's Safeguarding & Child Protection Policy and statutory guidance in Keeping Children Safe in Education (2026). Any safeguarding concern or disclosure arising during a lesson will be responded to calmly, recorded and reported in accordance with the school's safeguarding procedures, including referral to the Designated Safeguarding Lead or deputy as

appropriate. Staff will avoid investigating disclosures within the lesson and will not ask leading or unnecessary questions.

15. Assessment

Assessment within PSHE focuses on what pupils know, understand and can apply, rather than on personal disclosure or the expression of particular views. Methods include reflective activities, written tasks, knowledge checks and teacher feedback. Assessment information is used to identify misconceptions, gaps in knowledge and areas requiring revisiting.

16. Staff Training

Staff delivering the curriculum receive ongoing professional development. Training may include safeguarding training, guidance on teaching sensitive topics and updates on statutory guidance.

17. Monitoring Quality

The quality and impact of the curriculum is monitored through:

- Lesson visits
- Work scrutiny
- Pupil voice
- Staff voice
- Safeguarding trend analysis

Curriculum and assessment review, including whether pupils know more, remember more and can apply essential safeguarding and relationship knowledge

18. Monitoring and Review

This policy will be reviewed annually by Tapestry, Headteacher and PSHE subject leader. Any updates will be communicated to staff, parents, and governors.

Appendix 1: Statutory Guidance

By the end of secondary school pupils should know:

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.
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.
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. 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.

Appendix 2: School curriculum overview

School-specific curriculum maps and overviews must reflect the current statutory RSHE guidance in force from September 2026 and should be read alongside Appendix 1 of this policy. Current year-group curriculum information will be made available to parents/carers through the school's published curriculum information and communications.

By the end of secondary school:

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

Families	Pupils should know • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Pupils should know • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

	• practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media	Pupils should know • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.

	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • 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. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.