

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Last reviewed:	September 2026
Next review due:	September 2027
Reviewed by:	Vice Principal Pastoral Director of Safeguarding Deputy Director of Wellbeing
Approved by Board of Governors:	tba

1. Aims and introduction

Relationships and Sex Education (RSE) became compulsory in all secondary schools in September 2020 and was updated further in 2026 (see DfE: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)). This policy covers d'Overbroeck's approach to Relationships and Sex Education.

Relationships and Sex Education (RSE) can be defined as:

"learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being." (Sex Education Forum)

Parents and guardians are often the prime educators for young people on many of these matters, and we are mindful that our students come from a wide range of cultural backgrounds and we draw on this to ensure that students have a wider understanding of British values while also learning about different cultures. We are committed to working collaboratively and transparently with parents and guardians, to build on what students have learned at home, ensure that parents and guardians are aware of what is being taught in school and create a sense of active partnership in which parents feel involved and well informed; in this way, we are all best able to support sensitive conversations with the young people in our care.

RSE at d'Overbroeck's is set in the context of our wider whole-school approach to ensuring our students feel engaged, happy and at ease with themselves and their environment. We want them to be stimulated to develop academically and personally and to grow as confident, thoughtful and considerate people who are well equipped for their next steps. Our teaching and learning encourages attributes such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy. Our pastoral care and curriculum design for relationships and sex education therefore complements the school's broader ethos and approach to developing students socially, morally, spiritually and culturally. This policy reflects the statutory requirements for RSE in secondary schools in England, as set out by the Department for Education. All content relating to Relationships Education and Health Education is statutory. Sex education is statutory at secondary level, subject to limited parental withdrawal rights.

The d'Overbroeck's RSE policy should be understood by staff, students and parents and implemented alongside these other d'Overbroeck's' policies, all of which are available from the [school website](#):

- Anti-bullying policy
- Behaviour, rules, rewards and sanctions policy
- Curriculum policy
- e-Safety policy
- Equal opportunities policy for students
- Safeguarding and promoting the welfare of children policy
- Spiritual, moral, social and cultural policy (SMSC)
- Special educational needs and disabilities policy (SEND)
- Visiting speakers' policy

Our RSE programme gives our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Relationships, which includes understanding what a healthy relationship looks like, including what makes a good friend, a good colleague, and a successful long-term committed relationship, civil partnership or marriage.

Our programme includes information about consent and what is acceptable and unacceptable behaviour in relationships; we believe this will help our students understand the positive effects that good relationships have on their mental wellbeing and also identify and manage situations when relationships are not right.

We ensure that our RSE programme fosters equality by providing an inclusive provision that complies with the Equality Act 2010. See section 4 'Equality' for further information. RSE at d'Overbroeck's is delivered in a legally compliant, inclusive and factual manner. Teaching does not promote particular beliefs or lifestyles, but ensures students understand the law, respect differences, and develop the skills needed for healthy relationships. Staff will manage personal views appropriately to ensure teaching remains professional and balanced.

Teaching focuses on students' understanding the law, being respectful of differences, developing skills needed for healthy relationships. The principles underpinning our RSE programme include that we will:

- acknowledge, and be sensitive to, the wide cultural spectrum that our students come from and their potentially different starting points in terms of their current relationships and sex education;
- deliver an age-appropriate and sequenced curriculum that equips students with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms;
- be accurate, factual, and non-judgemental, covering a comprehensive range of information about sex, relationships, the law and sexual health;
- be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience;
- provide scope, via the approaches outlined above, for our students to ask questions, either publicly or anonymously (eg, through question boxes or questionnaires), and ensure that our curriculum is informed by responses to meaningful student engagement;

- include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- support our students in making informed, reasoned and responsible decisions.

2. Roles and responsibilities

The RSE programme is overseen by the Vice Principal Pastoral and the Director of Safeguarding and led by the Deputy Director of Wellbeing, Head of Personal Development and members of the Senior Leadership teams in each section of the school.

The School Nurse and the School Counsellors also play key roles in advising on and contributing to the programme. The Lead School Nurse takes a lead in the development of health elements curriculum in conjunction with the Vice Principal and Deputy Heads. The RSE programme is taught by a number of members of staff with different roles, including Personal Tutors, the School Nurse, the School Counsellors, some subject teachers (where the content may overlap, eg., Biology) and, where appropriate, external speakers.

Much of the content is delivered in Personal Development (PD) sessions. These sessions are supported by assemblies, Form time activities, questionnaires, school communications such as posters, whole school events (eg, in recognition of national events such as Anti-bullying week, Safer Internet day, LGBT History month) and opportunities for 1:1 conversations (eg, with Personal Tutor, Director of Studies, Sixth Form Pastoral Mentor, Boarding staff, School Nurse).

Teaching staff receive training and updates through the PSHE Association, attendance at workshops, INSET, and meetings of teams on the individual sites.

3. Curriculum design

Relationship and Sex Education is part of lifelong learning, starting early in childhood and continuing throughout life. It is important that it reflects the age and level of the learner and, for this reason, topics may be re-visited throughout the programme at d'Overbroeck's and/or when an issue becomes topical (eg, in the media or local community). RSE is an integral part of the Personal Development curriculum throughout the school.

Carefully selected resources, such as film clips, are used which support and promote understanding within a values context and provide opportunity for facilitated discussion between students. Where appropriate (eg, where students would benefit from the knowledge of a more 'specialist' organisation), external speakers and organisations deliver aspects of the programme. Whenever external speakers and organisations are involved, the school liaises with the speaker in advance to ensure that the content of the session is appropriately matched to the needs of our students. Thorough and appropriate checks are also made on all external speakers and organisations, who sign an agreement and guidelines document in advance (see d'Overbroeck's Visiting Speakers' Policy).

Versatility and flexibility in the curriculum are important as they allow us to be attuned to the different needs of students and local circumstances, including public health, circumstances within the school community and the needs of individual students, if appropriate. In addition, we ensure that the RSE curriculum is matched to the needs of our students by seeking their views and feedback (eg,

questionnaires and student focus groups) and also via close liaison with staff. We ensure that RSE is matched to the needs of our students through termly discussions on themes and meetings with the Vice Principal Pastoral and safeguarding updates from the Director of Safeguarding.

4. Equality

Our RSE/Personal Development (PD) programme develops subject knowledge as well as the overarching concepts, essential skills and attributes. The learning opportunities are used flexibly, and teaching takes into account students' development, readiness, cultural backgrounds and needs as well as prior learning, experiences and understanding. We promote diversity and inclusion and expect our students to consider others' needs.

RSE will be accessible for all students, and we ensure that this teaching is differentiated and personalised. d'Overbroeck's is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and we take this into consideration when preparing materials and resources so that the needs of all students are met and possible disadvantage is removed.

We ensure that the teaching of RSE is sensitive and age appropriate in content and we will consider when it is appropriate to teach students about Lesbian, Gay, Bisexual and Transgender. This content is fully integrated into our curriculum rather than delivered as a stand-alone unit or lesson.

5. Learning outcomes

The references at the end of each learning outcome, eg, F2 & F7, addresses bullets 2 and 7 of the 'Families' section of the statutory guidance.

Relationships Education	Health Education (Health and wellbeing)
F Families	MW Mental wellbeing
RR Respectful Relationships	WO Wellbeing online
OSA Online safety and awareness	PHF Physical health and fitness
BS Being safe	HE Healthy eating
ISR Intimate and sexual relationships, including sexual health	DATV Drugs, alcohol, tobacco and vaping
	HPP Health protection and prevention, and understanding the healthcare system
	PS Personal safety
	BFA Basic first aid
	DB Developing bodies

Healthy, positive relationships

Key Stage 3	Key Stage 4	Key Stage 5
1. to develop a healthy relationship with themselves; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships - RR3 2. about different types of relationships, including friendships, family, peer, romantic and intimate relationships, and the features of positive, healthy relationships, eg, care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others - RR1, RR3 & ISR3 3. that sexual attraction and sexuality are diverse - RR1, RR3 4. the importance of loving family relationships for bringing up children and roles and responsibilities within families - F2, F7 5. qualities and behaviours they should expect in family relationships, and what to do if family life makes them feel unsafe - F8 6. that ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the	1. that characteristics such as self-worth, independence and having a positive relationship with oneself support personal wellbeing; building and maintaining healthy, equal relationships with others - RR3 2. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online - BS1, RR1, RR8 3. about diversity in romantic and sexual attraction; when, where and how someone might access support and advice - RR1 & RR3 4. strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds - RR2 & RR7 5. to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships - RR1 & RR7 6. how to judge the trustworthiness of adults and when a family relationship is unsafe, and to confidently access appropriate sources of	1. skills to manage changes in friendships throughout their lives 2. to recognise opportunities to build meaningful relationships in new environments, including at university and in the workplace; about the boundaries around professional relationships 3. how to articulate their relationship values and apply ethical principles in different types of relationships 4. to evaluate the influence of different faith, cultural or societal views on relationships and sex 5. to evaluate different ways that people express emotional and physical intimacy in relationships; the role of pleasure in healthy, positive relationships 6. how open communication and constructive dialogue can support relationships, reduce conflict and help to navigate difficulties; to manage the ending of relationships safely and respectfully 7. strategies to manage personal safety in a range of social contexts, including in new environments, meeting new people, and

effect of power imbalances on relationship behaviours - RR8 & RR10 7. how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know - RR2 & RR5 8. how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change - RR7 9. the skills of active listening, clear communication, negotiation, compromise, and how to reconcile after disagreements, including within families - RR5 & F8 10. the services available to support healthy relationships and manage unhealthy relationships, and how to access them - RR5, RR6, BS16 & ISR11	support – F8 7. strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed - RR5, RR6 & BS16 8. reasons people have for making different choices about long-term relationships and parenting - F2, F3 & F7 9. about the nature, legal status, rights and protections of different types of committed relationships, such as marriage, arranged marriage, cohabitation and civil partnerships - F1, F3 & F4 10. that marriage and civil partnerships are legal, social and emotional commitments, entered into freely after the age of 18 and never through force or coercion - F3 & F5 11. that forced marriage is illegal, and how to access help if they or someone they know is at risk of forced marriage –BS12 & F5 12. about the qualities, responsibilities, joys and challenges of parenthood, and factors that support development in the early years of a child's life – F7 13. about shifting family dynamics and how to manage their increasing independence in relation to others in their family - F6	when dating; the importance of trusting instincts if something does not feel right 8. about reliable and appropriate organisations that provide young people with relationship advice, including LGBT support services
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Boundaries and Consent

Key Stage 3	Key Stage 4	Key Stage 5
1. the skills to communicate and recognise consent, including in early romantic or sexual relationships; how to seek, give, not give and withdraw consent (in all contexts, including online) - RR8, RR10, BS1 2. that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances - RR8 & BS1 3. that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person – RR8 & BS1 4. about influences on peoples’ decision to engage in sexual activity eg, values, faith, law; that everyone has the choice to delay sex, or to enjoy intimacy without sex – ISR2 & ISR3 5. how to recognise and respond to pressure to engage in sexual activity, and the importance of not pressuring others - BS2 6. that the seeker of consent in any circumstances is legally and morally responsible for ensuring that consent has been given, and that if consent is not given or	1. to identify and clarify personal values and how these influence decisions and behaviours in sexual relationships; the skills to assess their readiness for sex as an individual and within a couple; that many young people wait to have sex until they are older – ISR2 & ISR3 2. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships - ISR3 3. the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent - RR8 4. about sexual pressure; internal and external expectations about sexual behaviours and how to manage these - BS2 5. that ethical behaviour within a relationship involves equal concern for each other’s needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent – RR8 & RR10	1. the ethical and legal responsibilities involved in seeking consent, and how to recognise enthusiastic consent; the importance of respecting and protecting people’s right to give, not give, or withdraw their consent 2. skills to effectively communicate personal boundaries, needs and wants 3. to recognise the risks inherent in new sexual encounters; strategies to support decision making and maintain personal safety and wellbeing in these situations 4. to evaluate power imbalances within relationships and their potential impact; to redress or respond to power imbalances

is withdrawn, that decision should always be respected; the legal age of sexual consent - RR8		
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Harmful Relationship Behaviours

Key Stage 3	Key Stage 4	Key Stage 5
- ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe – BS3 & BS4 - the characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help - BS11 - to distinguish between crushes, romantic gestures and obsessive fixation on others - BS10 - to recognise the signs of relationship abuse, including in the home; that abuse can take different forms; strategies to seek help and support - BS9 & BS16 - what is meant by, and how to recognise,	- to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond - BS2 - about the impact of victim-blaming, and ways to challenge victim-blaming attitudes - RR6 & BS4 - what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them – BS5, BS6, BS7 & BS8 - the legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made - BS7, BS8, BS9 & BS16 - to recognise when attention or behaviours are unwanted, fixated or obsessive; the legal	- to recognise, manage and respond to negative influence, manipulation, coercion and persuasion in a variety of contexts; how to identify when their own attitudes or behaviours might be harmful, and sources of support to address this - to recognise and respond to different forms of abuse; including how to seek help, report concerns and exit strategies for unhealthy relationships - the illegality of forced marriage, and all forms of so-called 'honour' based violence; to get help (including from the police and specialist organisations) for themselves or others they believe to be at immediate or future risk - how to access medical attention and emotional support for anyone previously affected by FGM, virginity testing or hymenoplasty

harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them – BS5 & BS8 6. the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour - BS6 & BS7 7. the characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or access support for themselves or others – WO3, BS8 & OSA10 8. what to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it – BS16 & ISR11 9. the facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM - BS13	implications of these behaviours; ways to manage obsessions and access help for own behaviour; how to report or seek help if experiencing unwanted attention and related behaviours – BS10& BS16 6. to recognise coercive and controlling behaviours online, including harassment and stalking; to manage the risks of technology being used to facilitate harassment and stalking; how to seek appropriate support and report concerns - OSA10 7. the law relating to violent or threatening behaviour, coercive control, emotional, sexual, economic or physical abuse in relationships (including domestic abuse); the importance of getting help and how to overcome challenges in doing so; how to access appropriate sources of advice and support – BS9 & ISR11 8. the illegality, unacceptability and harms of so-called ‘honour’-based abuse; the legal protections and reporting processes in place to support people at risk of forced marriage, FGM, virginity testing and hymenoplasty, and how to access help safely, report concerns, and protect themselves or others – BS12 & BS13	6. rights and legal protections in relation to unwanted attention, obsessive behaviours, non-contact sexual offences, harassment, stalking, sexual assault, and rape; the emotional, physical, social and legal consequences of these 7. how to report sexual assault, violence or rape; what happens when and after a report is made; where and how to access medical and emotional support, even if a report is not made; the role of victim support services and organisations 8. evaluate the influence and impact of harmful attitudes, including misogyny; how to challenge harmful narratives and victim blaming 9. ways to safely intervene if witnessing harmful sexual behaviours, and how to report and access support for self or others 10. the early signs of different exploitative behaviours, eg, criminal, financial, sexual exploitation; how to respond if experiencing the grooming process or aware of others at risk; the importance of reporting concerns about any exploitative behaviours and seeking support
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Puberty and Adolescence

Key Stage 3	
1.	about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (eg, periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up - DB1
2.	about the adolescent brain; the relationship between brain development and hormonal changes as people mature - DB2
3.	how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health - DB3
4.	(at late key stage 3) how and why to carry out regular self-examination eg, breast and testicular self-examination - HPP4

Reproductive Health and Fertility

Key Stage 4	
1.	that the menstrual cycle, including periods, varies over time and between individuals; how to recognise regular and irregular patterns, menstrual health concerns or symptoms, including premenstrual syndrome (PMS), heavy bleeding, polycystic ovary syndrome (PCOS), endometriosis; how to advocate for themselves with healthcare professionals - DB3
2.	about male and female fertility, how it changes over the life course, and can be affected by STIs and other lifestyle factors, and the options available to people who can't conceive - DB4
3.	the options available in the event of an unintended pregnancy (abortion, adoption, raising the baby); how to access impartial, medically and legally accurate information and support, and sources of emotional support - ISR7
4.	about healthy behaviours before and during pregnancy and how lifestyle choices can affect a developing foetus - HPP7
5.	about miscarriage and pregnancy loss and the support available - HPP7
6.	about reproductive and gynaecological health, including menopause and the importance of pelvic floor health - DB3, DB4 & HPP7
7.	where, how and why to access reproductive health advice and treatment - ISR12

Contraception and Parenthood

Key Stage 5
1. the skills to confidently discuss with a sexual partner and if necessary, assert, the use of contraception 2. to evaluate the most appropriate methods of contraception in different circumstances; how to use contraceptives effectively, including emergency contraception 3. how fertility changes for males and females over time, including menopause; that fertility can be influenced by lifestyle factors; about reproductive health including healthy pregnancy; where to access advice and support relating to fertility, pregnancy, and miscarriage 4. factors that influence decisions about whether and when to start a family (eg, fertility, financial, relationship or career status); different routes to parenthood 5. the implications of unintended pregnancy and young parenthood; the pathways available in the event of an unintended pregnancy; services available and how to access them; the importance of getting advice and support quickly

Sex Education

Key Stage 3	Key Stage 4	Key Stage 5
1. to gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive - ISR1 2. how choices about sex can impact physical health, relationships and mental wellbeing - ISR4 3. the law relating to sexual consent – RR8 & ISR2 4. about the purpose and efficacy of different contraceptives; how and where to access	1. about different types of intimacy; the importance of mutual pleasure in intimate, sexual relationships - ISR1 2. how to communicate sexual consent; their right to give, not give or withdraw consent at any point; the effects of alcohol and drug use on someone's capacity to consent - ISR3, ISR10 3. the potential social, emotional and physical consequences (including on sexual and reproductive health) of choices people make	1. the importance of seeking reliable, accurate information about contraception; how to choose, access, and communicate use of contraception with sexual partners; when, why and how to access emergency contraception 2. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI), including accessing condoms or other barrier methods; the role of PrEP and PEP in

contraception and medically accurate advice – ISR6 & ISR12 5. the communication skills to effectively discuss contraceptive use (including condoms) with a partner - ISR6 6. the risks related to unprotected sex, including sexually transmitted infections (STIs) and unintended Pregnancy - ISR7 & ISR9 7. about STIs, how they are spread and how they can be prevented and treated; the importance of regular testing for sexually active people – ISR8 & ISR9 8. how to access confidential advice and treatment regarding sexual health - ISR12	about sex; that some sexual behaviours can be harmful; how to seek support if concerned about a sexual relationship – ISR4, ISR5, ISR11 4. about STIs and their prevalence; the symptoms, long– and short-term impacts, transmission, and treatment of STIs; the importance of regular testing – ISR8 & ISR9 5. how the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them - ISR8 6. how to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services – ISR7 & ISR12 7. where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception - ISR6 8. the skills to discuss contraception use with a partner, and when necessary assert their right to insist on its use - ISR6 9. to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment - ISR12	HIV prevention 3. how to take responsibility for their sexual health and know when, where and how to access STI testing, advice, diagnosis, and treatment; the importance of communicating diagnosis with sexual partners
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Inclusion, Bullying and Discrimination

Key Stage 3	Key Stage 4	Key Stage 5
1. that people have different values and perspectives, and how to manage differences constructively and respectfully – RR4 & RR5 2. that on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media – OSA3 & OSA9 3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination – RR9 & RR2 4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely - RR9	1. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online – RR2 & RR9 2. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures - RR4 3. how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate – OSA1, OSA3 & OSA8 4. how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others – RR4, RR9 & RR12 5. how false or harmful narratives promoted by	1. recognise and safely challenge prejudice and discrimination in all contexts; how intersectionality shapes people's experiences of discrimination 2. how the Equality Act is applied in different contexts; everyone's right to be treated with respect; the importance of proactively supporting and creating inclusive, respectful communities and spaces 3. to recognise bullying and harassment in all its forms, in the workplace or in further and higher education; ways to seek, or provide, support to resolve the situation

5. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied - RR6	some online communities or influencers can distort understanding and cause harm - RR12 6. to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics – RR9 & RR12 7. how harmful narratives can spread online, including misogynistic or violent ideas; how to report disturbing or inappropriate content and where to seek advice and support related to online content that normalises or glamorises unhealthy or illegal behaviours - OSA8 8. safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitudes – RR9 & RR12 9. how inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships - RR10 10. to recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online; the moral and legal responsibilities and protections everyone has in relation to bullying and harassment; how to	
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	report and seek support for self or others - RR6 & WO3 11. strategies to avoid or deescalate conflict and challenge bullying behaviour online, including on social media, and how to report when needed - OSA9 & OSA10	
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Online Life

Key Stage 3	Key Stage 4	Key Stage 5
1. about rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private – OSA1 & OSA4 2. how to safely and responsibly form, maintain and manage positive, respectful and safe relationships online - OSA1 3. that features of the internet can amplify risks and opportunities, eg, the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal	1. how to critically assess and manage their online habits and when online activity can have both positive and negative impacts on their own and others' wellbeing - WO1 2. how media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification - WO2 3. strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI – OSA3 & OSA12 4. about different forms of personalisation	1. to set and maintain clear boundaries around personal privacy and to manage their online content and contact 2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure 3. the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the similarities and differences between the legal protections for young people who are over or under 18; how to respond to harmful sexual content, including methods of reporting and how to effectively seek help 4. how engaging with online content, including

information, privacy and location settings – OSA2 & OSA4 4. the role social media plays in connecting people, sharing experiences and finding community - WO1 5. that what people share online about their life does not always reflect their reality; that media and social media can reinforce unrealistic expectations around physical appearance and relationships; the impact of comparing oneself to others online - WO2 6. how to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information – WO5 & OSA3 7. how information and data is generated, collected, shared and used online, including for commercial purposes; choices people can make about how their data is kept private or used – OSA12 & OSA13 8. that they will encounter information and advertising online that is manipulated, exaggerated or targeted towards them using their data; ways to limit targeted content and	online, including targeted advertising, use of big data, and the influence of algorithms on social media feeds; how personalisation may be used to influence opinions, decisions and behaviours; strategies to evaluate and reduce negative impacts of this – WO5 5. how mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online – WO5 6. ways in which AI chatbots are designed to mimic human interaction and companionship; the potential risks and consequences of frequently engaging with AI chatbots; strategies for critically assessing the risks of new types of technology - OSA15	on social media, can expand, limit or distort perspectives (eg, through algorithms, the promotion of mis- and disinformation, propaganda and conspiracy theories, and the use of AI and deepfakes); to recognise how content they create, share or engage with may contribute to or challenge these perspectives
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manage their responses to it - WO5 9. how persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline - WO1 10. how to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online - OSA14		
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Online Harms

Key Stage 3	Key Stage 4	Key Stage 5
1. that some online content (eg, graphic videos, pornography, some computer games) is inappropriate, disturbing, upsetting or encourages harmful behaviours and attitudes, such as misogyny, discrimination or violence – OSA8 & OSA11 2. how to manage settings on platforms and services to avoid distressing content online, and the importance of speaking to someone if this content is seen, intentionally or accidentally – WO7 & OSA8	1. the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the protections and rights young people have in relation to sexual image sharing; ways to reduce harm, how to seek support and report concerns – OSA4, OSA5, OSA6 & OSA7 2. risks and warning signs of online scams, including sextortion, and the harm they can cause; the importance of seeking help	1. the push and pull factors that contribute to people's engagement with extreme narratives, (eg, related to misogyny, faith, politics, the environment); how hateful narratives and groups can overlap and reinforce each other online; when and how to report or access help for themselves or others in relation to extremism and radicalisation 2. how the business model of the porn industry affects what people view; the

3. how the portrayal of relationships and sex in the media, including pornography, and some online communities, can influence relationship expectations and attitudes, and normalise harmful behaviours – RR11, RR12, BS15 & OSA11 4. how generative AI works and is used; the ethical considerations related to generative AI, including regarding people’s rights and the environment; about the impact and possible harms of generative AI tools, such as chatbots, on wellbeing, relationships and advice seeking - OSA15 5. the laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences - OSA4 & OSA5 6. about the motivations, consequences and potential harms of creating and sharing deepfakes - OSA7 7. when, why and how to report concerns to trusted adults and relevant platforms and organisations, such as Childline, CEOP, NSPCC’s Report Remove tool or the police,	swiftly, how to report and who to tell if scammed or involved in sextortion - OSA14 3. to recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and why to report the content and seek appropriate support - WO7 4. evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others’ bodies - RR11 5. about the negative influence pornography can have on people who see it, accidentally or deliberately; that pornography can promote misogynistic attitudes and behaviours; the law on, and purpose of, age-verification for websites showing pornographic content; how to seek support if affected by pornography or concerned about their own use or behaviour – OSA8 & OSA11 6. how pornography can normalise	purpose and implications of age verification for websites showing pornographic content; evidence of the harms caused by pornography to individuals (including those over 18), to relationships, and to society 3. that pornography normalises and promotes sexual behaviours that are harmful, distressing or illegal (eg, strangulation); how to respond to pressure to behave in unhealthy or harmful ways, and seek appropriate help and support if needed 4. the implications and potential risks of using new, evolving and sometimes unregulated technologies such as AI chatbots
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and how this can help - OSA6	harmful sexual behaviours (that many people do not and will never engage in), including the representation of strangulation; the legal, physical and emotional consequences associated with strangulation and suffocation; that applying force or pressure to someone's neck or covering the mouth and nose is dangerous and can lead to serious injury or death – RR11, BS14 & BS15 7. about thinking errors (eg, 'gambler's fallacy') and product design features associated with gambling, including in online games; the risks and harms of gambling-related behaviours, including the accumulation of debt; how to access appropriate sources of help – MW8 & WO4	
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Mental Health and Wellbeing

Key Stage 3	Key Stage 4	Key Stage 5
1. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary - MW1 2. how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access	1. how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing – MW4, MW6 & MW7 2. strategies for building connectedness with others, including making the most of opportunities for community participation	1. a range of strategies for building, maintaining and promoting positive mental health (eg, connecting with others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills) 2. how to recognise and respond to changes in

appropriate support services and mental health organisations – MW1, MW4 & MW5 3. the benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself – RR3 & MW2 4. How friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness – MW2 & MW3 5. that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships - F6 6. about factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition – MW4 & MW6 7. to recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that	and volunteering, and the importance of doing so for happiness and wellbeing – MW2 & MW6 3. how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness – MW1 & MW3 4. how wellbeing can be affected by negative thinking patterns; how to reframe negative thinking and learn from disappointments and setbacks – MW4, MW6 & MW7 5. to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension – MW4, MW6 & MW7 6. the nature and prevalence of mental health difficulties that commonly affect young people; facts about, and signs of, more serious mental health conditions; what someone could do if concerned about their own or others' mental health or wellbeing - MW5 7. about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive	wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or loss 3. about common mental health issues, such as anxiety and depression, and strategies to manage these (including when and how to seek professional advice and support) 4. how to recognise signs of disordered eating, self-harm, and alcohol or other substance misuse *, and when they, or others, need support; how to seek reliable, accurate and safe advice and support 5. to analyse and evaluate sources of support available to manage mental health and wellbeing; to assess the reliability of information online, including information provided by AI or shared on social media; how and when to access support for self or others
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participating in these activities can help reduce anxiety over time- MW7 8. how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, eg, in response to the climate crisis or distressing events – MW4 & MW7 9. how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing - MW7 10. to recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so – MW5* * In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (eg, ways of self-harming, restricting food/inducing vomiting,	behaviours – MW8 & MW9 8. to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing * MW6 & MW9 * In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (eg, ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others), or that might provide inspiration for students who are more vulnerable. 9. why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources – MW6 & WO7	
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hiding behaviour from others), or that might provide inspiration for students who are more vulnerable.		
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Healthy Lifestyles

Key Stage 3	Key Stage 4	Key Stage 5
- the characteristics of a healthy lifestyle, what is meant by a healthy weight and that this can vary among individuals; how to establish and maintain healthier habits - PHF1 - the benefits of physical activity and exercise for health and wellbeing – PHF1, PH3 & MW2 - to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influences - PHF1 - the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep - HPP6 - about nutrition and the role of a balanced diet as part of a healthy lifestyle - HE1 - how food and drink choices can affect wellbeing and physical health, including	- how physical activity and time outdoors can support mental health and wellbeing, including boosting mood – PHF3 & MW2 - to make informed choices about physical activity, including the consequences of an inactive lifestyle, such as cardiovascular ill-health - PHF1 - about the impact of sleep on brain function and wellbeing, including the consequences of poor quality or lack of sleep; how to make informed choices regarding sleep, and develop sleep hygiene strategies – HPP6 & MW2 - how to manage influences and maintain a balanced perspective on health and weight, body shape and size – HE1 & HE2 - the impact of diet on health, and how to make confident, informed and independent decisions about diet and	- how to take responsibility for monitoring personal health and wellbeing, including registering with and accessing health services in new locations (eg, GP, dentist, sexual health clinic, specialist services) - how to maintain a balanced diet and plan meals to prepare themselves, especially on a budget - the importance of maintaining work-life balance; strategies to balance study and work with rest, sleep, regular exercise, spending time with friends and online habits - about common and serious illnesses and conditions, including ‘freshers’ flu’, glandular fever, meningitis and sepsis; when, where, and how to access appropriate help (eg, pharmacist, GP, A&E); how to advocate for self or others when communicating with medical professionals

tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink – HE1 & HE2	nutrition, including with the support of a medical professional when required – HE1 & HPP8 6. to recognise influences on food and drink choices, including alcohol, barriers to healthy eating, and strategies for managing these – HE3 7. the benefits of making healthier food choices over the life course; the risks associated with unhealthy weight gain, including type 2 diabetes, cardiovascular disease and cancer - HE2	5. the importance of sun safety, warning signs of skin damage, including skin cancers, breast awareness and self-examination, testicular self-examination and cervical screening; how and when to carry out breast and testicular self-examination 6. reliable sources of medical and health information; how to evaluate media messages about health and make informed decisions, including about vaccinations 7. about considerations and issues relating to body enhancement or alteration, including long-term consequences
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Keeping Well, Health Services and First Aid

Key Stage 3	Key Stage 4	Key Stage 5
1. the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes - HPP2 2. hygiene routines, treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the	1. how and why to maintain and monitor health independently; about the prevalence, symptoms and treatments of serious health conditions and the importance of regular self-examination and cancer screening – PHF2 & HPP4 2. to assess and manage risks associated with cosmetic and aesthetic procedures, including	

benefits of immunisation for individuals and society – HPP1 & HPP5 3. how to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage – HPP1 & HPP4 4. where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinics); how, when and why to access them – HPP3 & HPP8 5. how to respond to common injuries or minor ailments, including basic first aid – BFA1 & HPP3 6. how to respond in a range of emergency situations; to report rather than film incidents - BFA2 7. life-saving skills, such as cardio-pulmonary resuscitation (CPR) - BFA2 8. the purpose of defibrillators, how to locate and use them, and that anyone can do so - BFA3	tattooing, piercings, fillers and the use of sunbeds - HPP4 3. how to help prevent and reduce the spread of bacteria and viruses; how to treat infection including responsible use of antibiotics and the risks presented by antimicrobial resistance - HPP1 4. about vaccinations available to adults, including the flu vaccine and travel vaccinations - HPP5 5. about Gillick competence and medical consent; strategies to become a confident user of the healthcare system (NHS, dentists, pharmacist, sexual health clinics, specialist services); to overcome potential concerns or barriers to seeking help – HPP3, HPP8 & HPP9 6. the purpose of blood, organ and stem cell donation for individuals and society * - PHF4 * liaise with science department for teaching about the facts and science of donation 7. how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators - BFA1, BFA2 & BFA	
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Drug Education

Key Stage 3	Key Stage 4	Key Stage 5
- the importance of taking prescription and over-the-counter medicines correctly - DATV5 - about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit - DATV1 - the law relating to the supply, possession, use and misuse of legal and illegal substances – DATV1 & DATV2 - to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption - DATV3 - about the physical harms caused by smoking tobacco (eg, lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping - DATV6 & MW9 - strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs - DATV7 - strategies to manage a range of influences,	- the risks associated with the misuse of prescribed and over-the-counter medicines and how to recognise signs that something is wrong – DATV5 - the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society – DATV1 - about wider and long-term implications of criminal drug convictions, eg, for career, travel and future opportunities – DATV2 - the law and risks related to buying or selling substances online – WO6 - the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity – DATV4 & ISR10 - strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers – DATV3	- about different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs; the long- and short-term health impacts of different substances - about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad - assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends - how different influences can affect decision making related to alcohol and other drugs, and how to manage them - to recognise dependency or signs of a substance use disorder in themselves or others; how to access appropriate sources of support

including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support – DATV1 & DATV4	7. to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping – DATV4 & DATV6	
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Personal Safety, Risk and Influence

Key Stage 3	Key Stage 4	Key Stage 5
1. how to take care of personal belongings and use mobile phones safely when out and about - PS1 2. skills to predict, assess and manage risk in the context of increasing independence, eg, around roads, railways, level crossings and water (including the water safety code); how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know – BS4 & PS1 3. how risk taking behaviour is influenced by peers, including through social media, and the need for peer approval; strategies to manage peer influence in offline and online contexts – PS2, PS3 & BS2 4. the risks associated with gambling, and that chance-based transactions in gaming can carry similar risks; strategies for managing peer and other influences relating to gambling - WO4	1. ways to identify risk and manage personal safety in new environments, social settings and workplaces, eg, taking trips, going to festivals, or travelling abroad without an adult - PS1 2. personal safety strategies when online, out with friends, meeting new people or dating, including identifying potentially dangerous situations and trusting instincts if something doesn't feel right – BS4 & OSA2 3. to evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media – PS2 & BS2 4. to recognise situations involving adverse influence, grooming or exploitation (eg, gang culture) and how to safely access appropriate	1. to assess risk in a wide range of contexts; how to manage risks, including de-escalating or exiting unsafe situations 2. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely 3. to travel safely around the UK and abroad; about the law, rights and responsibilities when travelling abroad, including passport, visa and insurance requirements 4. how to respond to situations involving aggression, conflict, violence, or weapons; the importance of prioritising personal safety and reporting incidents 5. how to identify when something they are being encouraged or pressured to do is illegal; to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a

5. the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing – MW8, MW9 & DATV3 6. skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous - PS3 7. how to recognise signs that they or others may be being drawn into criminal behaviour (eg, county lines drug running, money laundering, cybercrime); how to access appropriate support – PS6 & BS11 8. motivations for, misconceptions about, and social, legal and physical consequences of carrying knives & or other weapons; strategies for managing pressure and influence to carry a weapon - PS5 9. which trusted adults can support them with worries about knife crime or violence, and the likely outcomes of reporting concerns - PS4	help if involved in criminal behaviour – PS4, PS6 & BS11 5. the law relating to weapons and violence, including purchasing or supplying weapons online; the concept of joint enterprise – PS5 & WO6 6. strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations - PS3 7. how to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf – PS4 & BS16	weapon; when and how to seek help or report concerns for themselves or others and overcome barriers to doing so 6. how to perform first aid and when to call emergency services, even when there may be legal implications (eg, situations involving alcohol, drugs, weapons or other criminal activity)
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Senior School and Sixth Form Personal Development have included the following sessions/speakers:

- Consent and healthy relationships (including a session led by School Counsellor and small group discussions with staff), pleasure and intimacy (Year 11), and positive masculinity.
- Developing a healthy relationship with self and creating healthy relationships with others via sessions such as: healthy nutrition (external speaker), Mental health, wellbeing and managing stress (School Counsellor), online safety awareness.

6. Safe and effective practice

It is particularly important in RSE discussions that students feel that the learning environment is safe and that potentially sensitive or controversial issues will be managed well. As in all our lessons, prejudice, discrimination and bullying are unacceptable. Teachers and students will therefore agree 'ground rules' around any discussion before it begins; these will include how to ensure that the views of all learners are respected, that topics are 'distanced' from individuals or current issues, and that there is an opportunity for learners to ask questions anonymously, either in advance of the lesson or following it.

Staff are trained to manage difficult questions by responding calmly and factually, being mindful of the need to support students' learning. Staff discuss sensitive topics with the relevant leads on each site in advance of the topics being taught. This supports staff in redirecting questions to outside the classroom, if appropriate, and ensuring that the needs of all students are met in the session.

All staff teaching RSE will be supported by the pastoral team; staff will have opportunity to ask questions and seek advice on how best to deliver the sessions and have access to appropriate resources and training to support them. **The school ensures that teams are trained and confident in managing sensitive topics, disclosures and safeguarding issues.**

7. Safeguarding

A focus on healthy relationships and broader relationships education can help young people understand acceptable (and unacceptable) behaviours in relationships.

The government's statutory guidance on RSE(Secondary) makes a number of references to safeguarding issues which should be addressed sensitively and clearly within RSE so that students know that such behaviours are unacceptable. These safeguarding issues include:

- grooming, child on child abuse, sexual exploitation and domestic abuse, including coercive and controlling behaviour;
- sexual harassment, sexist language, unwanted sexualised comments or behaviour, coercion and the misuse of power.
- the physical and emotional damage caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas.;
- recognising when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage, and that forced marriage and marrying before the age of 18 are illegal) and strategies to manage this or access support;
- recognising risks, harmful content and contact online, the law concerning the forwarding or sharing of images, the identification and harms of deepfakes including videos and photos, and how and to whom to report issues. Students are taught that the creation, possession or sharing of sexual images of children, including peer-generated content, is illegal. RSE teaching emphasises prevention, consent, reporting routes and safeguarding responses rather than punishment alone.
- harmful behaviours (including pornography) online, and via other forms of media, which may normalise violent sexual behaviours, consensual and non-consensual sharing of nude photographs, and online sexual harassment;

- teaching about the law, including legal provisions around forced marriage, consent, abuse (for example sexual offences, FGM, virginity testing, HBV), protected characteristics, hate crime, gambling, alcohol, smoking vaping, nicotine products and illicit drugs, extremism and radicalisation, hate crime and the age of criminal responsibility

Staff are aware that effective RSE, including education around some of the topics listed above, could lead to a disclosure of a child protection issue. Students are clearly informed about how they can access confidential advice and health services within the boundaries of safeguarding.

All staff are trained in safeguarding, including how to handle a disclosure and, were a disclosure to be made, staff would follow the school's Safeguarding and Promoting the Welfare of Children Policy. Visitors and external agencies who support the delivery of RSE are also made familiar with this policy, including how to contact the Designated Safeguarding Lead or member of the safeguarding team (please see our Visiting Speakers' Policy). Both policies are available from the [school website](#).

8. Engaging stakeholders

Parents and guardians have access to this RSE policy via the school website. A copy of is available and without charge to anyone who would like us to send them one. We are committed to openness with parents and parents and guardians will be notified (by email and newsletters) when particular topics are being covered in school. Parents may view all the materials and resources and ask staff about the plans for different sessions.

Governors are consulted about the RSE policy and curriculum through governor meetings.

We believe that our students should be actively involved as participants, advocates and evaluators in developing good quality RSE provision. The student voice (eg, via questionnaires, Student Council meetings, etc) issued to review and tailor our RSE programme to match the different needs of students in each section of the school.

Consultation with parents took place to review the previous policy and curriculum and to agree changes in light of the updated statutory guidance for September 2026. This consultation included questionnaires and discussion groups. Students are consulted annually on the programme of study and we welcome all engagement with parents as part of our review processes.

9. Right to withdraw

Relationships education is compulsory for all students receiving primary education, and relationships and sex education (RSE) is compulsory for all students receiving secondary education. There is no right to withdraw from Health education or the Relationships content of RSE as these topics – such as family, friendship, safety (including online safety) – are important for all young people to be taught. However, parents have the right to withdraw their child from some or all of sex education delivered as part of statutory RSE. (Points 16-23 of the [DfE guidance](#)).

If a parent/guardian wishes to request that their child be removed from RSE, they should write to the Principal. Before granting any such request, the Principal (or other member of the Senior Leadership Team) will invite the parent/guardian to discuss the request, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

In such situations, it is good practice for the Principal to discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the student. This could include any social and emotional effects of being excluded, as well as the likelihood of the child

hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The detrimental effects may be mitigated if parents propose to deliver sex education at home instead.

Once these discussions have taken place, except in exceptional circumstances, we will respect the parent/guardian's request to withdraw the student. From three terms before the student turns 16, a student can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a student turns 16 during Autumn Term, the student can opt back into sex education at any time after the start of the previous Autumn Term. Students are made aware of this option to opt back in, if they have been withdrawn from sex education.

If a student is excused from sex education, we will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

10. Monitoring, reporting and evaluation

We have the same high expectations of the quality of students' work in RSE as for other curriculum areas. As in other subjects, a strong curriculum builds on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress. Lessons will be planned to ensure that students of differing abilities are suitably challenged. The monitoring, reporting and evaluation of the RSE programme will include:

- monitoring and evaluating the contribution of visitors and external agencies to RSE provision via feedback from both students and staff;
- students having opportunities to review and reflect on their learning during lessons and feed this back to the teacher/session leader;
- lesson observations where appropriate (and where this would not impact negatively on the student's ability to speak openly in the session);
- student voice being influential in adapting and amending planned learning activities;
- staff having the opportunity for professional dialogue to reflect critically on their work in delivering RSE;
- Governor visits to discuss and monitor the effectiveness of the curriculum and its delivery

11. RSE policy review

This policy will be reviewed annually by the Vice Principal Pastoral, Deputy Director of Wellbeing, and Director of Safeguarding to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance. This policy is consulted on with parents and students, reviewed annually, and approved by the Board of Governors.

12. Useful resources

Relationships and sex education (RSE) and health education: Statutory guidance – Department for Education: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Relationships and sex education (RSE) (Secondary) – Department for Education: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

[Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents](#) – Department for Education

RSHE for Schools: <https://ithappens.education/>

www.sexeducationforum.org.uk

Gender Questioning Children: Non statutory guidance for schools and colleges in England-
Department for Education: [Gender Questioning Children - non-statutory guidance \(education.gov.uk\)](https://www.gov.uk/guidance/gender-questioning-children-non-statutory-guidance)
[PSHE Association](#)

[UniFrog](#)

[Votes for Schools](#)

[NSPCC](#)

[NHS](#)

[Brook](#)

[Young Minds](#)

[RSE Hub](#)

[UK Safer Internet Centre](#)

[CEOP](#)

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