TETTENHALL COLLEGE POLICY NUMBER 59

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

APPLICABILITY: Academic Staff

REVIEW DATE: July 2027

AUTHOR: Assistant Head Pastoral

REGULATORY REQUIREMENTS: ISS Part 1: 2A, 2(2)(d); Part 2: 5; Part 6: 32

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

Tettenhall College is currently reviewing the updated government guidance for RSHE (Relationships, Sex and Health Education), published in July 2025. From **1 September 2026**, this guidance becomes statutory, and the College will fully implement it across the curriculum and within school policy. In the meantime, we continue to deliver RSHE in line with current statutory requirements (2019 guidance) while preparing for the transition. Parents and carers will be consulted during this process. For further details, please contact the PSHE Coordinator.

RSE is not about the promotion of sexual activity.

1. The school provides relationships and sex education in the core curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The science-based aspects are taught through biology lessons and the wider aspects including relationships and respect are delivered through the PSHE programme. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Pupils aged 16 (or within three terms of being 16) have the right to choose for themselves.

2. Further guidance for parents on why schools provide RSE can be obtained here Relationships, sex and health education: guides for parents - GOV.UK (www.gov.uk)

3. The PSHE programme includes topics on developing healthy and respectful relationships that are revisited in an age-appropriate manner each year as pupils move through the school.

4. It is recognised that young people should be offered the opportunity to receive a well-planned programme of sex education, which is part of the Personal, Social and Health Education programme.

AIMS

5. To provide pupils with responsible and relevant Relationships, Sex and Health Education as an integral part of their progress to adulthood and to view their relationships in a healthy manner by:

   a. encouraging personal responsibility in all forms of behaviour.

   b. encouraging self-esteem and self-confidence.

   c. encouraging respect and consideration for others including issues of consent.

   d. promoting understanding of sexual attitudes and behaviour and the importance of sensitivity to the needs and views of others.

   e. providing knowledge about loving, stable relationships.

   f. providing knowledge and understanding of the physical and emotional changes they will experience and offer information and strategies to empower them to make informed and responsible decisions.

   g. providing knowledge of the process of human reproduction and;

   h. providing support and information for pupils and their parents.

CONTENT

6. Relationships, Sex and Health Education (RSHE) provides knowledge and develops the skills and attitudes with which pupils can manage their lives in a responsible and healthy way. The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is and is not acceptable behaviour in relationships.

THE ROLE OF PARENTS

7. The teaching offered by Tettenhall College will be complementary and supportive of parental views, roles and responsibilities. This policy is shared with parents via the school website. In a situation where parents disagree with our approach to sex education, they have the right to withdraw their children from the sex education provision by informing the Assistant Head Pastoral, in writing, who will then make appropriate arrangements. RSHE lessons are delivered by classroom teachers with regular assistance from the school nurses,

and they make use of specialist resources that are age appropriate as recommended by government health services.

Preparatory School

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Head of the Preparatory Division. Alternative work will be given to pupils who are withdrawn from sex education.

THE ROLE OF STAFF

Staff are responsible for:

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

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

All teachers within the school are responsible for teaching RSE

8. When outside speakers are brought in a teacher must be present to monitor the content of any presentation. If a member of staff is approached by a pupil for specific advice on aspects of sexual behaviour, he/she should encourage the pupil to seek advice from parents and/or a relevant health service professional such as school nurse, family GP or family planning service.
9. Where circumstances are such as to lead staff to believe the pupil has in mind a course of conduct which is likely to place him/her at moral or physical risk, or in breach of the law, staff have a duty to ensure that the pupil is aware of the implications and is urged to seek advice as above. In such circumstances staff must inform the Headmaster and the Assistant Head Pastoral. Staff must be careful not to guarantee confidentiality but to use their professional judgement, consulting colleagues if appropriate.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

10. Pupils with learning difficulties and disabilities may physically be developing at a different rate to their mental capacity, as such this can make them particularly vulnerable. Each child with SEND has an IEP and their tutor will consult with their support teacher before they engage in the lesson. The content may be modified and any other reasonable adjustments to meet their needs.

KNOWLEDGE AND INFORMATION (LEARNING OUTCOMES)

11. KS2 – Learning how to resolve relationship problems; learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring the physical and emotional changes in puberty; developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; how a baby is conceived and develops and exploring the theme of personal identity, gender identity and body image.
12. KS3 - Puberty, personal safety, family life and relationships, friendships and love, conception and birth, contraception, HIV/AIDS, safer sex and the law, consent, life stages, different faiths and cultures and sexualities.
13. KS4 - Birth processes, abortion, genetic inheritance, sexually transmitted diseases including HIV/AIDS, sexual lifestyles, prejudice and stereotyping, consent, the effect of the media and pornography on shaping sexual attitudes, different faiths and cultures and sexualities.
14. KS5 - Sexual health, making safe choices (lessons delivered by surgery team) healthy and controlling relationships, online behaviour and social media. They will also learn about health screenings; breast and testicle examinations.

PSHE PROGRAMME

15. The PSHE curriculum encompasses personal management tools, workload, responsibility, time management and healthy lifestyle. It also includes relationships, social and emotional well-being, sex education, the risks of drug use, mental and physical health as well as career research and guidance.

Relationships and Sex Education within PSHE

16. RSE is taught through the tutorial sessions and extended PSHE sessions.

17. PSHE teachers run the sex education lessons with the support of the surgery team. They make use of specialist resources that are age appropriate as recommended by government health services.

18. All pupils will engage in the Health and Relationships Education programme. Parents may ask for their child to be withdrawn from some or all of the sex education element. Once we receive such a request, we will discuss it with the parent and provide more information about the lesson to assist in making that decision. Pupils aged 16 (or within three terms of being 16) have the right to choose for themselves.

For specific detail about how the statutory requirements are embedded into the PSHE curriculum in senior school, please refer to appendix 3.

Year schedule within PSHE schemes of work from Kpow Primary; specific aspect of relationships and sex education

Year 6	The changes experienced during puberty, how a baby is conceived and develops. Learning to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected.
Year 5	Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship. Exploring the emotional and physical changes of puberty, including menstruation.
Year 3-4	Learning how to resolve relationship problems, effective listening skills and about non-verbal communication. Exploring identity through groups we belong to. Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships.

	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others. Exploring the physical and emotional changes in puberty

Values and Beliefs.

19. The knowledge and information mentioned in (a) will be delivered in a context in which the following values will be encouraged:

a. respect and value for self and others;

b. understanding and sensitivity towards the needs and views of others;

c. responsibility for one's own actions; and

d. responsibility to the family, School and wider community.

RSHE will be delivered in a way that complies with the Equal Opportunities Policy; pupils will not be excluded based on sex, age, race, religion, sexuality, disability, SEND etc.

Skills and Abilities

20. The following skills will be encouraged:

a. communication, including the making and keeping of relationships;

b. assertiveness;

c. decision making;

d. recognising and using opportunities to develop a healthy lifestyle; and

e. developing respect for the rights and desires of people they are in a relationship with

ORGANISATION

21. Relationships, Sex and Health Education is co-ordinated and taught by staff including the School nurses and PSHE Subject Leader, who reports to the Headmaster and Assistant Heads respectively.

22. Relationships, Sex and Health Education will be delivered across science, religious studies and PSHE lessons. Where it forms part of the science curriculum there is no parental right of withdrawal.

23. Teaching approaches will vary as appropriate. For example, in science a factual approach may be appropriate whereas in PSHE moral issues will be explored. This is not to say that the two approaches are mutually exclusive; and a teacher may employ both at his/ her discretion whilst teaching either PSHE or science.

24. Pupil groupings - pupils will be taught in their Year groups for PSHE (i.e. in mixed gender and ability groups). If the need should arise then pupils may be taught in other groupings (for example, split by gender) as appropriate to the specific need.

25. Resources - a wide range of materials are available and can be made available to parents on request.

SPECIFIC ISSUES

26. The value of family life is an important aspect of Relationships, Sex and Health Education and emphasis will be placed on the stability, respect, caring and support available through the family group.

27. The issues of contraception, HIV/ AIDS, sexuality and abortion are part of the Relationships, Sex and Health Education programme. Facts will be presented in a balanced and objective manner. Pupils will be encouraged to consider their attitudes and values with regard to the values and beliefs mentioned above. They will be made aware of the difference between fact, opinion and religious belief.

28. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Before granting any such request, the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The School will document this process to ensure a record is kept.

29. The Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. 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 (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

30. Once those discussions have taken place, except in exceptional circumstances, the School will normally respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms.

31. The process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making a decision.

32. The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in the Preparatory School, other than as part of the science curriculum. If a pupil is excused from sex education, it is the School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

33. The rapidly changing nature of technology means that the scheme of work may require constant updating to reflect the dangers posed by the online world (for example the prevalence and effect of pornography). Updating the scheme of work is the responsibility of the Subject Leader for PSHE and the School nurses.

Monitoring and Review

Last Review Date: Sept 26
Next Review Date: Sept 27

34. Relationships, Sex and Health Education will be monitored by the PSHE Subject Leader and the School nurses. Changes to the programme will be made as appropriate following review.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

TOPIC	PUPILS SHOULD KNOW
Families	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• 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

TOPIC	PUPILS SHOULD KNOW
Online and media	• 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
Being safe	• 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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

Appendix 3: How the statutory requirements are embedded into the PSHE curriculum in Year 7 – Year 11.

Relationships and Sex Education (RSE) (Secondary)

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.	Y7 Unit 4 – Healthy relationships
how these relationships might contribute to human happiness and their importance for bringing up children.	Y7 Unit 4 – Healthy relationships Y10 Unit 2 – Healthy relationships
what marriage is, including their legal status – for example, 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.	Y10 Unit 2 – Healthy relationships Y7 Unit 4 – Healthy relationships
why marriage is an important relationship choice for many couples and why it must be freely entered into.	Y10 Unit 2 – Healthy relationships
the characteristics and legal status of other types of long-term relationships.	Y10 Unit 2 – Healthy relationships
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Y10 Unit 2 – Healthy relationships Y7 Unit 4 – Healthy relationships
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), how to seek help or advice, including reporting concerns about others, if needed	Y7 Unit 3 – Taking care of yourself Y7 Unit 4 – Healthy relationships Y8 Unit 2 – Staying safe Y10 Unit 2 – Healthy relationships Y11 Unit 2 – Staying Safe

Respectful relationships, including friendships - Pupils should know:

the characteristics of positive and healthy friendships, in all contexts including online, such as:	N/A
trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict	Y7 Unit 4 – Healthy relationships Y10 Unit 2 – Healthy relationships Y11 Unit 3 – Healthy relationships
reconciliation and ending relationships, this includes different (non-sexual) types of relationship	Y10 Unit 2 – Healthy relationships Y11 Unit 3 – Healthy relationships
practical steps they can take in a range of different contexts to improve or support respectful relationships	Y7 Unit 4 – Healthy relationships Y10 Unit 2 – Healthy relationships Y11 Unit 3 – Healthy relationships
how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)	Y7 Unit 2 – Diversity, Prejudice and Bullying Y10 Unit 1 – Media influence and awareness Y10 Unit 2 – Healthy relationships
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	Y7 Unit 2 – Diversity, Prejudice and Bullying Y7 Unit 4 – Healthy relationships Y8 Unit 4 – The Government and the Law Y10 Unit 1 – Media influence and awareness
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Y7 Unit 2 – Diversity, Prejudice and Bullying Y8 Unit 2 – Staying safe Y10 Unit 1 – Media influence and awareness

that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Y9 Unit 3 – Sex and relationships Y10 Unit 2 – Healthy relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe
what constitutes sexual harassment and sexual violence and why these are always unacceptable	Y9 Unit 3 – Sex and relationships Y10 Unit 2 – Healthy relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe
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	Y7 Unit 2 – Diversity, Prejudice and Bullying Y8 Unit 4 – The Government and the Law

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	Y7 Unit 4 – Healthy relationships Y9 Unit 3 – Sex and relationships Y10 Unit 1 – Media influence and awareness Y11 Unit 3 – Healthy relationships
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	Y7 Unit 4 – Healthy relationships Y9 Unit 3 – Sex and relationships Y10 Unit 1 – Media influence and awareness Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe
not to provide material to others that they would not want shared further and not to share personal material which is sent to them	Y9 Unit 3 – Sex and relationships Y10 Unit 1 – Media influence and awareness Y11 Unit 3 – Healthy relationships

what to do and where to get support to report material or manage issues online	Y8 Unit 2 – Staying safe Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y10 Unit 1 – Media influence and awareness Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe
the impact of viewing harmful content	Y7 Unit 3 – Taking care of yourself Y9 Unit 3 – Sex and relationships Y10 Unit 1 – Media influence and awareness Y11 Unit 3 – Healthy relationships
that specifically sexually explicit material, for example 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	Y9 Unit 3 – Sex and relationships Y11 Unit 3 – Healthy relationships
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Y8 Unit 5 – Sex and relationships Y11 Unit 3 – Healthy relationships
how information and data is generated, collected, shared and used online	Y10 Unit 1 – Media influence and awareness

Being safe - Pupils should know:

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	Y7 Unit 1 – Taking care of yourself Y9 Unit 3 – Sex and relationships Y10 Unit 2 – Healthy relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe

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	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe

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	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe
that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause	Y7 Unit 3 – Taking care of yourself Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 3 – Healthy relationships
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Y9 Unit 3 – Sex and relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe
that they have a choice to delay sex or to enjoy intimacy without sex	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe

the facts about the full range of contraceptive choices, efficacy and options available	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 4 – Healthy body and mind
the facts around pregnancy including miscarriage	Y7 Unit 3 – Taking care of yourself Y9 Unit 3 – Sex and relationships Y11 Unit 4 – Healthy body and mind
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)	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 4 – Healthy body and mind
how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 4 – Healthy body and mind
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 4 – Healthy body and mind
how the use of alcohol and drugs can lead to risky sexual behaviour	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y9 Unit 5 – Addictive behaviours Y11 Unit 4 – Healthy body and mind
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 4 – Healthy body and mind

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young

people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

marriage	Y10 Unit 2 – Healthy relationships
consent, including the age of consent	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe
violence against women and girls	Y7 Unit 2 – Diversity, Prejudice and Bullying Y10 Unit 1 – Media influence and awareness Y11 Unit 2 – Staying Safe
online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)	Y8 Unit 5 – Sex and relationships Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe
pornography	Y9 Unit 3 – Sex and relationships Y11 Unit 3 – Healthy relationships
abortion	Y8 Unit 5 – Sex and relationships Y9 Unit 3 – Sex and relationships Y11 Unit 4 – Healthy body and mind
sexuality	Y7 Unit 2 – Diversity, Prejudice and Bullying Y9 Unit 4 – Mental health
gender identity	Y7 Unit 2 – Diversity, Prejudice and Bullying Y9 Unit 4 – Mental health
substance misuse	Y9 Unit 5 – Addictive behaviours Y11 Unit 4 – Healthy body and mind

violence and exploitation by gangs	Y9 Unit 2 – Crime Y11 Unit 2 – Staying Safe
extremism and radicalisation	Y8 Unit 2 – Staying safe Y10 Unit 1 – Media influence and awareness
criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)	Y9 Unit 2 – Crime Y11 Unit 2 – Staying Safe
hate crime	Y9 Unit 2 – Crime Y7 Unit 2 – Diversity, prejudice and bullying
female genital mutilation (FGM)	Y7 Unit 3 – Taking care of yourself Y10 Unit 2 – Healthy relationships

Physical health and mental wellbeing (Secondary)

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.

Mental wellbeing - Pupils should know:

how to talk about their emotions accurately and sensitively, using appropriate vocabulary	Y7 Unit 1 – A New Start Y8 Unit 1 – Healthy Body, Healthy Mind Y9 Unit 4 – Mental Health Y10 Unit 3 – Mental and physical health Y11 Unit 4 – Healthy body and mind
that happiness is linked to being connected to others	Y7 Unit 1 – A New Start Y7 Unit 4 – Healthy relationships

	Y9 Unit 4 – Mental Health Y10 Unit 3 – Mental and physical health Y11 Unit 4 – Healthy body and mind
how to recognise the early signs of mental wellbeing concerns	Y7 Unit 1 – A New Start Y8 Unit 1 – Healthy Body, Healthy Mind Y9 Unit 4 – Mental Health Y10 Unit 3 – Mental and physical health Y11 Unit 4 – Healthy body and mind
common types of mental ill health (e.g. anxiety and depression)	Y8 Unit 1 – Healthy Body, Healthy Mind Y9 Unit 4 – Mental Health Y10 Unit 3 – Mental and physical health Y11 Unit 4 – Healthy body and mind
how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	Y7 Unit 1 – A New Start Y8 Unit 1 – Healthy Body, Healthy Mind Y9 Unit 4 – Mental Health Y10 Unit 3 – Mental and physical health Y11 Unit 4 – Healthy body and mind
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	Y7 Unit 3 – Taking care of yourself Y8 Unit 1 – Healthy Body, Healthy Mind Y9 Unit 4 – Mental Health

Internet safety and harms - Pupils should know:

the similarities and differences between the online world and the physical world, including:	N/A
the impact of unhealthy or obsessive comparison with others online (including	Y8 Unit 1 – Healthy Body, Healthy Mind Y10 Unit 1 -Media Influence and awareness

through setting unrealistic expectations for body image)	Y10 Unit 2 – Healthy relationships
how people may curate a specific image of their life online	Y10 Unit 1 -Media Influence and awareness Y10 Unit 2 – Healthy relationships
over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt	Y7 Unit 4 – Healthy relationships Y10 Unit 1 -Media Influence and awareness
how advertising and information is targeted at them and how to be a discerning consumer of information online	Y7 Unit 5 – Money Matters Y10 Unit 4 – The Economy
how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	Y7 Unit 2 – Diversity, prejudice and bullying Y7 Unit 3 – Taking care of yourself Y8 Unit 2 -Staying safe Y10 Unit 1 -Media Influence and awareness Y11 Unit 3 – Healthy relationships Y11 Unit 2 – Staying Safe

Physical health and fitness - Pupils should know:

the positive associations between physical activity and promotion of mental wellbeing including as an approach to combat stress	Y7 Unit 3 – Taking care of yourself Y8 Unit 1 – Healthy Body, Healthy Mind Y9 Unit 4 – Mental Health
the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health	Y7 Unit 3 – Taking care of yourself Y8 Unit 1 – Healthy Body, Healthy Mind Y11 Unit 4 – Healthy body and mind
about the science relating to blood, organ and stem cell donation	Y10 Unit 3 – Mental and physical health

Healthy eating - Pupils should know:

how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	Y7 Unit 3 – Taking care of yourself Y8 Unit 1 – Healthy body, healthy mind

Drugs, alcohol and tobacco - Pupils should know:

the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	Y9 Unit 5 – Addictive behaviours Y11 Unit 4 – Healthy body and mind
the law relating to the supply and possession of illegal substances	Y9 Unit 5 – Addictive behaviours Y11 Unit 4 – Healthy body and mind Y11 Unit 2 – Staying Safe
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	Y9 Unit 5 – Addictive behaviours Y11 Unit 4 – Healthy body and mind
the physical and psychological consequences of addiction, including alcohol dependency	Y9 Unit 5 – Addictive behaviours Y11 Unit 4 – Healthy body and mind
awareness of the dangers of drugs which are prescribed but still present serious health risks	Y9 Unit 5 – Addictive behaviours Y11 Unit 4 – Healthy body and mind
the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	Y9 Unit 5 – Addictive behaviours Y11 Unit 4 – Healthy body and mind

Health and prevention - Pupils should know:

about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	Y7 Unit 3 – Taking care of yourself
about dental health and the benefits of good oral hygiene and dental flossing, including	Y7 Unit 3 – Taking care of yourself

healthy eating and regular check-ups at the dentist	
(late secondary) the benefits of regular self-examination and screening	Y11 Unit 4 – Healthy body and mind
the facts and science relating to immunisation and vaccination	Y11 Unit 4 – Healthy body and mind
the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	Y8 Unit 1 – Healthy body, healthy mind Y11 Unit 4 – Healthy body and mind

Basic first aid - Pupils should know:

basic treatment for common injuries	Y7 Unit 3 – Taking care of yourself Y10 Unit 3 – Mental and physical health
life-saving skills, including how to administer CPR	Y7 Unit 3 – Taking care of yourself Y10 Unit 3 – Mental and physical health
the purpose of defibrillators and when one might be needed	Y10 Unit 3 – Mental and physical health

Changing adolescent body - Pupils should know:

key facts about puberty, the changing adolescent body and menstrual wellbeing	Y7 Unit 3 – Taking care of yourself
the main changes which take place in males and females, and the implications for emotional and physical health	Y7 Unit 3 – Taking care of yourself