



Broadway Academy Policies

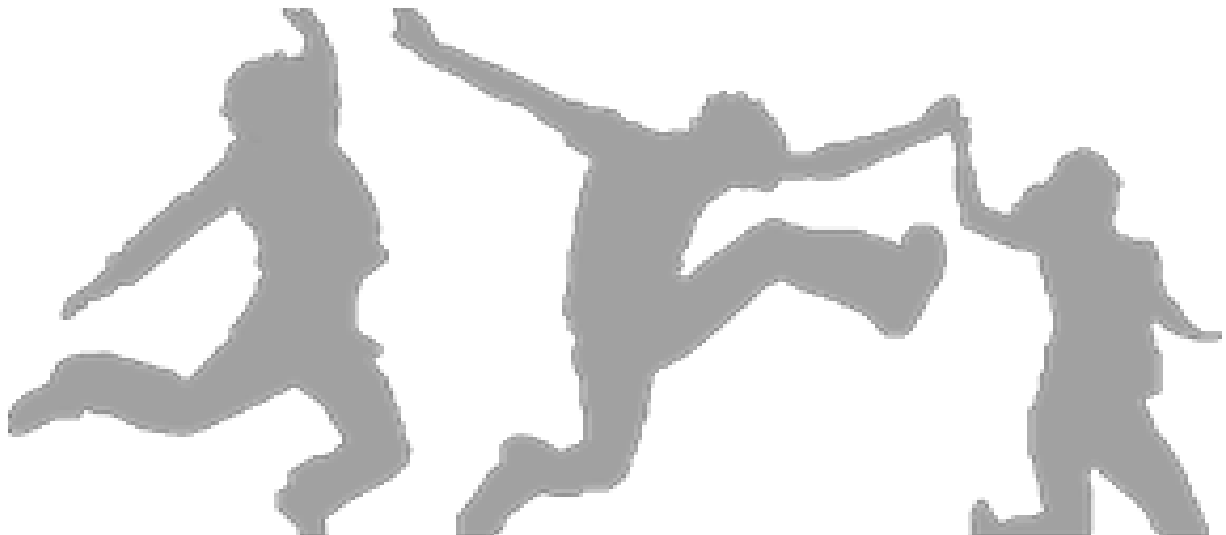
Our Children. Our Community. Believe it can be done!

Relationships Education, Sex Education and Health Education (RSHE) Policy

Approved by: Deep Academics Committee

Approved: May 2026

Next review: May 2028



Contents

	Section	Page
1	Aims	2
2	Principles and Values	2
3	Statutory Requirements	3
4	Policy Development	3
5	Definition	3
6	Curriculum	3
7	Delivery of RSE	4
8	Roles and responsibilities	4
9	Parents right to withdraw	5
10	Training	5
11	Monitoring	5
	Appendix 1 Curriculum Mapping	6
	Appendix 2 DfE RSE expectations: Secondary Education	13
	Appendix 3 Right to be excused from sex education	19
	Appendix 4 Relationships Education, Relationships and Sex Education and Health Education (RSHE) - 2025/26 Curriculum	20

1. Aims

The aims of relationships education, sex education and health education (RSHE) at Broadway Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop understanding of the arguments for delaying sexual activity and avoid being exploited or exploiting others
- Develop positive values and a moral framework that will guide their decisions, judgements and behavior; give the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- Develop understanding of the difference between healthy and unhealthy relationships.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Develop awareness of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual activity.

2. Principles and Values

In addition, Broadway Academy believes that RSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to making our community better and aims to support each individual as they grow and learn.
- Be set within this wider academy context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect, empathy and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.

- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

3. Statutory requirements

As a secondary academy school, Broadway Academy must provide RSHE to all pupils in line with section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Broadway Academy we teach RSHE as set out in this policy.

4. Policy development

This policy was originally developed in 2023 after consultation with staff, students and parents. It is reviewed every 2 years. The 2025 review process has added new lessons and/or sub-sections in current lessons, but the policy remains the same. The original consultation and policy development process involved:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend comment about the original policy (Appendix 4)
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Governors – liaison throughout the process with governors
- Ratification – once amendments were made, the policy was shared with governors and ratified.

New RSHE Guidelines 2025 must be put into practice no later than 2026.

5. Definition

Relationships Education, Sex Education and Health Education (RSHE) is lifelong learning about physical, sexual, moral, social, cultural and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. As well as considering the importance of sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

7. Delivery of RSHE

- 7.1 RSHE is taught within the personal, social, health and economic (PSHE and PD) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Students also receive stand-alone sex education sessions delivered by trained members of staff in addition to their timetabled curriculum.
- 7.2 RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families
 - Respectful relationships, including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health
 - Maintaining healthy lifestyles
- 7.3 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Inclusion

7.4 *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of our community. For some young people it is not culturally appropriate for them to be taught particular in mixed groups and we do cater for this.

7.5 *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

7.6 *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

8.2 The Headteacher

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

8.3 Staff

Staff are responsible for:

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

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

Deputy Head Teacher Grant Stewart is the academy's DSL with Claire Webb who is curriculum lead for RSHE responsible for teaching all of the stand-alone lessons.

8.4 Students

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

9. Parents' right to withdraw

9.1 Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

9.2 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher and CEO.

9.3 A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

10. Training

10.1 Staff are trained on the delivery of RSHE which forms part of the PSHE and PD curriculum as part of their induction and it is included in our continuing professional development calendar. Specialist staff will also have the opportunity to seek external training for areas of RSHE.

10.2 The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

11.1 The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice-yearly monitoring and evaluation exercise led by SLT. The delivery of RSHE is monitored by Grant Stewart, Deputy Headteacher and Head of Upper School.

11.2 Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

11.3 This policy will be reviewed by RSHE Curriculum Lead, Claire Webb every two years. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum Mapping – Relationships Education, Relationships and Sex Education and Health Education curriculum map 2025 onwards

Some areas of the curriculum that could be seen as more sensitive are delivered outside of form time. These areas of the curriculum we feel are more effectively delivered by our specialist teacher. These lessons are separate to the normal PDP, Science, RE lessons and assemblies and are conducted as withdrawal groups throughout the academic year. The details of which are below.

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 7 (Girls)	Autumn 1/2	<u>Developing Bodies : Puberty and Periods</u> Theme: How boys' and girls' bodies change as we grow up, and how these changes affect us physically, mentally, and emotionally. Learning Objectives: - To understand what happens to my body during puberty and how it affects us physically, mentally, and emotionally. - To understand what the menstruation cycle is and menstrual health. <i>To recognise the symptoms of PCOS, Endometritis and PMS is and where to get help from (New)</i> - To understand the range of sanitary products available.
Year 7 (Boys)	Autumn 1/2	<u>Developing Bodies : Puberty</u> Theme: How boys' and girls' bodies change as we grow up, and how these changes affect us physically, mentally, and emotionally Learning Objectives: - To understand what happens to my body during puberty and how it affects us physically, mentally, and emotionally. - To understand what the menstruation cycle means for girls. - To understand the importance of hygiene and how to shave

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 7 (mixed)	Spring 1	<u>Staying Safe</u> Theme: Looking at how to keep safe in different situations Learning objectives: • To understand how to stay safe whilst online, using social media and gaming. • To understand how to stay safe at school, college, university, at work and in relationships/marriage. • <i>New – vaping, Online abuse, AI and deepfakes, illegal online behaviours, personal safety and suicide prevention, addressing online harms, spiking and methanol poisoning</i> <u>LBGT</u> Theme: understanding what LBGT is Learning Objectives: • To know key terms associated with LBGT. • Appreciate different religions opinions on LBGT. • Understand what homophobia is. • The importance of tolerance and respect
Year 7 (Girls)	Summer 1	<u>FGM</u> Theme: understanding what FGM is Learning objectives: To know what FGM is and the history behind it. • To understand the legality of FGM and how we can prevent it within our community.

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 7 (Boys)	Summer 1/2	<u>NEW - Challenging Misogyny</u> - Misogyny and Incel Culture - Theme - Developing positive male role models and normalising respectful behaviour. Learning Objectives • To promote and understand empathetic and healthy relationships towards women. • Discussing the toxic online culture and the dangers.
Year 8 (Mixed)	Autumn 2	<u>Sex in The Media</u> Theme: How people (esp. females) are sexualised in the media and consider pressures arising from Social Media Learning Objectives: To understand the legal implications and the permeant online footprint of using graphic images online. To understand the damaging effects explicit material presents online and in the media presents and how it distorts views of behaviours and self-image. • The impacts of viewing harmful content. • <i>NEW – AI deepfakes, porn and online digital risks, sextortion and sexting and financial exploitation.</i>

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 8 (Mixed)	Spring 1	<u>Staying safe online and addressing online harms (New)</u> Theme: Looking at the dangers of online. Learning objectives: • Identify the ways in which someone may put themselves at risk online. • Identify risks posed by another person's online behaviour. • Discuss why people behave differently online, how emotions can be intensified and impacts of harmful online behaviours. • Understand why that it is unacceptable for negative online behaviours to be passed off as banter. • Understand where to get help. • Be clear on the law related to social media apps and their age limits • NEW – <i>Sextortion, illegal online behaviours inc drugs and knife supply, gambling, suicide, promotes online harmful sexual behaviour and misogyny</i>
Year 9 (Girls)	Spring 1	<u>Sexual Relationships (Part 1)</u> Theme: Consider the important of a loving relationship and the importance of keeping safe during a sexual relationship. Understand the choices following unintended pregnancy. Learning objectives: • To understand the male and female reproductive organs and how fertilisation occurs. • Discuss the different religious/culture viewpoints and the benefits of abstinence. • Identify the risks of having premarital and/or unprotected sex. • To understand the choices following unintended pregnancy, including the option of termination.

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 9 (Boys)	Spring 2	<u>Sexual Relationships (Part 1)</u> Theme: Consider the important of a loving relationship and the importance of keeping safe during a sexual relationship. Understand the choices following unintended pregnancy. Learning objectives: • To understand the male and female reproductive organs and how fertilisation occurs. • Discuss the different religious/culture viewpoints and the benefits of abstinence. • Identify the risks of having premarital and/or unprotected sex. • To understand the choices following unintended pregnancy, including the option of termination.
Year 9 (Girls)	Spring 1	<u>Sexual Health (Part 2)</u> Theme: How risky behaviour can affect sexual health. Learning objectives: • To understand what STIs are, how they are caught, the symptoms and support in dealing with them. • To identify the different types of birth control and their effectiveness. • To understand that catching STIs is almost entirely down to individual choice of risk-taking behaviour and understand how non-penetrative sex, condom use and fewer partners, reduce risk. • To identify local services and how to access them.
Year 9 (Boys)	Spring 2	<u>Sexual Health (Part 2)</u> Theme: How risky behaviour can affect sexual health. Learning objectives: • To understand what STIs are, how they are caught, the symptoms and support in dealing with them. • To identify the different types of birth control and their effectiveness. • To understand that catching STIs is almost entirely down to individual choice of risk-taking behaviour and understand how non-penetrative sex, condom use and fewer partners, reduce risk. • To identify local services and how to access them.

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 10 (Mixed)	Spring 2	<u>Fostering Ethical and Respectful Relationships 1.0</u> Theme: To understand what a healthy relationship is Learning objectives: • To recognise what a healthy relationship looks like - <i>highlighting empathy and communication (New)</i>. • To discuss appropriate age-related behaviour, consent (<i>not just simply yes or no – New</i>), • Recognise what coercive control, stalking, domestic abuse and assault/rape is in a relationship. • To gain the confidence to develop and maintain a healthy relationship in the future.
Year 10 (mixed)	Summer 1	<u>Fostering Ethical and Respectful Relationships 2.0- Sexual Exploitative Relationships</u> Theme: Understanding what Child Sex Exploitation is and the importance of consent Learning objectives: • To identify the risks of child exploitation. • To understand the difference between healthy and unhealthy relationships. • To understand how to report CSE. • To know how to get help if you or someone you know is being sexually exploited or seems at risk. • <i>Understand the dangers of Sextortion, strangulation, choking and suffocation, and the now illegal procedures of virginity testing and hymenoplasty (New)</i>
Year 10 (Girls)	Summer 2	<u>Pregnancy, miscarriage and menopause</u> Theme: What happens during pregnancy Learning objectives: • To understand what happens during pregnancy and how the foetus/body forms across the 40 weeks and the effects it has on the woman. • To know what the term miscarriage, ectopic pregnancy means and <i>what “good pregnancy health” is inc Folic Acid and Pelvic floor health. (NEW)</i> • <i>How to be aware of your mental health during this time, Gynecological health and early years brain development.</i> • To know why and what happens to a woman during the menopause and its effects on health.

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 11	Autumn 1	<u>Sexual Health and Relationships, STI's and Contraception (Recap lesson)</u> Theme: Recap of important information about our health, bodies, mind, Learning objectives: • Managing embarrassing information maturely • Developing confidence with difficult questions • The importance of sticking to facts – no stories/names/gossip. • Being respectful to privacy, beliefs, morals
Year 12/13 (Girls)	Autumn 2	<u>Sex Education, STI's and Contraception (Recap Lesson)</u> Theme: Recap of important information about our health, bodies, mind, Learning objectives: • Managing embarrassing information maturely • Developing confidence with difficult questions • The importance of sticking to facts – no stories/names/gossip. • Being respectful to privacy, beliefs, morals
Year 12/13 (Boys)	Autumn 2	<u>Sex Education, STI's and Contraception (Recap Lesson)</u> Theme: Recap of important information about our health, bodies, mind, Learning objectives: • Managing embarrassing information maturely • Developing confidence with difficult questions • The importance of sticking to facts – no stories/names/gossip. Being respectful to privacy, beliefs, morals

Appendix 2: DfE RSHE expectations: Secondary Education

Here is what students should cover during secondary school, as well as continuing to develop knowledge on the topics they are expected to study at primary school. These are the expectations set by the Department for Education which the school have to follow. The more sensitive areas which are delivered through withdrawal groups are detailed in appendix 1, while the other areas are covered through PDP, Science, RE lessons and assemblies.

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships, including friendships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.

3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online and media

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.

3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which are not real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk

Being safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions.
 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
 7. The concepts and laws relating to sexual violence, including rape and sexual assault.
 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
 12. The concepts and laws relating to forced marriage.
 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or
- (10 The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed

to support statutory and non-statutory bodies working with victims of domestic abuse, including children. u18 assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.)

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.

16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.

12.How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Source:

These expectations are set out in the Department for Education's

[NEW 2025 Relationships education relationships and sex education and health education - statutory guidance.pdf](#)

Appendix 3: Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request we would 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. We will document this process to ensure a record is kept.

As part of this process, we 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).

Once those discussions have taken place, except in exceptional circumstances, the school should 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 should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined is reflected in the school's policy on RSE.

If a pupil is excused from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Appendix 4

Relationships Education, Relationships and Sex Education and Health Education (RSHE) 2025/26 Curriculum

Year group	Term (subject to change)	Topic
7 Girls	Autumn 1	Developing Bodies
7 Boys	Autumn 1	Developing Bodies
7 Mixed	Spring 1	Staying Safe and LGBTQ+
7 Girls	Summer 1	FGM and LGBTQ+
7 Boys	Summer 1/2	Challenging Misogyny
8 Mixed	Autumn 2	Sex and the Media
8 Mixed	Spring 1	Staying safe online and addressing online harms
9 Girls	Spring 1	Sexual Relationships
9 Girls	Spring 2	Sexual Health
9 Boys	Spring 1	Sexual Relationships
9 Boys	Spring 2	Sexual Health
10 Girls	Summer 1	Pregnancy, Miscarriage and Menopause
10 Mixed	Spring 2	Fostering Ethical and Respectful Relationships 1.0
10 Mixed	Spring 2	Fostering Ethical and Respectful Relationships 2.0
11 Boys	Autumn 1	Sexual Health and Relationships, STI's and Contraception (Recap lesson)
11 Girls	Autumn 1	Sexual Health and Relationships, STI's and Contraception (Recap lesson)
13 Boys	Autumn 2	Sexual Health and Relationships, STI's and Contraception (Recap lesson)
13 Girls	Autumn 2	Sexual Health and Relationships, STI's and Contraception (Recap lesson)