Byrchall High School

Relationship, Health & Sex Education Policy

Approved by:	P Paul	**Date:**	September 2025
Last reviewed on:	September 2025		
Next review due by:	September 2026		

Relationship, Health & Sex Education Policy

THE INFORMATION PROVIDED BELOW REPRESENTS WORKING PRACTICE CURRENT AT THE SCHOOL.

1. Aims

Ay Byrchall High School, we believe Relationships, Health and Sex Education (RHSE) is a fundamental part of our students' personal development, helping them grow into confident, healthy, respectful and responsible individuals. Our Personal Development curriculum equips students with the knowledge and skills to make informed decisions about their wellbeing, health, relationships and lives in modern Britain.

The aims of relationships and sex education (RSE) at our school 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop understanding of healthy, respectful relationships including friendships, family relationships, and romantic relationships
- Promote equality and challenge stereotypes
- Support pupils' mental and physical health

Relationship and sex education takes place in the context of the school ethos of 'Live to Learn, Learn to Live'. Students are encouraged, in an environment that allows for healthy debate, to challenge stereotypes, accept difference and listen to differing views in a classroom setting that ensures all students feel safe and valued.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per 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.

The Equality Act 2010 requires teaching to be inclusive.

This guidance as then been amended and updated in July 2025. This is available to read here RSHE 2025 Policy.

At Byrchall High School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Amendment – an audit and reflection of the new RSHE July 2025 guidance has happened to ensure that the new requirements are featured and highlighted in our policy.

2. Consultation – Heads of Department and specialist teachers have been consulted. They have been tasked with ensuring key parts of the curriculum are being covered across the school, and not just during PD or form time.

3. Review – a working group has pulled together all relevant information including relevant national and local guidance.

4. Pupil consultation – we investigated what exactly pupils want from their RSE.

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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 requires the review and reflection of sexual behaviours include sexual violence and how to keep our students safe.

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

RSE **is not** about the promotion of sexual activity or the different forms of sexual activity.

Relationships, Sex and Health Education (RSHE) is a compulsory part of the school curriculum in England. It includes **statutory** lessons on relationships and health for all pupils, and sex education for secondary pupils, which schools must teach by law. In addition, schools may choose to teach **non-statutory** topics—such as personal finance, careers, or emotional wellbeing—as part of a broader PSHE (Personal, Social, Health and Economic) programme. These extra topics are encouraged but not required, and schools have flexibility in how they deliver them

5. Curriculum

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

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as part of Personal Development lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects, such as relationships and family, are also included in the Key Stage 4 Religious Education curriculum.

Lessons and curriculum content regarding Healthy Lifestyles, AI, Deepfake, misogyny, careers and financial literacy are also evident across our curriculum offer.

Pupils also receive, in both KS3 and 4, a series of sex education sessions delivered by a trained health professional from Locala. This is an NHS agency who provide specialised educational sessions.

RSE 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 and romantic relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Relationships with different genders, and with people who identify their gender in a different way to themselves.
- The role of equality and respect within our relationships with others.

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBT 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).

7. Roles and responsibilities

7.1 The governing board

The local governing board will approve the RSE policy and ensure its implementation

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Form Tutors are responsible for:

- Delivering RSE in a sensitive way in a climate conducive to safe discussion and debate
- Modelling positive attitudes to RSE
- Monitoring progress of students through half termly self-assessment using confidence trackers, formative and summative assessments which are embedded into the curriculum.
- Responding to the needs of individual pupils and our community
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE through provision of alternative work

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 their Head of Year, the Head of Personal Development or Personal Growth and the Deputy Head for Curriculum, if there is a particular personal reason delivering a certain topic would be difficult. The Personal Development Team is working on a programme of CPD to ensure staff familiarity and confidence teaching RSE topics. Staff have been provided with links to relevant documents to support the teaching of RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All RSE lessons involve the setting of ground rules to ensure students feel safe discussing relevant topics.

Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

All RSE sessions begin with a discussion of appropriate ground rules to ensure expectations are understood and complied with.

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Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students.

We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE 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 facilitate this.

They cannot withdraw from Relationships education, Health education, or the Science curriculum.

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

A copy of withdrawal requests will be placed in the pupil's educational record. There will then be opportunity to discuss this with either the Headteacher or a delegated member of staff from the Personal Development team, so that any concerns can be discussed fully and an informed decision can be reached. The Headteacher will take appropriate action after the discussion with Parents.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff use Year Team meetings to discuss and adapt lesson plans for RSE lessons. Opportunities are offered as appropriate by the Head of Personal Development for staff to undertake additional CPD opportunities.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The school currently uses the Locala Health RSE programme to ensure statutory requirements are met with regards to RSE.

We will also continue to invite external agencies to provide training on topics such as first aid, water safety and misogyny.

10. Monitoring arrangements

The delivery of RSE is overseen by the designated Deputy Head of Curriculum and the Head of Personal Development. Monitoring is undertaken through the following means:

- Half Termly learning walks conducted by the Head of Personal Growth and the Head of Personal Development, as well as HoYs

- Exercise books scrutinised the designated Head of Personal Growth and the Head of Personal Development, as well as HoYs

- Staff and student voice opportunities

- Cross curricular meeting group for Personal Development provisions.

Pupils' development in RSE is monitored by form tutors as part of our internal assessment systems.

This policy will be reviewed by the designated Assistant Headteacher and the Head of Personal Development. At every review, the policy will be approved by the local governing body.

11. Safeguarding and child protection

Byrchall High School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Byrchall High School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Reviewed by: Mrs C Allender **2025**   **Date of Next Review**: September 2026

Appendices 1

Curriculum map for KS3 and KS4

HALF TERM 1 Health and Wellbeing	Content and key topics
Year 7 Belonging to Byrchall; Dreaming big dreams and managing choices	• Explore how we can learn effectively in PD lessons by contributing to the class code • To explore what our school values are • To consider how we can promote our school values • To explore how we can support each other to ensure everyone feels valued • Maintaining genuine friendships and avoiding toxic ones • Challenge: Correctly identify ways we can develop genuine friendships. • Self Confidence and Goals • Managing my behaviour to achieve
Year 8 Safety and Risk management Drug and alcohol safety	• Personal safety and first aid training • Water safety • About medicinal and reactional drugs • Explain how both legal and illegal drugs damage the body. • Understand the law regarding drugs • How to use over the counter and prescription medications safely • How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • Managing risk when it comes to alcohol • How to manage influences in relation to substance use

Year 9 **Peer Influences** Prejudice and youth crime	- How can we deal with prejudice and consider the importance of the Equalities Act 2010 - How the media influences our views - Overt and covert racism - Homophobia and discrimination around the world - Discrimination and how to combat it - Why do young people get involved in knife crime?
Year 10 **Personal health and wellbeing** Coping with the challenges we face in the world today	- How to develop a growth mindset - How to manage challenges during adolescence - How to reframe negative thinking - Strategies to promote mental health and emotional wellbeing - Perseverance and procrastination - About the signs of emotional or mental ill-health - How lack of sleep and excessive screen time affect young people - How we can cope with stress in school and at home
Year 11 **Building for the future** Managing our behaviour for safety and success	- Mind and Memory. How to master knowledge retention - GCSE revision skills - The dangers of risky behaviour - The impact of binge drinking - Issues posed by tattoos and piercings - How to manage personal safety

HALF TERM 2 Living in the Wider World	Content and key topics
Year 7 Careers & Aspirations: Personal Qualities and working together	- How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity - What skills and characteristics are essential to succeed in school and in the world of work? - To identify relevant skills and critically reflect on your own and each other's skills - Consider how teamwork and collaboration help us all achieve - To consider how we can communicate better with our peers and adults in school
Year 8 Government and finance Understanding financial institutions and the role of government	- Financial literacy- income and expenditure - The importance of budgeting and saving - How taxation and national insurance work - How public money funds services in the UK - How parliamentary democracy works in the UK
Year 9 Preparation for option choices Personal qualities and considering our future	- Personal Development planning- taking control of my future - How enterprising are we? - How to develop relevant work skills as we prepare for GCSE - Option choices, what are the right subjects for me? - How to make the right choices at GCSE, important sources of guidance
Year 10 Careers and aspirations Presenting the best version of ourselves	- Description and explanation of key personal qualities - Understanding transferable skills - What skills employers look for in young people - Deciphering job adverts and what is needed to apply for jobs - To Use knowledge and skills of personal skills tom apply for jobs - To receive feedback and evaluate own performance in order to improve applications

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Year 11 **Careers and** **aspirations** Preparation for life after Byrchall	- Considering our unique selling points - To explain the requirements for a professional CV and a cover letter - To create a CV and covering letter to use in interview - To identify different aspects of correct interview etiquette - To explain the reasons behind interview etiquette - Describe and explain the importance of interview preparation - Applying for college and university

HALF TERM 3 Relationships	Content and topics
YEAR 7 Respecting each other Diversity, prejudice and combatting bullying	- About identity, rights and responsibilities as British citizens - About living in a diverse society - The different types of family we can be part of - How to challenge prejudice, stereotypes and discrimination - The signs and effects of all types of bullying, including online - How to respond to bullying of any kind, including online - How the internet can promote radical ideas - How to deal with romantic feelings
YEAR 8 Diversity and relationships Friendship and conflict resolution between different people	- How to manage influences on beliefs and decisions - about group-think and persuasion - The impact of racism and xenophobia - how to develop self-worth and confidence - about gender identity, transphobia and gender-based discrimination - How to recognise and challenge homophobia and biphobia - Explore how body image affects young people
YEAR 9 Relationships and self-esteem Self-confidence and sexual development	- The law concerning consent - Sexting and the law - Why pornography can be harmful for young people - To discuss contraception; what it is, why it is used - To discuss sexual health and have an awareness of different STIs - To investigate the links between sexual health and alcohol
YEAR 10 Dealing with relationship issues Maintaining healthy relationships and keeping safe	- How to manage conflict - The harmful impacts of harassment and stalking - How to identify abusive relationships and strategies to get out of unhealthy relationships - Contraception and STI recap - The law regarding revenge porn

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YEAR 11 Positive relationships Long term relationships Fertility Pregnancy and results of pregnancy female health	- Long term relationships: co habitation and marriage - contraception - Pregnancy - Miscarriage - Abortion - Fertility - Female health; PCOS, endometriosis

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HALF TERM 4 Health and Wellbeing	Content and topics
YEAR 7 Health and growing up Developing healthy routines as you grow up	• How to make healthy lifestyle choices including diet, dental health, physical activity and sleep • To explore the physical and emotional changes during puberty • How to manage physical and emotional changes during puberty • Menstruation • What is the purpose of blood, organ and stem cell donations?
YEAR 8 Emotional Wellbeing Mental health and body image	• How to maintain positive mental health • Personal safety and first aid • Cancer awareness • Issues around FGM and how we can support sufferers • To explain whether there is a link between the media and how we view ourselves • To create suggestions to create more realistic and positive body images in the media • Anger management methods
YEAR 9 Physical and Mental Health British Values and global wellbeing issues	• How the UK provides foreign aid- British Values focus • Why can't some people access education and what can we do? • How does the UK support poorer countries? • How does UNICEF support young people globally? • How can we create a more sustainable world?
YEAR 11 Exploring influences Considering positive and negative influences	• How can we combat hate crime? • Why we need to celebrate International Women's Day? • How can we deal with youth homelessness? • Personal loss and why we need to talk about suicide • Strategies to deal with loss and bereavement

HALF TERM 5 Living in the Wider World	Content and topics
YEAR 7 Financial decision making Saving, borrowing, budgeting and making financial choices	- To understand different financial transactions - How to budget effectively - What are saving and loans and interest? - What are the different types of financial products? - Effective money management - How can we shop in an ethical way?
YEAR 8 Digital literacy; online safety, media reliability and gambling	- About online communication - How to use social networking sites safely - How to recognise online grooming, e.g. in relation to sexual exploitation, extremism and radicalisation - How to respond and seek support in cases of online grooming - How the media portrays young people - The risks of gaming and gambling
YEAR 9 Employability and community action Thinking about the future and making a difference in our communities	- Why do young people end up in county lines gangs? - How can we combat gangs? - How does the Criminal Justice System work? - How can we spot fake news? - How can we make sure our news sources are reliable? - Why acid attacks are on the increase
YEAR 10 Employability and Financial decision making: Financial decisions, debt, gambling and the impact of advertising	- Financial matters- credit cards and debt - Consumer rights, do you know your rights? - The dangers of online gambling - What does the law say about money laundering? - How can we combat fraud?

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HALF TERM 6 Relationships	Content and topics
Year 7 Building relationships Self-worth, romance and friendships	- How to develop self-worth and challenge sexism and homophobia - About qualities and behaviours relating to different types of positive relationships - How to recognise unhealthy relationships - How to evaluate expectations for romantic relationships - About consent, and how to seek and assertively communicate
Year 8 identity and relationships: Personal identity and relationships with others	- To consider the impact of child exploitation - The qualities of positive, healthy relationships at home - how to demonstrate positive behaviours in healthy relationships - About gender identity and sexual orientation - About forming new partnerships and developing relationships
Year 9 Family, marriage and teenage motherhood Considering issues facing young people today	- Family and teenage parents - Fertility - Domestic violence and unhealthy relationships - How are young people lured into inappropriate relationships? - To identify and define different types of relationships, including marriage - The law regarding forced marriage - Cultural norms around relationships and marriage
Year 10 Dealing with relationship issues How to deal with issues in personal relationships	- Be able to identify situations where consent has or has not been given - To identify and manage appropriate and inappropriate conflict behaviours and to manage breakups respectfully and safely - To evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe - Correctly identify cases of body shaming, the different types and the hurt this can cause. - Explain how we can make people feel better about their bodies, using notable or famous examples and role models. - explain how fertility changes over a person's lifetime and some of the factors affecting this - Describe different ways we can help ourselves and others to improve our moods in a healthy way - To explore how reality TV portrays relationships

Appendices 2

According to the July 2025 guidance, by the end of secondary school, students should know:

Secondary health and wellbeing curriculum content

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

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.

3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.

4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.

5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.

6. How to critically evaluate which activities will contribute to their overall wellbeing.

7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.

8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.

9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.

6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.

7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.

2. Factual information about the prevalence and characteristics of more serious health conditions.

3. That physical activity can promote wellbeing and combat stress.

4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.

2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.

3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

2. The law relating to the supply and possession of illegal substances.

3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

5. The dangers of the misuse of prescribed and over-the-counter medicines.

6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.

7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.

2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.

3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.

4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.

5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.

7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.

8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.

9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).

2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.

4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).

6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.

2. Life-saving skills, including how to administer CPR.[11]

3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.

2. The facts about puberty, the changing adolescent body, including brain development.

3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.

4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendices 3

Parental right to withdraw form

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	E.g. removed from which lessons and doing which projects instead.

Appendices 4

This policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)

- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

- Equality Act 2010 and schools

- SEND code of practice: 0 to 25 years (statutory guidance)

- Alternative Provision (statutory guidance)

- Mental Health and Behaviour in Schools (advice for schools)

- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

- Sexual violence and sexual harassment between children in schools (advice for schools)

- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

- National Citizen Service guidance for schools

- New RSHE guidance for schools which can be read to understand the statutory guidance on RSHE and what the government have laid out as statutory requirements for this offer.

Reviewed by: Mrs C Allender **2025**   **Date of Next Review**: September 2026