



Woodkirk
Academy
& Sixth Form

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) & PSHE POLICY

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1. PURPOSE AND STATUTORY BASIS

- 1.1. This policy sets out how Woodkirk Academy will deliver high quality, inclusive RSHE within a broader PSHE curriculum to all pupils in Years 7–11 (and provision for Post16 where applicable), in line with the Department for Education (DfE) statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education that comes into force on 1 September 2026. Schools must have regard to the guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 1.2. The 2026 RSHE guidance replaces the 2019 guidance and emphasises: curriculum relevance, age- and stage-appropriateness (no fixed age limits), parental transparency, stronger coverage of online safety, personal safety, misogyny and Violence Against Women and Girls (VAWG) prevention, mental health (including suicide prevention), and factual teaching about biological sex and gender reassignment in law.
- 1.3. RSHE is integral to safeguarding and will be delivered coherently with Keeping Children Safe in Education (KCSIE) 2025, including online safety expectations (the “4Cs”: content, contact, conduct, commerce) and strengthened links between RSHE and prevention of sexual harassment/abuse.

2. LEGISLATION AND GUIDANCE

Through RSHE within PSHE, pupils will:

- 2.1. **Build healthy, respectful relationships**—on and offline—developing empathy, positive masculinity/femininity, and challenging prejudice and **misogyny**, supporting the national mission to reduce **violence against women and girls (VAWG)**.
- 2.2. **Understand the law and ethics** around consent, sexual harassment, abuse and exploitation; know how to report concerns and access support.
- 2.3. **Navigate the digital world safely**, including risks such as pornography, deepfakes, online subcultures (e.g., **incel** and influencer misogyny), dis/misinformation and scams.
- 2.4. **Maintain mental and physical health**, including sleep, nutrition, substances, menstrual health, fertility, pregnancy choices, and **suicide prevention** (delivered safely and with trained staff).
- 2.5. **Recognise personal safety risks** in public spaces and near **roads/rail/water**, and know strategies to reduce risk.
- 2.6. **Understand equality and inclusion**, including **LGBT** content integrated across RSHE at secondary, consistent with the **Equality Act 2010**.
- 2.7. **Make informed, safe choices** about intimate relationships and sexual health, including STIs, contraception, and where to access services.

3. GUIDING PRINCIPLES

- 3.1. Delivery at Woodkirk Academy is shaped by the guidance’s principles: pupil engagement, parent engagement and transparency, positivity, relevance, sequenced knowledge and skills, teacher expertise, and safeguarding by design.

- 3.2. We will ensure RSHE is:
- 3.2.1. Evidence informed and spiral (progressively sequenced Years 7 to 11) with local needs considered.
 - 3.2.2. Taught by trained staff, with safe learning routines for sensitive topics and clear signposting.
 - 3.2.3. Inclusive and respectful, avoiding stereotypes and stigma, and upholding pupils' dignity.
 - 3.2.4. Transparent to parents, with representative materials available to view on request.

4. ROLES AND RESPONSIBILITIES

- 4.1. **Governing Board:** Approves policy; monitors compliance and impact; assures parental consultation.
- 4.2. **Principal and Senior Leadership Team:** Ensures curriculum time, staffing, training, and QA; integrates RSHE with safeguarding.
- 4.3. **RSHE/PSHE Lead:** Designs and quality assures curriculum; coordinates CPD; oversees resources and parental engagement; impact evaluation and reporting to governors.
- 4.4. **Designated Safeguarding Lead (DSL):** Ensures RSHE reflects current safeguarding risks; oversees safe delivery protocols; updates signposting; aligns with KCSIE.
- 4.5. **Teachers/Form Tutors:** Deliver with fidelity; adhere to safe learning routines; escalate safeguarding concerns.
- 4.6. **External agencies:** Used judiciously for specialist enrichment; always vetted, briefed, supervised; materials preapproved and shareable with parents.

5. CURRICULUM: SCOPE AND SEQUENCING

5.1. Relationships & Sex Education (RSE)

By the end of Key Stages 3 and 4, pupils will learn (indicative overview):

- 5.1.1. **Respectful relationships:** qualities of healthy (inc. same sex) relationships; challenging stereotypes; **positive masculinity/femininity**; bystander skills.
- 5.1.2. **Consent & sexual ethics:** boundaries, coercion, harassment; responding to pressure; communicating consent; reporting and support.
- 5.1.3. **Online relationships & harms:** pornography literacy; image sharing; grooming; deepfakes; influencer culture; **misinformation/disinformation**; scams.
- 5.1.4. **Sexual health:** contraception methods; emergency contraception; STIs/HIV, testing and treatment; services access and confidentiality in law.
- 5.1.5. **Diversity & inclusion:** sexual orientation; **gender reassignment** as a protected characteristic; **facts and the law** taught without promoting contested viewpoints as fact.

5.2. Health Education

- 5.2.1. **Mental health & wellbeing:** normalising feelings vs. mental illness; **emotional regulation**, coping strategies, **change/loss and bereavement**, loneliness, help seeking; **suicide prevention** delivered safely with trained staff and signposting.
 - 5.2.2. **Physical health:** sleep, diet, physical activity; dental health; immunisations; substances (alcohol, vaping, drugs).
 - 5.2.3. **Health & puberty:** accurate anatomical vocabulary; menstrual health, fertility, pregnancy and options, menopause awareness (as appropriate for secondary).
 - 5.2.4. **Personal safety:** situational awareness; harassment and stalking; spiking; **roads/rail/water safety** and the Water Safety Code; first aid basics.
 - 5.2.5. **Financial harms & exploitation:** gambling, digital finance scams, relationship linked financial abuse.
- 5.3. **Note on age appropriateness:** The 2026 guidance does not impose fixed age limits; schools use professional judgement to sequence content, teach preventatively, and respond to earlier emerging risks, with parental transparency. If you would like the opportunity to consider the resources in more detail, please contact Mr Skitt, Assistant Principal.

6. POST 16

For Woodkirk Academy Sixth Form learners, we provide RSHE continuity (e.g., coercive control at university, consent in adult contexts, digital footprints, fertility and reproductive health, finances and scams), aligned to the 2026 RSHE emphasis on skills, and Ofsted's Personal Development & Wellbeing evaluation area.

7. INCLUSION, EQUALITY AND SEND

- 7.1. RSHE will be inclusive of diverse families and identities and reflect the Equality Act 2010 protected characteristics. LGBT content is integrated at secondary, not delivered as a "standalone" add-on.
- 7.2. We will adapt teaching (communication, processing time, visuals, overlearning) to meet SEND needs, ensuring accessibility without diluting statutory content.
- 7.3. We avoid activities or language that perpetuate gender stereotypes and provide opportunities to develop positive conceptions of masculinity and femininity.

8. SAFEGUARDING, CONFIDENTIALITY AND HANDLING DISCLOSURES

- 8.1. RSHE is a core safeguarding vehicle. Any disclosure or concern during lessons will be managed under the Safeguarding & Child Protection Policy and KCSIE 2025. Staff do not guarantee confidentiality; pupils are told what will be shared, with whom, and why.
- 8.2. Staff receive annual safeguarding and topic specific training (e.g., sexual harassment/violence, online harms, suicide prevention) before delivering sensitive content.

- 8.3. Signposting to internal/external help (e.g., NHS sexual health, CAMHS/mental health crisis lines, local safeguarding partners, national helplines) will be embedded in lessons.

9. CURRICULUM TIME, STAFFING AND CPD

- 9.1. RSHE is delivered through a planned PSHE programme (discrete lessons), tutor time and cross curricular links, with protected timetabled provision. Please refer to Appendix A for details of the programme of study by Year group. Appendix B provides details of what pupils should know by the end of their secondary education.
- 9.2. Staff who teach RSHE will receive initial and refresher CPD, including safeguarding aligned protocols for suicide prevention and online harms, and managing difficult questions safely.

10. WORKING WITH PARENTS

- 10.1. We consult parents on this policy at least every 3 years and when making significant changes. We publish an overview of the curriculum and share representative teaching materials upon request; we do not enter into contracts that restrict sharing with parents.
- 10.2. Upon request throughout the academic year parents can be provided with a specific scheme portal access which will allow parents to view sample materials and resources used to deliver RSHE and PSHE, offering full transparency.
- 10.3. Right to request withdrawal: Parents may request withdrawal from non-statutory sex education components (not from Relationships or Health Education, nor from National Curriculum Science). The Principal will discuss the request, ensure access to alternative education, and record outcomes.

11. USE OF EXTERNAL AGENCIES AND RESOURCES

External contributors supplement but do not replace teacher led provision. We follow due diligence: safeguarding checks, content review, pedagogical approach, evidence base, and shareability with parents. Staff remain present and in charge at all times.

12. MANAGING CONTROVERSIAL OR SENSITIVE ISSUES

- 12.1. Teaching takes a factual, legally accurate approach. Staff will not present contested views as fact (e.g., on gender identity); rather, we teach the facts and the law regarding biological sex and gender reassignment as a protected characteristic and promote respect for all.
- 12.2. We establish ground rules, use question boxes, and apply safe learning routines to prevent distress and ensure balanced discussion.

13. ASSESSMENT, MONITORING AND EVALUATION

- 13.1. Assessment of RSHE focuses on knowledge, skills and attitudes (e.g., scenario problem solving, reflective tasks), not personal experience disclosure.
- 13.2. Monitoring includes learning walks, resource audits, pupil/parent voice, safeguarding dashboards, and annual reporting to governors. RSHE also evidences Ofsted Personal Development & Wellbeing.

14. IMPLEMENTATION TIMELINE (FOR SEPTEMBER 2026 COMPLIANCE)

- 14.1. Autumn 2025 – Spring 2026: Audit current RSHE, map to 2026 guidance; consult pupils/staff/parents; update policy; plan CPD; identify resource gaps.
- 14.2. Spring 2026 – parental consultation.
- 14.3. Summer 2026: Finalise schemes of work; publish parental guides and materials access; staff training (incl. suicide prevention protocols); QA external inputs.
- 14.4. September 2026: Full implementation; termly monitoring and safeguarding review cycles; governors receive impact report.

15. LOCAL CONTEXT AND PARTNERSHIPS

- 15.1. Leeds local sexual health clinic; CAMHS; Police Safer Schools team; Road/Water Safety partnerships; charities for VAWG prevention; local safeguarding partnership and thresholds.
- 15.2. These partners support curriculum enrichment and referral pathways, consistent with safeguarding and parental transparency.

16. COMPLAINTS

Concerns about RSHE delivery should follow the school's Complaints Policy. Persistent concerns relating to statutory content cannot override the school's duty to deliver RSHE; however, we remain committed to constructive dialogue and transparency.

17. RIGHT TO WITHDRAW FROM RSHE/PSHE (2026 STATUTORY GUIDANCE)

- 17.1. The Department for Education's updated statutory guidance for RSHE (effective September 2026) makes clear that parents retain a limited right to request withdrawal from certain elements of sex education, but not from relationships or health content. The underlying legal framework remains unchanged. Before deciding to withdraw their child, parents are encouraged to carefully consider the importance of the material being covered and the potential impact on their child's understanding and development.
- 17.2. Parents **cannot** withdraw their child from:
 - 17.2.1. **Statutory Relationships and Sex Education (RSE)** that all secondary schools must deliver—this includes teaching about healthy relationships, sexual health, consent, online safety and related safeguarding themes.
 - 17.2.2. **Health Education** (statutory in all state-funded schools).
 - 17.2.3. Any **National Curriculum Science** content (e.g. reproductive biology).
- 17.3. Parents **can** request withdrawal from non-statutory elements of sex education delivered within RSE: typically content going beyond the science curriculum and not required by law. The guidance confirms parents retain this right.

17.4. Process for Requesting Withdrawal

- 17.4.1. Requests must be made in writing to the Academy Principal, or complete the Parent Form (Appendix C) and return to the Academy Principal.
- 17.4.2. The school will offer a meeting to ensure parents understand which elements are statutory, which are not, and what their child would miss.
- 17.4.3. The school will document the request and its outcome.

17.5. Pupil's right at 16

Up to three terms before a pupil turns 16, schools should respect withdrawal requests from parents. After this point, the pupil has the legal right to opt in to sex education themselves. (This rule remains unchanged in the 2026 guidance.)

PROGRAMME OF STUDY

Year 7: PSHRE

- Consent
- RSHE -Puberty, FGM, germs and illness safety
- Safety & awareness – substance use, bullying, healthy lifestyle choices (including personal hygiene) and basic first aid
- **Being Me in My World:** Who am I? My influences, Peer pressure, online identity, consequences of online behaviours.
- **Celebrating Difference:** Prejudice & discrimination, influence spheres, challenging stereotypes, Human Rights & protected characteristics Equality Act 2010 and bullying.
- **Dreams & Goals:** Achieving goals, coping strategies, teamwork skills, decision making.
- **Healthy Me:** Nutrition & exercise, sleep, stress, health protection systems, substance use.
- **Relationships:** Consent in my relationships, supportive relationships, getting on and reconciling, authentic me online & offline, boundaries.
- **Changing Me:** Puberty, having a baby, relationships, image/self-esteem, my body, my rights, FGM.

Year 8: PSHRE

- Equality & diversity (Equality Act 2010).
- Internet safety
- Consent
- RSHE – body image, contraception, healthy lifestyle choices, testicular & breast cancer awareness.
- **Being Me in My World:** Identity, family, impressions and faith/belief.
- **Celebrating Difference:** When prejudice turns, LGBTQ+, social injustice & hate crimes, mutual respect/tolerance, making a difference.
- **Dreams & Goals:** Long term goal setting, what money can't buy, online safety, money/earnings, life skills.
- **Healthy Me:** My health, risks & substances, Protecting physical health/wellbeing, vaccinations, peer pressure, vaping.
- **Relationships:** Me, maintaining relationships, staying safe, being assertive, safe in the world and online.
- **Changing Me:** Different relationships, looks/smiles, pornography, alcohol.

Year 9: PSHRE

- Prevent – extremism & radicalisation
- Death
- Miscarriage & unplanned pregnancy
- Adoption & fostering
- Abortion
- Euthanasia
- Consent
- RSHE – sexting, sexual bullying, domestic violence, sex/media, sexual pressure, sex/unsafe sex, coercive control, reconciliation in relationships and conflict resolution.
- SEMH

- **Being Me in My World:** Me in a group, expectations/perceptions, peer pressure, grooming, risks and consent.
- **Celebrating Difference:** Positive language, banter & bullying, understanding others and assumptions.
- **Dreams & Goals:** Planning, body image, future goals, mental health/illness, media manipulations, deepfakes and AI.
- **Healthy Me:** Teenage brain, group behaviour, lifesaving skills, mental health and first aid.
- **Relationships:** Equality in relationships, assertiveness (saying no), pornography (impacts), contraception and underage sex.
- **Changing Me:** Emotions, growing/changing, masculinity (online influences), misogyny, incel culture, mental health and addictions.

Year 10: PSHRE

- Family relationships, cohabitation, forced marriages, honour-based violence, family conflict and reconciliations
- SEMH
- Drugs awareness – drugs, classifications, alcohol and County Lines.
- Online safety & CSE – grooming, sexting, revenge porn, consent, rape, sexual harassment, gaming, gambling and pornography
- Consent
- RSHE – stalking, harassment, relationships, body image, underage sex, contraception, STIs prevention, teenage pregnancy and unplanned pregnancies
- Sexuality and relationships
- **Being Me in My World:** Safety for me, endings, social media, my identity/culture, personal data and risks.
- **Celebrating Difference:** Rights/responsibilities, multicultural, equality, challenging inequality and power in relationships.
- **Dreams & Goals:** Resilience, my goals, my health, social media & future, health & helping others and having a healthy balance.
- **Healthy Me:** My MOT, body, substances & mental health, STIs and safer sex,
- **Relationships:** Healthier longer-term relationships, ending relationships safely, healthy connections, can you always believe what you see? And being together.
- **Changing Me:** Changing me, personal safety on roads, railways and around water, identifying & managing risk, stereotyping in exploring relationships, virginity testing and hymenoplasty.

Year 11: PSHRE

- Careers & guidance support
- **Being Me in My World:** Becoming an adult, relationships & the law, County Lines, gambling, gaming & illusions of control and dealing with emergencies.
- **Dreams & Goals:** Managing anxiety, money & budgeting, dream jobs & skillsets, longer term family goals and what to do when things go wrong.
- **Healthy Me:** Staying safe in sexual relationships, contraception & sexual health, reproductive health & fertility, pregnancy & health, pregnancy & choice.
- **Relationships:** Intimate/romantic relationships, gender diversity & sexuality, coming out as LGBTQ+, power & consent, harmful & illegal cultural/social practices.

Please refer to the table below for an overview of content covered in Years 7 to 11.

Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
11+	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming- safety and financial risks	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and negative Influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines	Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
12+	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, <i>persona</i> /beliefs and judgements, <i>first</i> impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and offline identity	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	Types of close intimate relationships, <i>behaviours</i> in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law
13+	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self-esteem and self-identity, influences, managing risk online and offline, social media, abuse and coercive control	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, non-consensual behaviours, changemakers	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny	The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines

14+	Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screentime, dealing with disturbing online content (suicide, self-harm, violence), sharing/enhancing of images, risks associated with sharing personal data, AI chatbots and online scams	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality, equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP	Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit	Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex, contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease)	Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships, virginity testing and hymenoplasty, physical and emotional changes, family change, sources of support
15+	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting	N/A	Sleep, anxiety, solutions-focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals	Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage	Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and getting help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships	N/A

WHAT PUPILS SHOULD KNOW BY THE END OF SECONDARY EDUCATION

1. Families & Positive Relationships

Pupils should know:

- Features of healthy, respectful relationships including boundaries, trust, equality and consent.
- That stable relationships may take many forms, including healthy same sex relationships, which should be integrated within RSHE learning rather than treated separately.
- How to recognise abuse, coercive control, misogyny, harmful online influences and how to seek support.

2. Respectful Behaviour, Friendships & Anti-bullying

Pupils should know:

- How to navigate peer influence, peer pressure, toxic online subcultures and online influencers (including misogynistic content and “incel” ideologies).
- Strategies for maintaining positive, respectful relationships in diverse settings.

3. Online Safety & Digital Literacy

Pupils should know:

- How online behaviour affects wellbeing and reputation.
- The risks of AI generated images, deepfakes, pornography, online grooming and harmful influencers.
- How to critically evaluate online content and protect themselves from manipulation.

4. Physical Health & Mental Wellbeing

Pupils should know:

- Signs of poor mental health and how to seek support.
- How to manage academic pressure, social stress, bereavement and emotional fluctuations.
- The links between online content, misogyny, harassment and mental wellbeing.

5. Changing Bodies, Puberty & Reproduction

Pupils should know:

- More detailed knowledge of reproduction, fertility, pregnancy and sexual health.
- The law and facts around biological sex and gender reassignment, taught factually, avoiding ideology, and recognising the legal protections under the Equality Act.
- How to make informed, safe decisions about sexual relationships, consent and contraception.

6. Sexual Health, Consent & Personal Safety

- Consent, including capacity, pressure, coercion and healthy communication.

- STIs, contraception and pregnancy choices, relevant to all pupils including LGBT+ students.
- How to recognise online and offline sexual harassment, exploitation, grooming and misogynistic narratives.

7. Personal Safety in the Community

Pupils should know:

- How to reduce risk in public spaces, including travel safety, personal responsibility and strategies to seek help.
- How risks intersect with digital behaviour (e.g., meeting people encountered online).

8. Economic Wellbeing, Aspirations & Life Skills

Pupils should know:

- Skills for adulthood: budgeting, debt, employment rights and responsibilities.
- How relationships, wellbeing and digital behaviour impact future choices and opportunities.

Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Form group	
Name of parent		Date	
Reason for requesting withdrawal from sex education within relationships, sex and health 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	