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RSHE (RELATIONSHIPS, SEX AND HEALTH EDUCATION) POLICY

September 2026

Version Number	Purpose/Change	Author	Date
1	Update policy with new legislation	Suzanne Peers	April 2021
2	Changes made to reflect change in sequencing of Yr8/9 (2-year KS4)	Suzanne Peers	Sept 2023
3	Reviewed, no changes made. Still awaiting update from gov after consultation on draft update.	Suzanne Peers	Sept 2024
4	Updated to reflect the new DfE RSE and Health statutory guidance, KCSIE 2026 and the addition of year 11 content delivered during tutorials.	Suzanne Peers	Sept 26

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Review: Biennially
Responsibility: Deputy Headteacher - Pastoral
Status: Statutory

For the purpose of this policy:

Relationships, sex and health education will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on students having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching students how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support students to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention

Build on the primary health and wellbeing curriculum content

1. Vision and Objectives

At the Crossley Heath School we believe that our high-quality Relationships and Sex Education will stay with our students for life. RSHE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSHE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSHE at Crossley Heath is an innovative, modern curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to resist the pressure to have sex (any applying pressure), to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Crossley Heath we are committed to the important role that RSHE plays in students' holistic education, and we aim to build on the RSHE programmes covered in primary school. The theme of consent underpins all of our RSHE workshops and modules. We introduce students to the importance of consent from Year 7, and this is revisited on a yearly basis and adapted to the age of each year group.

At Crossley Heath our Relationships and Sex Education Programme seeks to:

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health

- Teach students the correct vocabulary to describe themselves and their bodies

- Be age appropriate and differentiated to the needs of the students including SEND, ASD, visually impaired students and any other disabilities that require a bespoke curriculum.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families.
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent.
- To ensure that all distinct groups (all protected characteristics) are positively represented in our curriculum.
- Ensure students can identify the qualities of healthy and unhealthy relationships.
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity.
- Make students aware of how and where to seek help if they are in an unhealthy or abusive relationship.
- Prepare students for the journey from adolescence to adulthood.
- Provide students with a safe environment to learn about sexual orientation and identity, reinforcing the importance of mutual respect and tackling homophobia, transphobia, bi-phobia and gender stereotypes.
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception**.**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes.
- Develop students' understanding of the dangers of pornographic material.

2. Statutory Requirements

As a secondary academy, we must provide RSHE to all students under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we're 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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At The Crossley Heath School we teach RSHE as set out in this policy.

3. Policy Development

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

1. Review – a working group pulled together all relevant information including relevant national/local guidance and data.
2. Staff consultation – all school staff were given the opportunity to look at the proposed changes to the curriculum and policy and make recommendations.
3. Parent/stakeholder consultation – parents were invited to attend a parent forum meeting about the proposed changes to the curriculum and policy. Following this, all parents and any interested parties were invited by letter to comment on the published draft policy.
4. Student voice – we investigated what exactly students want from their RSHE though surveys.
5. Ratification – once amendments were made, the policy was shared with trustees and ratified.

4. Delivery & Content

RSHE is taught within the Personal Development education curriculum. It is a spiral curriculum model followed by years 7-10, 12-13 for 1 hour per week. Year 11 receive their content via tutorials/workshops. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Assemblies and tutorial sessions also support the PHSCE curriculum.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

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.

Health education will build on the primary health and wellbeing curriculum content.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Effective teaching will be participative and interactive and will give students opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will consider using approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes (e-form) to allow students to raise issues anonymously.

Teachers will make sure that students understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating

to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all students are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Students will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity
- Avoid:
    - Any language or activities that repeat or enforce gender stereotypes
    - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the students.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the students including any additional needs, such as special educational needs and disabilities (SEND).

Students' progress will be monitored by their class teacher through both their written and verbal responses in class. Students in years 7-10 will also complete an assessment quiz at the end of each topic which will evidence their understanding of the key concepts and enable the class teacher to revisit material where necessary. The results of this may be passed on to the pastoral team/DSL if there are any concerns raised.

It is important for secondary students to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help students identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour

- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes and including AI-generated sexual imagery and deepfakes). Students should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

The school will continue to develop knowledge of topics specified for primary schools as required and in addition cover the content specified for secondary schools.

We may amend our curriculum content to respond to the needs and context of our students, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

While the statutory requirements for RSHE apply only to pupils up to age 16, we are committed to providing high-quality relationships, sex and health education for all our students, including those in years 12 and 13. Our sixth-form students receive RSHE as part of their personal development programme and tutorials. This builds on the knowledge and skills developed in years 7-11 and covers age-appropriate topics including:

- Healthy relationships in adulthood, including consent and coercion
- Sexual health, contraception and accessing services independently
- Understanding domestic abuse and controlling behaviours
- Online safety, including image sharing and digital relationships
- Mental health and wellbeing in relation to relationships
- Preparing for independent living

4.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is accessible to students with SEND
- Is sensitive to all students' experiences
- During lessons, makes students feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

4.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance.
- Would support students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age and maturity of the students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to students' experiences and won't provoke distress.

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request. Requests can be made directly to the AAH for Personal Development by email.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

4.3 Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which students are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with students' developmental stage.
    - Are accessible for all students, including those with SEND.
    - Are sensitive to students' needs.
    - Comply with:
        - This policy

- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case-study materials and look for feedback from other people the agency has worked with.
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed.
- Ask to see in advance any materials and lesson plans that the agency may use.
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people.
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Inform all external organisations that the school is legally obliged to share all content with parents and carers.
- Share all external materials with parents and carers.
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request.
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage students to question their gender.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers.

5. Roles & Responsibilities

The Trustees

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

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/non-science component of RSHE (see section 6).

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/non-science component of RSHE.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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.

Students

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

6. Working with Parents

We place the utmost importance on sharing responsibility with parents and carers for their children's education. Parental support is integral to the success of our RSHE curriculum. While we have an educational and legal obligation to provide young people with RSHE, we respect the primary role of the parents in educating their children about these matters

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website.
- Outlining our RSHE programme within our Personal Development (PHSCE) curriculum on the school website
- Signposting materials for parents to use when talking about RSHE with their children.
- Providing the opportunity for parents to learn more about the RSHE programme should they request this.

Parents/carers **have** the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSHE (in our curriculum this is the contraception lessons in Year 9 and 10) up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this. We will make sure that students know they have this option.

Parents/carers **do not have** the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

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 any withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, the headteacher can refuse a request to withdraw the student from sex education.

Alternative schoolwork will be given to students who are withdrawn from sex education

The right to withdraw from sex education does not apply to students aged 16 and over. All sixth-form students are expected to participate in the RSHE programme as part of their personal development curriculum. However, we encourage students and their parents/carers to discuss any concerns about the content with us. We will always handle sensitive topics with appropriate care and maturity.

7. Confidentiality & Advice

Students will be made aware that some information cannot be held confidentially and made to understand that if safeguarding disclosures are made, staff will have to act on this information. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

i) Disclosure or suspicion of possible abuse - the school's child protection procedures will be invoked (see relevant policy).

ii) Disclosure of pregnancy or advice on contraception. It is hoped that the following procedure will ensure that students who are in this situation know that they can talk to an adult in the school and that they will be supported. Professional information and guidance will always be sought from a health professional.

The school will always encourage students to talk with their parents/carers first.

- Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this happens subsequent responsibility, then lies with the parent/carer(s). The school will continue to offer appropriate support and guidance.
- If a student refuses to tell their parent/carer(s) the adult should refer them to a health professional.
- The adult should report the incident to the Headteacher or Designated Safeguarding Lead who will consult with the health professional about informing the parent/carer(s).

8. Training & The Role of Health Professions in the Delivery of Relationships and Sex Education

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

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

9. Monitoring and Evaluation

The delivery of RSHE will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum.

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

This policy will be reviewed by the AAH for Personal development biennially. At every review, the policy will be approved by the board of trustees.

10. Linked Policies

- Student Support and Behaviour
- Equality and Diversity
- Anti Bullying
- Child Protection and Safeguarding

11. Appendix 1

Curriculum Map 7-10

Health & Wellbeing		Relationships		Living in the Wider World	
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
YEAR 7					
Emotional wellbeing: managing change and transition	Friendship and bullying	Puberty and keeping safe	Enterprise and Teamworking	Influences on relationships	Financial decisions
This unit helps students transition to secondary school, set learning goals and develop social and emotional skills.	This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents. It also looks at the roles witihin families	This unit revisits learning about puberty from KS2. It then focuses on specific learning about testicular and vulval health, as well as how to identify and report abuse.	This unit looks at product development through a group enterprise competition and develops' students teamworking and communication skills. Real-life career connections are highlighted.	This unit helps students consider influences on their expectations of – and attitudes towards – relationships, including online and media influences.	This unit supports students to develop thier financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending.
YEAR 8					
Health and wellbeing	Belonging and community	Mental Health & Wellbeing	The Online World	Health & Unhealthy Relationships	Managing Money
In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from considerations about food and exercise, the risks around the use of drugs and alcohol, to assessing the impact of climate change on young people's wellbeing.	This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.	Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.	This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.	This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support.	This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing
YEAR 9					
Peer Influence & Drug Education	Respectful Relationships	Careers & Future Choices	Physical Health	Intimate Relationships	Navigating Online Harms
This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances. It also helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law	This unit build on the previous leanng about families this time looking at change, conflict, grief and divorce. It also encourages students to thnk critically about misogynistic messages they may come across in thier lives.	This unit supports students to prepare for making GCSE option choices by thinking about their career goals and future.	This unit supports students to make informed, healthy and responsible health choices.	In this unit, students revisit learning about consent and learn about consent and healthy, safe sexual relationships, including types of contraception.	This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives
YEAR 10					
Independence, health choices and wellbeing	Navigating the online world	Healthy Relationships - Exploring Consent & recognising abuse	Friendship, diversity and challenging extremism	Work Experience & Careers	Managing Influence
This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.	This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.	This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse. This unit also covers sexual health and contraception.	This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism. It also explores how harmful attitudes such as misogyny spread and the impact on wellbeing, attitudes and behaviour.	This unit explores career choices and pathways, work experience, and applications for study or work.	This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour

Curriculum Map 11-13

Health & Wellbeing		Relationships		Living in the Wider World	
YEAR 11					
Life-long wellbeing	Families, Fertility and Pregnancy	Online financial harms	Staying safe and healthy: How do I use the health care system?	Safe relationships and sexual health	
This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.	This unit explores family life, including committed relations and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy	This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.	This unit provides practical knowledge about accessing GPs, dentists, mental health services, sexual health clinics and online healthcare resources.	This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, maange conflict and breakups and make informed decisions about sexual health.	
YEAR 12					
Building for the Future	Financial Literacy	Managing New Realtionships	Careers & Employability	Health	Next Steps
This unit supports students in their transition to KS5. It explores positive study habits as well as a collaborative 'active citizenship' project designed to bring students and new entrants together to develop their skills in teamwork, planning, research, professional communication and presentation skills.	In this unit, students learn what might inform financial decisions and the impact of different choices, as well as exploring some of the financial products and services they are likely to encounter in the future.	In this unit, students learn how to recognise, manage and respond to harmful relationship attitudes and behaviours, including abuse, manipulation, coercion and persuasion, and when and how to access support if relationships become difficult or unsafe.	In this unit students prepare ofr and reflect upon their work experience placement. This includes roles and responsibilities in the workplace, CV development and personal branding (online presence).	In this unit, students deepen their understanding of legal and illegal substances, their effects on health, behaviour and decision-making, and explore how to manage risk, increase safety and access support, at home and abroad.	In this unit, students explore the range of post-18 pathways available, developing knowledge and skills to help them evaluate options and make informed choices about the future.
YEAR 13					
Next steps	Health	Adult relationships & Wellbeing	Health & Independance		
This unit supports students to complete their application statements, set goals for the year ahead and understand the importance of an online presence in professional employment.	In this unit, students explore ways to maintain physical and mental health, as well as developing strategies for coping with challenges and changes as they become more independent	In this unit, students develop their understanding of sexual and reproductive health within the context of healthy relationships, and how to access accurate information, healthcare and appropriate support.	In this unit, students learn how to assess and respond to risk, injury and illness, and manage personal safety in contexts where they are increasingly independent.		

12. Appendix 2

By the end of secondary school students should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • 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 • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • 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 • 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	• About 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 • 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 • 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 • What tolerance requires, including the importance of tolerance of other people's beliefs

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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 • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and 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 okay • 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 • 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 • 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 • 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 safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About 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. They should also understand the difference between public and private online spaces and related safety issues

TOPIC	PUPILS SHOULD KNOW
	• 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 • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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 • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI generated imagery). The potentially serious consequences of acquiring or generating images, indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also 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 • 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 • 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 • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • 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 glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • 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 • 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. That this can affect people who see pornographic content accidentally, as well as

TOPIC	PUPILS SHOULD KNOW
	those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as 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 • 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. That 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	• 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 • 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 • 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 • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. 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. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • 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 • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting

TOPIC	PUPILS SHOULD KNOW

	• About concepts, laws and where to find support relating to:
	  ○ Sexual violence, including rape and sexual assault
	  ○ 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
	  ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
	  ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation
	  ○ Forced marriage
	  ○ 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 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
	• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed
	• 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
	• 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
	• 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,	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • 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

TOPIC	PUPILS SHOULD KNOW
including sexual health	• About 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, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • 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 decision making • 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 • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About 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 • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • 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
Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness • 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

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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 • How to critically evaluate which activities will contribute to their overall wellbeing • 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. • 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 • 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	• 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 • 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 • 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 • About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt • 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 • About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online

TOPIC	PUPILS SHOULD KNOW
	• About 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	• 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 • Factual information about the prevalence and characteristics of more serious health conditions • That physical activity can promote wellbeing and combat stress • The science relating to blood, organ and stem cell donation
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease • About the impacts of alcohol on diet and unhealthy weight gain
Drugs, alcohol, tobacco and vaping	• 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 • About the law relating to the supply and possession of illegal substances • About 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 • 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 • About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency • About the dangers of the misuse of prescribed and over-the-counter medicines • 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

TOPIC	PUPILS SHOULD KNOW
	• 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	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics • 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 • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening • 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 • 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 • 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 • 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 • 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	• 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) • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media

TOPIC	PUPILS SHOULD KNOW
	• 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 • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime • 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) • 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	• Basic treatment for common injuries and ailments • Life-saving skills, including how to administer CPR • The purpose of defibrillators, when one might be needed and who can use them
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health • The facts about puberty, the changing adolescent body, including brain development • 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 • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women

13. <u>Appendix 3</u>

Parent/carer form requesting their child's withdrawal from sex education within RHSE.

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

TO BE COMPLETED BY PARENTS/CARERS	
Parent/carer signature	

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
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