



Outcomes
First Group

Relationships, Sex and Health Education (RSHE) Policy

Name of school: Belmont School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1.0 Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2025) 'Keeping children safe in education' (KCSIE)
- DfE (2020) 'Relationships and sex education (RSHE) and health education'
- DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:

- Safeguarding Policy
- Careers Education, Information, Advice and Guidance Policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers Belmont Schools approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at Belmont School and covers all statutory requirements as per the DfE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, [Keeping Children Safe in Education](#) and the provisions of the **Equality Act (2010)**, our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

This approach is underpinned by our commitment to **trauma-informed practice (TIP)**. We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Staff understand the impact of early experiences on a child's internal world so our RSHE delivery is grounded in strong, trusting relationships that support pupils to feel safe and understood. We recognise some topics may feel confronting and trigger survival behaviours, meaning bespoke and individualised approaches to delivery of RSHE content may be required.

RSHE provision at Belmont School strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at Belmont School

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by Dean Rainford – PSHE Lead
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest [Keeping Children Safe in Education](#) guidance.

4.0 Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- At Belmont School we define sex education as the teaching of intimate and sexual relationships. Sex education is integrated into relationships education. It includes sex for pleasure, learning about intimate acts and the details of sexually transmitted infections (STIs). Content is delivered in an age-appropriate, factual and non-judgemental way.
- Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.

5.0 Delivery of RSHE

RSHE is delivered through a combination of structured learning and meaningful, everyday opportunities across the school curriculum. In addition to timetabled RSHE sessions, pupils encounter rich, personalised learning related to relationships, personal development and social understanding throughout the school day and within topic-based activities. Our curriculum recognises that learning happens both formally and informally; staff proactively identify and capitalise on “in-the-moment” opportunities to reinforce RSHE themes in real contexts, adapting to pupils' interests, needs and communication styles. This approach supports the development of practical understanding, social development and self-awareness and is responsive to individual learning pathways informed by the PSHE Association SEND planning framework.

RSHE is taught through a range of teaching methodologies, such as storytelling, role-play, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When external visitors are used Belmont School will adhere to the principles set out in the DFE statutory guidance 2025. We will only work with external speakers/providers where we have full confidence in their approach, intended outcomes and have viewed all resources to be used.

Roles and responsibilities

The Headteacher is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.

The PSHE lead has responsibility for:

- *Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.*
- *Overseeing all required content is coherently planned and consistently taught across year groups.*
- *Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.*
- *Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.*

Staff are responsible for:

- *Delivering RSE in a sensitive way*
- *Modelling positive attitudes to RSE*
- *Monitoring progress and understanding*
- *Responding to the needs of individual students*

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

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at Belmont School. The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including PSHE Association and Cre8tive Resource. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

Pupils' knowledge and understanding is assessed through a combination of informal and formal methods that support each pupil's individual level of engagement and understanding such as 1:1 discussions, role play, responses to stimuli. Where appropriate, formative assessment methods such as written materials and quizzes will be used to monitor progress.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

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

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at Belmont School through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers to review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with David Cassidy, making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, Belmont School will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education [Relationships Education, Relationships and Sex Education and Health Education](#) Statutory Guidance (2025).

Appendix one

Curriculum coverage PSHE, RSE and health education

Equality, Diversity & British Values				
Managing Change Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Managing Change - 01 - What is PSHE?	Year 7	Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition points and how you would apply them to future times of change in your life	T2 - Respectful Relationships Inc Friendships	N/A
Managing Change - 02 - Getting to Know People	Year 7	I understand the concept of trust I can explain what I have in common with others across my class. To evaluate what it would take for society to truly flourish	N/A	T1 - Mental wellbeing
Managing Change - 03 - What is a Community	Year 7	To understand the concept and what makes a cohesive community To explore how British communities have changed over 60 years To evaluate how welcoming your local community is	N/A	T1 - Mental wellbeing
Managing Change - 04 - Careers and Your Future	Year 7	To understand the meaning of the word career To be aware of how careers education can help you plan for the future and recognise limitations of making career choices based on 'dream' ideas To be aware of what considerations are involved in making realistic choices	N/A	T6 -Health Protection & Prevention
Managing Change - 05 - Sleep and Relaxation	Year 7	To describe what actually happens when we sleep To explore the benefits of good quality sleep To explain how to improve sleep quality and where to source extra help and support from	N/A	T6 -Health Protection & Prevention
Proud to be me - 02 - Proud to be me	Year 7	To identify what is important for you and what you expect from yourself, taking into account the beliefs and expectations that others have of you I can describe my self esteem and understand ways to improve it To evaluate what self self love is	T2 - Respectful Relationships Inc Friendships	N/A
Managing Change - 07 - Transition Points in Your Life	Year 7	Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition points and how you would apply them to future times of change in your life	T2 - Respectful Relationships Inc Friendships	N/A
Personal Safety & Digital Awareness				
Money, Media & Modern Society Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
03 Advertising Tricks: How Are We Manipulated to Spend?	Year 7	To understand how advertising can influence our choices To apply common marketing techniques to create your own advert To assess which advertising tricks work on you and how to spot them	T3 - Online Safety & Awareness	N/A

05 How Deepfakes are being used in politics	Year 7	To understand what is meant by a deepfake To be able to explain how to identify a deepfake To assess the impact and consequences of creating deepfakes of politicians	T3 - Online Safety & Awareness	N/A
06 How to Avoid Financial Scams	Year 7	To be able to describe different types of financial scams To explain how to avoid being scammed To discuss the potential impacts of financial scams on victims	T3 - Online Safety & Awareness	N/A
Relationships and Sex Education				
Friends, Respect & Relationships Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Friends, Respect & Relationships - 01 - Consent and Boundaries	Year 7	To understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way	T4 - Being Safe	N/A
Friends, Respect & Relationships - 02 - Respect and Relationships	Year 7	To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences	T2 - Respectful Relationships	N/A
Friends, Respect & Relationships - 03 - What Makes a Good Friend	Year 7	To understand the importance of friendship and the qualities that make a good friend To know what is needed to form positive relationships with friends To evaluate why some friendships can be more beneficial than others	T2 - Respectful Relationships	T1 - Mental wellbeing
Friends, Respect & Relationships - 04 - Friendships & Online Relationships	Year 7	To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails	T2 - Respectful Relationships	T1 - Mental wellbeing
Friends, Respect & Relationships - 05 - Being Positive	Year 7	To understand that most people feel the same range of emotions, but do not always respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect us To see the good that can come from the bad	T1 - Families	N/A
Friends, Respect & Relationships - 06 - Pressure, Influence and Friends	Year 7	To explain why it is important to be confident and assertive To know how to deal with peer pressure To understand when peer pressure can go wrong and how it can make someone else feel	T1 - Families	T7 - Personal safety

Friends, Respect & Relationships - 07 - What Does it Mean to be a Man in Today	Year 7	To understand what it means to be a man in modern society To explore rigid gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and a 'real man'	T1 - Families	N/A
Modern Dangers: Online & Offline				
Staying Safe Online & Offline Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Staying Safe Online & Offline - 01 - Avoiding Gangs & Criminal Behaviour	Year 7	To understand the reasons why young people might want to join a gang To understand the consequences of breaking the law and engaging in criminal behaviour To think of solutions to prevent young people from joining gangs	N/A	T7 - Personal safety
Staying Safe Online & Offline - 02 - Staying Safe Online	Year 7	I can explain what a gut feeling is and how it links to my intuition I can identify a range of risks associated with being online I know how to reduce the potential risks when I am online and where to go to seek further help and support	T3 - Online Safety and Awareness	T2 - Wellbeing online
Staying Safe Online & Offline - 03 - Online Gaming, Grooming and Addiction	Year 7	To define what a gaming addiction is and recognise symptoms of it To explore the benefits and risks associated with online gaming including grooming of players To evaluate what support networks are available to help support those in need	N/A	T7 - Personal safety
Staying Safe Online & Offline - 04 - Alcohol and Risk	Year 7	To understand how alcohol impacts the body To explore the consequences of alcohol misuse To evaluate the negative impact alcohol use is having on wider society	N/A	T5 - Drugs, alcohol, tobacco and vaping
Staying Safe Online & Offline - 05 - Nicotine and Smoking	Year 7	To explain the harmful chemicals that are contained within a cigarette To understand the impacts smoking has on the body To evaluate how effective the government has been in helping people to quit smoking	N/A	T5 - Drugs, alcohol, tobacco and vaping
Staying Safe Online & Offline - 06 - E-Cigs, Vaping and Shisha	Year 7	To understand what vaping is and the science behind it To describe the risks to a person's health when vaping or using shisha To understand some of the reasons why people might choose to vape or smoke	N/A	T5 - Drugs, alcohol, tobacco and vaping
Staying Safe Online & Offline - 07 - Energy Drinks and Caffeine	Year 7	To understand how much sugar and caffeine are in certain drinks To explore the health risks associated with energy drinks To understand the importance of making healthy life choices	N/A	T5 - Drugs, alcohol, tobacco and vaping
Staying Safe Online & Offline - 08 - Knife Crime and Safety	Year 7	To know basic knife safety and what to do if threatened To explain the legal, emotional and physical consequences of carrying a knife To understand how knife crime impacts families and communities	T3 - Online Safety and Awareness	T7 - Personal safety

Healthy Bodies & Emotional Wellbeing				
Puberty & Body Development Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Puberty & Body Development - 01 - Introduction to Puberty	Year 7	To describe the emotional, social and physical changes that happen during puberty To understand that girls and boys develop differently during puberty To empathise with those that are starting puberty and understand how to support them	N/A	T9 - Developing bodies
Puberty & Body Development - 02 - Girls Puberty & Periods (Double Lesson)	Year 7	To understand the physical and emotional changes that happen to girls during puberty To know the basics of the menstrual cycle and a range of feminine protection products available To describe the main things that happen to girls during their menstrual cycle	N/A	T9 - Developing bodies
Puberty & Body Development - 03 - Boys Puberty	Year 7	To know all parts of the male reproductive system To describe the physical and emotional changes that happen to boys through puberty To understand the challenges that boys face during puberty including erections, wet dreams and body image.	N/A	T9 - Developing bodies
Puberty & Body Development - 04 - Personal Hygiene	Year 7	To know the causes of body odour and how to prevent it To understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy To understand how important personal hygiene is and how to achieve it	N/A	T4 - Healthy eating
Puberty & Body Development - 05 - Growing Up	Year 7	To know what to expect as you grow up To understand a range of issues that may impact you as you grow up To understand there are some cultural practices in the world that do not respect 'your body your rules', principles	N/A	T9 - Developing bodies
Puberty & Body Development - 06 - Self-Esteem	Year 7	To describe self-esteem and recognise behaviours linked to low and high self-esteem To evaluate my own level of self-esteem To develop strategies to help improve self-esteem and understand the wide range of influences on it	N/A	T9 - Developing bodies
Puberty & Body Development - 07 - Tooth Decay and Dental Health	Year 7	To describe the importance of dental hygiene and the impact sugar can have on tooth decay To understand the responsibility of looking after your own body To explain how a poor diet can lead to many health risks	N/A	T4 - Healthy eating
Equality, Diversity & British Values				

Law, Crime & Society Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Law, Crime & Society - 02 - Desert Island - Building a Community	Year 7	To understand the concept of community cohesion and what makes a community To be able to make decisions and understand their impact To understand the different forms of prejudice that exist	T1 - Families	N/A
Law, Crime & Society - 03 - Desert Island - Making Decisions	Year 7	Understanding how to make informed decisions To consider the impact my decision could have To develop skills of evaluation, prediction and self reflection	N/A	T7 - Personal Safety

Equality, Diversity & British Values				
Celebrating Differences Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Celebrating Differences - 01 - What is your Identity	Year 8	To appreciate the wide variety of aspects that make up my identity To understand the nature vs nurture debate To accept that it's okay to be different and to be proud of your identity	T1 - Families	N/A
Celebrating Differences - 02 - Multicultural Britain	Year 8	To understand and describe how diverse modern Britain is To explore the facts and figures of immigration and pull factors To evaluate the concept of Britishness and whether multiculturalism works	T1 - Families	N/A
Celebrating Differences - 03 - Importance of Being Kind	Year 8	To define kindness and give examples of kind acts To understand the impact an act of kindness can have To know what acts of kindness I can do for myself and those around me	T2 - Respectful Relationships Inc Friendships	T1 - Mental wellbeing
Celebrating Differences - 04 - Breaking Down Stereotypes	Year 8	To define stereotyping and prejudice To evaluate what can be done to challenge stereotypes To understand the impact both positive and negative stereotypes can have	T2 - Respectful Relationships Inc Friendships	N/A
Celebrating Differences - 05- Learning Disabilities	Year 8	To have a base knowledge of learning disabilities To understand how important the right language is To know basic etiquette with disabled people	T2 - Respectful Relationships Inc Friendships	N/A
Celebrating Differences - 06 - Prejudice and Discrimination	Year 8	To identify different forms of prejudice and discrimination To consider how we can ensure equality for all in society To evaluate how cohesive Britain really is	T2 - Respectful Relationships Inc Friendships	T7 - Personal Safety
Celebrating Differences - 07 - Challenging Islamophobia	Year 8	To define islamophobia and give examples of it in UK society To explore where islamophobia comes from	T2 - Respectful Relationships Inc Friendships	N/A

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		To consider how the government and legislation are attempting to combat different forms of discrimination		
Personal Safety & Digital Awareness				
Staying Safe & Building Respect Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
01 What is Loneliness?	Year 8	To understand what the effects of loneliness can be To understand how we can tackle loneliness To assess whether social media helps or worsens feelings of loneliness	N/A	T1 - Mental wellbeing
02 Is it banter or is bullying.	Year 8	To understand the difference between banter and bullying To understand what to do if someone is being bullied To know what to do if you are being cyberbullied	T2 - Respectful Relationships Inc Friendships	N/A
03 Peer Pressure and How this impacts Risk taking behaviours.	Year 8	To be able to identify peer pressure and risk taking behaviours To explain how peer pressure might lead to risk-taking behaviour (especially in adolescence) To evaluate the best ways to resist peer pressure	N/A	T7 - Personal Safety
04 Personal Safety Around Water	Year 8	To understand the risks associated with water To understand how to stay safe around water To learn what to do in an emergency increase chances of survival	N/A	T7 - Personal Safety
05 Personal Safety in Unfamiliar settings	Year 8	To identify personal safety risks in unfamiliar settings To explain how to mitigate identified risks To assess personal boundaries and how to maintain them with unfamiliar people	N/A	T7 - Personal Safety
06 Respect: Why women deserve it	Year 8	To understand what is meant by respect To assess the impacts of conscious or unconscious misogyny To understand how we can show women and girls respect	T2 - Respectful Relationships Inc Friendships	N/A
07 Why Sexist Jokes are wrong	Year 8	To recognise the difference between light-hearted humour and harmful jokes To understand how discriminatory jokes can be damaging for individuals, groups and society To practise challenging humour in a respectful way	T2 - Respectful Relationships Inc Friendships	N/A
Relationships and Sex Education				
Identity, Relationships & Sex Education Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026

Identity, Relationships & Sex Education - 01 - Relationships and Sex Education	Year 8	To understand the core aims of RSE in secondary schools To understand how physical touch may be different in a sexual relationship to any other relationship To explore what rights in relationships look like	T3 - Online Safety and Awareness	N/A
Identity, Relationships & Sex Education - 02 - Being Yourself & Self-Love	Year 8	To know what self-love really is To be able to explain why self-love is so important, and good for us To see how society has evolved to minimise self-love	T1 - Families	N/A
Identity, Relationships & Sex Education - 03 - Healthy Respectful Relationships	Year 8	Compare and contrast the characteristics of healthy and unhealthy relationships To know what respect in a healthy relationship looks like To explain various aspects of a healthy relationship and understand how they are connected	T5 - Intimate & sexual relationships inc sexual health	N/A
Identity, Relationships & Sex Education - 04 - What is Love	Year 8	To define the term love and understand that it comes in many forms To identify how you might like give and receive love yourself To understand different types of love and love languages	T5 - Intimate & sexual relationships inc sexual health	N/A
Identity, Relationships & Sex Education - 05 - Dealing with Conflict	Year 8	To know the different areas of life where conflict may occur To understand the cause of conflict and learn a range of conflict resolution methods To acknowledge that feelings may vary between people in the same situation	N/A	T7 - Personal safety
Identity, Relationships & Sex Education - 06 - Periods and Menstrual Cycle	Year 8	To understand the menstrual cycle and its role in human reproduction To understand how and why feminine protection is so absorbent and effective To evaluate the role of hormones in the regulation of the body's functions	N/A	T9 - Developing bodies
Identity, Relationships & Sex Education - 07 - Introduction to Contraception	Year 8	To describe the concept of abstinence To understand the main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods	T5 - Intimate & sexual relationships inc sexual health	N/A
Identity, Relationships & Sex Education - 08 - Sexual Orientation	Year 8	To understand the many different key terms and concepts that are used To explore and challenge LGBTQ+ prejudices and stereotypes To understand the damaging impact homophobic language has on people	T1 - Families	N/A
Modern Dangers: Online & Offline				
Dangerous Society Online & Offline Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026

Dangerous Society Online & Offline - 01 - County Lines - What is it	Year 8	I understand what the term 'county lines' means I can explain how county lines gangs recruit and exploit young people I understand the importance of getting immediate help for myself or a friend if I suspect a problem	N/A	T7 - Personal safety
Dangerous Society Online & Offline - 02 - County Lines - Who is at Risk	Year 8	To understand who county lines gangs target and why To identify the signs that someone is being exploited To understand how county lines gangs use psychological, financial and physical methods to make people feel trapped	N/A	T7 - Personal safety
Dangerous Society Online & Offline - 03 - Substance Misuse	Year 8	To define the term substance misuse and understand the way drugs effect users To explore why people misuse substances To evaluate what support networks are available to help support those in need	N/A	T5 - Drugs, alcohol, tobacco and vaping
Dangerous Society Online & Offline - 04 - Cyberbullying	Year 8	Describe the meaning of bullying and cyberbullying and the impact they can have on an individual Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour To know how to manage oneself appropriately online	T3 - Online Safety and Awareness	T2 - Wellbeing online
Dangerous Society Online & Offline - 05 - Online Grooming	Year 8	To understand how to stay safe online from grooming To explain how to spot a fake profile and catfishers To know where to seek specialist support and advice to help anyone who is at risk	T1 - Families	T2 - Wellbeing online
Dangerous Society Online & Offline - 06 - Alcohol Safety	Year 8	To explain how alcohol is measured and what the limits are for adults To explore the consequences of alcohol consumption To evaluate when introducing alcohol to a situation can lead to very dangerous consequences	N/A	T5 - Drugs, alcohol, tobacco and vaping
Dangerous Society Online & Offline - 07 - Child Exploitation & Online Protection	Year 8	exploitation and be able to give examples To explore a variety of risks and dangers related to being online To evaluate how to reduce the risks associated with being online	T3 - Online Safety and Awareness	T2 - Wellbeing online
Healthy Bodies & Emotional Wellbeing				
Physical Health & Mental Wellbeing Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Physical Health & Mental Wellbeing - 01 - Health and Wellbeing	Year 8	To understand what positive wellbeing might look like in someone's life To recognise a range of healthy and unhealthy habits we might have To know a range of methods to improve my own and others health & wellbeing	N/A	T1 - Mental wellbeing

Physical Health & Mental Wellbeing - 02 - What is Mental Health?	Year 8	To define the term mental health To explore why we might say we are okay when we are not To know a variety of mental illnesses and symptoms and know some strategies to maintain positive mental wellbeing	N/A	T1 - Mental wellbeing
Physical Health & Mental Wellbeing - 03 - Positive Body Image	Year 8	To understand what body image is and who can be affected To explore what influences body image for boys and girls To know various ways someone can improve their own or a friends self-esteem	T3 - Online Safety and Awareness	T2 - Wellbeing online
Physical Health & Mental Wellbeing - 04 - Child Abuse	Year 8	To understand the different forms of child abuse To explore various warning signs that someone might need help To know who to talk to and where to access support and help for any form of abuse	T2 - Respectful Relationships	N/A
Physical Health & Mental Wellbeing - 05 - Types of Bullying	Year 8	To define bullying and cyberbullying and explain the impact they can have To explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour To know where to seek support and advice on bullying and cyberbullying	T2 - Respectful Relationships	N/A
Physical Health & Mental Wellbeing - 06 - Healthy Eating and Cholesterol	Year 8	To identify the components of a healthy diet To understand the difference between good cholesterol and bad cholesterol To understand how to replace unhealthy snacks and foods with healthier alternatives	T4 - Being Safe	T4 - Healthy eating
Physical Health & Mental Wellbeing - 07 - Stress Management	Year 8	To gain an understanding into what causes stress To know some strategies on how to deal with stress To understand the long term impact of stress on the body and mind	N/A	T1 - Mental wellbeing
Personal Safety & Digital Awareness				
Digital Worlds & Emerging Dangers Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
01 What are Deepfakes?	Year 8	To understand what is meant by a deepfake To understand the impact of deepfakes on people and society To understand the pros and cons of deepfake technology	T3 - Online Safety & Awareness	T2 - Wellbeing online
02 Deep fakes Bullying & Digital Media literacy	Year 8	To understand what is meant by a deepfake and why someone might create this To be able to describe emotional, social and physical impacts on victims of deepfakes To be able to explain what you can do (and shouldn't do) to help a victim of deepfakes	T3 - Online Safety & Awareness	T2 - Wellbeing online

03 What is AI Generated Sexual imagery and the dangers / rise of it?	Year 8	To understand what is meant by AI generated sexual imagery To be able to explain the impact of AI generated sexual imagery on victims To evaluate the ethical arguments around the creation of AI generated sexual imagery	T3 - Online Safety & Awareness	N/A
04 AI & Chat Bots - Dangers Scams and falling In Love	Year 8	To be able to describe different AI-powered dangers and scams To explain different ways to protect yourself from AI dangers and scams I can assess the usefulness vs harms of AI chatbots	T3 - Online Safety & Awareness	N/A
05 Algorithms and how they push content on to all of us across SM platforms and the internet. (copy)	Year 8	To describe what is meant by a social media algorithm To explain why social media uses algorithms to push content To assess the harms and usefulness of social media algorithms	T3 - Online Safety & Awareness	N/A
06 AI - How is it changing the way we think and interact	Year 8	To be able to describe different ways AI can be used To understand the negative impact AI has had on the perception of women To assess the impacts of AI on the way we think and interact	T3 - Online Safety & Awareness	N/A
07 Illegal online behaviours including drug and knife supply	Year 8	To understand what online behaviours are illegal To understand the harm / risks of these behaviours To understand the legal consequences of these behaviours	N/A	T2 - Wellbeing online

Equality, Diversity & British Values				
Equality & Diversity Explored Explored Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Equality and Diversity Explored - 01 - Equality Act 2010	Year 9	To know what equality means and why it is important. To be able to explain some challenges the Equality Act has faced To understand the Equality Act 2010 and how it can be applied in different cases	T1 - Families	N/A
Equality and Diversity Explored - 02 - LGBTQ+ What is it	Year 9	To define the acronym LGBTQ+ To explore a variety of LGBTQ+ Role Models in British society To understand the many different key terms and concepts that are used within this topic	T2 - Respectful Relationships Inc Friendships	N/A
Equality and Diversity Explored - 03 - LGBTQ+ Rights Across the World	Year 9	To identify some areas of the world where homosexuality is still illegal To evaluate the varying views and laws on homosexuality across the world	T2 - Respectful Relationships Inc Friendships	N/A

		To understand the responsibility of the international community to help combat homophobia		
Equality and Diversity Explored - 04 - Gender Equality	Year 9	To understand what gender equality means To be able to evaluate gender equality in the workplace, families and in politics To evaluate how as a society, we can challenge gender stereotypes	T1 - Families	N/A
Equality and Diversity Explored - 05 - Ableism and Disability Discrimination	Year 9	To understand what ableism is and why it's a problem To identify language and behaviour that is ableist To know how to be anti-ableist and to be an ally for disabled people	T2 - Respectful Relationships Inc Friendships	N/A
Equality and Diversity Explored - 06 - Removing the Barriers Equality for all	Year 9	To understand what is meant by 'barriers to employment' To consider how these barriers impact people living with a disability To think about how we can move towards equality	T2 - Respectful Relationships Inc Friendships	N/A
Equality and Diversity Explored - 07 - Racism & Discrimination in Society	Year 9	To define the word 'colonisation' and understand what the British Empire was To be able to explain the link between statues and racism To form an opinion on what the future of statues in Britain could be	N/A	T7 - Personal Safety
Relationships and Sex Education				
Sex, the Law & Consent Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Sex, the Law & Consent - 01 - Sexual Consent and the Law	Year 9	To know the legal definition of consent and the law surrounding it To understand the purpose and the importance of consent To understand the consequences of sexual activity with no consent	T4 - Being Safe	N/A
Sex, the Law & Consent - 02 - FGM and the Law	Year 9	To revise the different parts of the female reproductive organs To understand what FGM is and its impact To know that FGM is illegal and where you can go for help and support	T4 - Being Safe	N/A
Sex, the Law & Consent - 03 - Relationships and Partners	Year 9	To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non-physical characteristics someone might look for in a future partner To look at relationships and understand the factors necessary to develop a healthy relationship	T5 - Intimate & sexual relationships inc sexual health	N/A
Sex, the Law & Consent - 04 - Domestic Abuse and Domestic Violence	Year 9	To describe what an unhealthy relationship looks like To understand the different types of abuse that exist To identify how and where to get help with abusive relationships	T1 - Families	N/A

Sex, the Law & Consent - 05 - Why have Sex	Year 9	To know the various things to consider when thinking about making a relationship sexual To understand the positive and negative reasons to have sex To explore the benefits and consequences of making a relationship sexual	T5 - Intimate & sexual relationships inc sexual health	N/A
Sex, the Law & Consent - 06 - Delaying Sexual Activity	Year 9	To understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure To know why consent and respect for each other should be the priority in any relationship	T5 - Intimate & sexual relationships inc sexual health	N/A
Sex, the Law & Consent - 07 - Sexual Harassment and Stalking	Year 9	To define the terms stalking and harassment To explore the differences between flirting and sexual harassment To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)	T5 - Intimate & sexual relationships inc sexual health	T7 - Personal safety
Contraception & STIs Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Contraception & STIs - 01 - What are STIs	Year 9	To be able to name at least five common STIs and explain how they are transmitted To understand the different groups that STIs are categorised by To identify the facts, dangers and symptoms of some common STIs	T5 - Intimate & sexual relationships inc sexual health	N/A
Contraception & STIs - 02 - Treating STIs and the Clinic	Year 9	To describe the key symptoms and risks associated with a variety of different STIs To understand the importance of Sexual Health Clinics (GUM) To explain why people should always get themselves checked out after unprotected sex	T5 - Intimate & sexual relationships inc sexual health	N/A
Contraception & STIs - 03 - Contraception Explored	Year 9	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or both	T5 - Intimate & sexual relationships inc sexual health	N/A
Contraception & STIs - 04 - Contraception - Condoms	Year 9	To understand the correct steps for using an external or male condom To describe obstacles to condom use and explain how they can be overcome To know what a C-Card scheme is and how it works	T5 - Intimate & sexual relationships inc sexual health	N/A
Contraception & STIs - 05 - Contraception Explored Further	Year 9	To understand the block, suppress and disable methods to reducing the risk of pregnancy To explore which forms of contraception protect against pregnancy, STI's or both To know what thrush is and the common symptoms of it in men and women	T5 - Intimate & sexual relationships inc sexual health	N/A

Contraception & STIs - 06 - HIV and AIDS	Year 9	I know what HIV and AIDS are and explain the difference I understand the main ways HIV is transmitted from person to person I can explain the vital importance of World AIDS Day	T5 - Intimate & sexual relationships inc sexual health	N/A
Contraception & STIs - 07 - HIV and AIDS Prejudice and Discrimination	Year 9	To understand the history of HIV and AIDS and the recent advances in HIV treatment and prevention To explain what the stigma is surround HIV and AIDS and why it exists To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken	T5 - Intimate & sexual relationships inc sexual health	N/A
Modern Dangers: Online & Offline				
Legal and Illegal Drugs Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Legal and Illegal Drugs - 01 - What is a Drug	Year 9	To define the term drug and understand the different forms it can take To explore some of the reasons why people use drugs To evaluate the impact drug use has on society	N/A	T5 - Drugs, alcohol, tobacco and vaping
Legal and Illegal Drugs - 02 - Different Types of Addictions	Year 9	To define what an addiction is To understand the different types of addictions that people can have To evaluate whether sugar is more addictive than cocaine	N/A	T5 - Drugs, alcohol, tobacco and vaping
Legal and Illegal Drugs - 03 - Cannabis Products	Year 9	To understand the different forms and street names given to cannabis To explore why some people take cannabis To evaluate whether cannabis should be legalised in the UK	N/A	T5 - Drugs, alcohol, tobacco and vaping
Legal and Illegal Drugs - 04 - Drugs Classifications	Year 9	To consider the differences classification of drugs To explore the legal classifications of 36 drugs To understand key aspects of the UK's drug policy	N/A	T5 - Drugs, alcohol, tobacco and vaping
Legal and Illegal Drugs - 05 - Party Drugs & Illegal Drugs	Year 9	To explore the way 'party' drugs effect users and can put them in very dangerous situations To learn about a range of illegal drugs To explore the link between gangs, users and illegal drugs	N/A	T5 - Drugs, alcohol, tobacco and vaping
Legal and Illegal Drugs - 06 - The War on Drugs	Year 9	To describe how drugs are manufactured and trafficked globally To explore how different countries are dealing with the drugs trade To evaluate how governments can tackle the illicit drugs trade	N/A	T5 - Drugs, alcohol, tobacco and vaping
Legal and Illegal Drugs - 07 - Volatile Substance Abuse	Year 9	To define the term 'volatile substance abuse' To explore the short term, long term and chronic effects of VSA To understand what can be done to help those who abuse	N/A	T5 - Drugs, alcohol, tobacco and vaping
Healthy Bodies & Emotional Wellbeing				

Body Confidence Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Body Confidence - 01 - How Self-Esteem Changes	Year 9	To define the term self-esteem and explain how it impacts us To explore why people do not necessarily respond in the same way to similar situations To understand that different people may express their feelings in many different ways	N/A	T1 - Mental wellbeing
Body Confidence - 02 - What is a Penis	Year 9	To know what a penis is and the makeup of a sperm cell To understand the male reproductive system To understand the role testosterone plays in the body	N/A	T9 - Developing bodies
Body Confidence - 03 - What is a Vulva	Year 9	To understand what a vulva is and the makeup of the vagina To understand the female reproductive systems To understand the importance of cervical screening	N/A	T9 - Developing bodies
Body Confidence - 04 - Bullying in all its forms	Year 9	To understand the different forms of bullying and why people bully others To know what HBT bullying is and the impact it can have on the victim To evaluate what support schools and students can give to those impacted by the effects of HBT bullying	T1 - Families	N/A
Body Confidence - 05 - Dealing with Grief and Loss	Year 9	To explore what grief is and how it affects people To understand how grief can impact people in a variety of different ways and how you can support a friend or family member To evaluate what support networks are available to help those grieving	N/A	N/A
Body Confidence - 06 - Media and Airbrushing	Year 9	To describe how photo editing and air brushing are contributing to a false sense of beauty To explore what it means to be body positive and body neutral To evaluate the impact advertisements are having on our self esteem	T3 - Online Safety and Awareness	T2 - Wellbeing online
Body Confidence - 07 - Cancer Prevention and Healthy Lifestyles	Year 9	To explore the health benefits of living a healthy lifestyle To explore how diet, stress and life situations can impact on health To evaluate the latest research on cancer prevention and healthy lifestyle choices	N/A	T6 - Health protection and prevention + Healthcare system
Personal Safety & Digital Awareness				
Combatting Extremism & Terrorism Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Combatting Extremism & Terrorism - 01 - Conspiracy Theories and Extremist Narratives	Year 9	To understand what a conspiracy theory is To explore why conspiracy theories and extremist narratives are interlinked To evaluate why conspiracy theories can be damaging to society	T3 - Online Safety and Awareness	T2 - Wellbeing online

Combatting Extremism & Terrorism - 02 - Forms of Extremism	Year 9	To define the terms extremism, terrorism and radicalisation To understand the different types of extremism To understand how extremist views can lead to acts of terrorism	N/A	T2 - Wellbeing online
Combatting Extremism & Terrorism - 05 - The Radicalisation Process	Year 9	know what radicalisation is and why it is harmful I can described how the radicalisation process works I understand what the signs of radicalisation look like and can help prevent myself and others from it	N/A	T2 - Wellbeing online
Combatting Extremism & Terrorism - 07 - Antisemitism	Year 9	To define the terms Zionism and antisemitism To explore why Jews have been persecuted in Europe over hundreds of years To understand what is happening today in the UK	T2 - Respectful Relationships	N/A

Equality, Diversity & British Values				
Exploring British Values Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Exploring British Values - 01 - Critical Thinking & Fake News	Year 10	To understand how to spot fake news To explore the damaging consequences of Fake news To understand why critical thinking is important	T3 - Online Safety and Awareness	T2 - Wellbeing online
Exploring British Values - 02 - Hate Crime in the UK	Year 10	To understand the definition of a hate crime and the protected characteristics To know the difference between free speech and hate speech To evaluate recent police statistics for hate related crime	T2 - Respectful Relationships	N/A
Exploring British Values - 03 - British Values and Identity	Year 10	To define the different British values To understand the importance of Promoting British Values To understand where our sense of identity comes from and why it is important to have a sense of belonging	T1 - Families	N/A
Exploring British Values - 04 - Mutual Respect & Tolerance	Year 10	To know the meaning of mutual respect and tolerance To can explain why mutual respect and tolerance is important between different groups of people To understand how multiculturalism and diversity play a big part in teaching us respect	T2 - Respectful Relationships	N/A
Personal Safety & Digital Awareness				
Relationships, Respect & Modern Challenges Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
01 What is Sextortion?	Year 10	To understand what is meant by sextortion To explain how you can protect yourself against sextortion To know what to do if you become a victim of sextortion	T3 - Online Safety & Awareness	N/A

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02 Dangers of Virginity testing and hymenoplasty	Year 10	To understand virginity testing and hymenoplasty are To discuss the social, ethical and health implications of these practices To know what to do if you or someone else is in danger of these practices	T4 - Being Safe	N/A
03 Positive Male Role Models & Incel Culture	Year 10	To be able to differentiate between examples of healthy and unhealthy masculinity To explain why certain behaviours are problematic to boys, girls and wider society To assess what makes a positive male role model and why	T2 - Respectful Relationships Inc Friendships	N/A
04 Marriage, Cohabitation & Civil Partnerships	Year 10	Describe what marriage and civil partnerships are, including their legal definition in the UK Identify the key legal rights, benefits and protections of marriage and civil partnership, and how these differ from cohabitation (living together without being married).	T1 - Families	N/A
05 Ending Friendships / Relationships - How to do it in a kind way	Year 10	To be able to recognise when to end a friendship or relationship To practise ending these in a kind way To assess how someone might feel after a friendship or relationship ends	T2 - Respectful Relationships Inc Friendships	N/A
06 Financial Abuse and Control in Relationships	Year 10	To be able to identify different types of financial abuse To describe the difference between financial abuse and economic abuse To explain the impact of financial and economic abuse on victims	T4 - Being Safe	N/A
07 Personal Safety in Public Spaces	Year 10	To identify how to keep yourself safer walking home To rehearse how to handle a harassment scenario To be able to demonstrate what to do if you find someone unconscious	N/A	T7 - Personal Safety
Relationships and Sex Education				
Risk, Relationships & Sex Education Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Risk, Relationships & Sex Education - 01 - Pleasure and Delaying Sexual Activity	Year 10	To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities	T5 - Intimate & sexual relationships inc sexual health	N/A
Risk, Relationships & Sex Education - 02 - Campaigning Against FGM	Year 10	To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK and abroad	T4 - Being Safe	N/A

Risk, Relationships & Sex Education - 03 - Sexting, Nudes Pics	Year 10	To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes pics To be able to deal effectively assertively with requests and pressure to send sexts	T3 - Online Safety and Awareness	T2 - Wellbeing online
Risk, Relationships & Sex Education - 04 - Online Pornography (Myths vs Reality)	Year 10	To outline what is and is not legal in terms of pornography To identify the differences between what is seen in porn and what happens in real life To look at the impact of porn on society and relationships	T3 - Online Safety and Awareness	T2 - Wellbeing online
Risk, Relationships & Sex Education - 05 - Porn and its Impact on Society	Year 10	To understand how porn may negatively influence a person's behaviour in society To explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self-esteem To know what revenge porn is and the law surrounding it	T5 - Intimate & sexual relationships inc sexual health	N/A
Risk, Relationships & Sex Education - 06 - Unhealthy Relationships, Sexual Assault and Rape	Year 10	To explore the laws regarding rape and sexual assault To understand how unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault To explore what qualities to look for in a healthy loving relationship	T5 - Intimate & sexual relationships inc sexual health	N/A
Risk, Relationships & Sex Education - 07 - Sexualisation of the Media	Year 10	To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the medias influence on it To evaluate whether shows like Love Island teach viewers about morals and ethics	T3 - Online Safety and Awareness	N/A
Modern Dangers: Online & Offline				
Violence, Crimes & Seeking Safety Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Violence, Crimes & Seeking Safety - 01 - Honour Based Violence	Year 10	To define the terms honour and dishonour To explore honour-based violence and the different forms it can take To evaluate the best way to tackle honour-based violence and promote the equality of women in society	T1 - Families	T7 - Personal safety
Violence, Crimes & Seeking Safety - 02 - Forced Marriage and Breast Ironing	Year 10	To understand the terms; forced marriage and breast ironing To explore statistics related to forced marriages in the UK and other Commonwealth countries To understand who the forced marriage unit (FMU) are and to evaluate their effectiveness	T4 - Being Safe	N/A

Violence, Crimes & Seeking Safety - 03 - Online Gaming & Gambling	Year 10	To understand the age-appropriate classifications of games To explore how online gaming can lead to gambling and skin betting To evaluate the risks associated with online gaming and online gambling	N/A	T2 - Wellbeing online
Violence, Crimes & Seeking Safety - 04 - Social Media Validation	Year 10	I can explain the role of social media influencers I understand the risks associated with social media validation and how to get rid of it I can evaluate how social media can impact my self-esteem and mental health	N/A	T2 - Wellbeing online
Violence, Crimes & Seeking Safety - 05 - Modern-Day Slavery	Year 10	To define the term Modern Day Slavery To examine human trafficking in the UK and evaluate the government's response To evaluate the best way to tackle modern-day slavery in the UK and abroad	T1 - Families	N/A
Violence, Crimes & Seeking Safety - 06 - Keeping Your Data Safe	Year 10	To understand the importance of keeping personal data safe To learn about online fraud and be aware of different types of online scams and tricks To identify what the dark web is and why it can be dangerous	T3 - Online Safety and Awareness	T2 - Wellbeing online
Violence, Crimes & Seeking Safety - 07 - Causes of Knife Crime	Year 10	To understand the causes behind the rise in knife crime in the UK To explore how to prevent young people from picking up and carrying a knife To evaluate the real risks to those that carry knives and their families and friends	N/A	T7 - Personal safety
Healthy Bodies & Emotional Wellbeing				
Healthy Minds, Safe Choices Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Healthy Minds, Safe Choices - 01 - Child Sexual Abuse	Year 10	To define the term sexual abuse and understand the law relating to it To understand the importance of speaking out against any form of abuse To evaluate what support networks are available to those suffering sexual abuse	T2 - Respectful Relationships Inc Friendships	N/A
Healthy Minds, Safe Choices - 02 - Screen Time	Year 10	To explore how technology and social media can negatively impact your mental health To understand the impact screen addiction is having on society To evaluate how technology and smartphones can both be rewarding and damaging in our lives	N/A	T2 - Wellbeing online
Healthy Minds, Safe Choices - 03 - Masculinity + Misogyny	Year 10	To be able to explain what masculinity and Misogyny is To understand the dangers of Andrew Tate's views To discuss the responses to these views	N/A	T3 - Physical Health + Fitness

Healthy Minds, Safe Choices - 04 - Basic First Aid skills	Year 10	To understand the vital importance of First Aid as a life saving skill Know how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries To understand how to put someone in the recovery position and when to contact emergency services	N/A	T8 - Basic First Aid
Healthy Minds, Safe Choices - 05 - Self-Harm	Year 10	To understand that self-harm is a behaviour and not an illness To understand that some people who self-harm are trying to communicate that they are distressed To evaluate what support networks are available to help those that are self-harming	N/A	T1 - Mental wellbeing
Healthy Minds, Safe Choices - 06 - Suicide (Thoughts and Feelings)	Year 10	To be able to identify warning signs that you or a loved one are thinking about or contemplating suicide To understand how music can be used to help support people through difficult times To evaluate what support networks are available to help those in need	N/A	T1 - Mental wellbeing
Healthy Minds, Safe Choices - 07 - Promoting Emotional Wellbeing	Year 10	To understand what wellbeing might look like in someone's life To understand the meaning of mental health and emotional wellbeing To learn strategies to improve mine and others' emotional wellbeing	N/A	T1 - Mental wellbeing
Healthy Bodies & Emotional Wellbeing				
Healthy Bodies, Healthy Futures Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
01 What is a GP	Year 10	To understand the role of GPs To understand when and how to access this service To understand the issues facing NHS GP practices	N/A	T6 -Health Protection & Prevention
02 The role of pharmacists	Year 10	To understand the role of a community pharmacist To know when to visit your local pharmacy To assess the career path of a community pharmacist	N/A	T6 -Health Protection & Prevention
03 Exploring the Local Healthcare System	Year 10	To identify available healthcare services To understand when to use each healthcare service To evaluate the impact of people choosing services incorrectly on the NHS	N/A	T6 -Health Protection & Prevention
04 What is Antimicrobial Resistance?	Year 10	To understand what is meant by antimicrobial resistance To understand the impacts of antimicrobial resistance To understand what we can do to tackle antimicrobial resistance	N/A	T6 -Health Protection & Prevention
05 Menstrual and Gynaecological Health	Year 10	To be able to label different parts of female genitalia To understand what happens during the menstrual cycle To learn about some common gynaecological issues	N/A	T9 - Developing Bodies

06 Healthy behaviours before during and after Pregnancy	Year 10	To be able to clearly identify the main stages of pregnancy To be able to explain how to stay healthy before, during and after pregnancy To evaluate the importance of various factors when considering pregnancy	N/A	T6 -Health Protection & Prevention
07 Unhealthy Weight Gain & Associated Health Risks	Year 10	To be able to describe what is meant be unhealthy weight loss and gain To explain at least 3 risks of unhealthy weight gain To be able to give advice about how to avoid unhealthy weight gain	N/A	T6 -Health Protection & Prevention

Relationships and Sex Education				
Sexual Health Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Sexual Health - 01 - Peer on Peer Abuse	Year 11	To define the phrase 'peer on peer abuse' and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need	T1 - Families	T7 - Personal safety
Sexual Health - 02 - Fertility and What Impacts it	Year 11	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF treatment	T5 - Intimate & sexual relationships inc sexual health	N/A
Sexual Health - 03 - Alcohol, Parties and Bad Choices	Year 11	To describe the risks associated with house parties and alcohol To explore alcohol abuse, drink spiking and the associated risks To evaluate what and who impacts our decisions about our own health and the choices we make	T5 - Intimate & sexual relationships inc sexual health	N/A
Sexual Health - 04 - Importance of Sexual Health	Year 11	To increase awareness of the importance of a young person's sexual health To explore various consequences of neglecting sexual health To understand what emergency contraception is available and when it is appropriate to use it	T5 - Intimate & sexual relationships inc sexual health	N/A
Sexual Health - 05 - Revisiting STIs	Year 11	To understand the way STIs spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic To understand the differences between viral, bacterial, fungal and parasitic STIs	T5 - Intimate & sexual relationships inc sexual health	N/A

Sexual Health - 06 - Revisiting Contraception	Year 11	To revisit how a variety of different forms of contraception work To further understand the advantages and disadvantages of different contraceptive methods To explore which forms of contraception protect against pregnancy, STIs or both	T5 - Intimate & sexual relationships inc sexual health	N/A
Sexual Health - 07 - Respect, Love and Relationships	Year 11	To understand the importance of respecting others, especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship	T5 - Intimate & sexual relationships inc sexual health	N/A
Modern Dangers: Online & Offline				
Staying Safe Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Staying Safe - 01 - Virtual Reality and Live Streaming	Year 11	To define the term augmented reality, virtual reality and live streaming To explore the benefits and risks associated with virtual reality To explore the consequences associated with live streaming on the internet	N/A	T2 - Wellbeing online
Staying Safe - 02 - Online Reputation and Digital Footprints	Year 11	To define the terms digital footprints and online reputation To understand how to complete an online audit of yourself and know why it is important To understand why and how to build an online personal brand	T3 - Online Safety and Awareness	T2 - Wellbeing online
Staying Safe - 03 - Group Chats & Anti-Bullying	Year 11	To identify other terms surrounding cyberbullying To analyse the effects of bullying in group chats To explain how and where someone can ask for help if they are being bullied	T3 - Online Safety and Awareness	T2 - Wellbeing online
Staying Safe 04 - Why is Vaping popular but dangerous	Year 11	To assess why young people vape To understand the risks and harm associated with vaping To be able to give advice to someone trying to quit	N/A	T5 - Drugs, Alcohol, Tobacco & Vaping
Staying Safe - 05 - New Psychoactive Substances	Year 11	To define the term New Psychoactive Substances and give examples To explore why NPS drugs are so dangerous to society To understand how to protect yourself from peer pressure to experiment with NPS drugs	N/A	T5 - Drugs, alcohol, tobacco and vaping
Staying Safe - 06 - Festivals and Nitrous Oxide	Year 11	To understand the risks associated with parties and festivals and experimenting with drugs To understand how to stay safe at a festival or a party To evaluate whether drug testing tents will reduce drug-related deaths at festivals	N/A	T5 - Drugs, alcohol, tobacco and vaping

Staying Safe - 07 - Substance Addiction	Year 11	To define the term substance addiction and understand the way drugs affect users To understand the different levels of drug use and realise the consequences of drug use on wider society To evaluate what support networks are available to help support those in need	N/A	T5 - Drugs, alcohol, tobacco and vaping
Healthy Bodies & Emotional Wellbeing				
Adult Health and Looking After Yourself Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Adult Health and Looking After Yourself - 01 - Organ and Blood Donation	Year 11	To understand various types of organ donation To know the law surrounding organ donation To evaluate the impact organ and blood donation can have on the recipient and others	N/A	T3 - Physical Health + Fitness
Adult Health and Looking After Yourself - 02 - Teenage Pregnancy Choices	Year 11	To understand the impact of an unplanned pregnancy To know what to do if you think you or a friend is pregnant To understand the options available for unplanned pregnancies	T5 - Intimate & sexual relationships inc sexual health	N/A
Adult Health and Looking After Yourself - 03 - Mental Health Illnesses	Year 11	To describe what mental health and mental illness is To explore different types of mental illnesses To understand what you can do to help someone with their mental health	N/A	T1 - Mental wellbeing
Adult Health and Looking After Yourself - 04 - Parenthood for Teenagers	Year 11	To understand the challenges that raising a child presents for a couple To evaluate the impact parenthood has on teenagers To understand the many ways people can become parents	T1 - Families	N/A
Adult Health and Looking After Yourself - 05 - Testicular and Prostate Cancer	Year 11	I know the risk factors and common symptoms of testicular cancer I understand how to perform a testicular self-examination I understand how difficult prostate cancer can be to detect	N/A	T6 - Health protection and prevention + Healthcare system
Adult Health and Looking After Yourself - 06 - Breast Cancer, Cervical Cancer & Screening	Year 11	I know the risk factors and common symptoms of breast and cervical cancer I understand how to perform a breast self-examination I understand the importance of a smear test and cervical screening	N/A	T6 - Health protection and prevention + Healthcare system
Adult Health and Looking After Yourself - 07 - Love and Abuse	Year 11	To describe a positive and healthy relationship To understand the different types of abuse that exist To identify where to go for help and support with abusive relationships	T1 - Families	T7 - Personal safety
Personal Safety & Digital Awareness				
Stay Safe, Stay Smart Unit - Lesson list:		Learning Outcomes	Statutory RSE 2026	Statutory Health 2026

01 Social Media Vs Real Life	Year 11	To describe the differences between real life and social media life To explore the impact social media influencers have on society To identify coping strategies for social media wellness and improving self-esteem	T3 - Online Safety & Awareness	T2 - Wellbeing online
02 Screen Addiction and Studying	Year 11	Explore how technology and social media can negatively impact on your mental health To evaluate how technology and smart phones can be both rewarding and damaging in our lives	N/A	T2 - Wellbeing online
03 Online Misinformation - How it Spreads	Year 11	What is misinformation? How is misinformation spread? To understand how to use critical thinking to stop misinformation spreading	T3 - Online Safety & Awareness	N/A
04 - Targeted Advertising and Your Data	Year 11	To describe the three main types of targeted advertisements and explain how they work To explore the role of the advertising standards agency (ASA) To evaluate the role targeted advertising plays in elections	T3 - Online Safety & Awareness	T2 - Wellbeing online
05 Cyber flashing + Unsolicited images	Year 11	To be aware of the law on nudes To know who to talk to, and have the skills to start a conversation To evaluate actions if an unwanted nude is received	T4 - Being Safe	N/A
06 Peer on Peer Abuse	Year 11	To understand the definition of peer on peer sexual abuse To evaluate potentially abusive behaviours and responses from those in authority To understand the barriers to reporting abuse and/ or seeking help but understand where you can seek help & support	T2 - Respectful Relationships Inc Friendships	N/A
07 Upskirting	Year 11	To understand what upskirting is and where it might take place To know what you can do if you're the victim / witness it and sources of help To understand how upskirting affects people	T2 - Respectful Relationships Inc Friendships	N/A
Equality, Diversity & British Values				
Justice, Ethics & Modern Society Unit - Lesson list:	YEAR GROUP	Learning Outcomes	Statutory RSE 2026	Statutory Health 2026
Justice, Ethics & Modern Society - 01 - What is Justice	Year 11	To be able to explain what justice is. To give examples of how and when justice is served. To understand the role justice plays in the UK court of law.	N/A	N/A
Justice, Ethics & Modern Society 02 Media Literacy & Digital Resilience	Year 11	To understand online safety To know when & how to challenge online behaviour To understand what media literacy is, particularly critical media literacy	N/A	T2 - Wellbeing online

Justice, Ethics & Modern Society 03 Grime Music & Violence	Year 11	To understand the origins of grime music To explain the links between grime music and violence To be able to hear ""red flags"" in music	N/A	N/A
Justice, Ethics & Modern Society 04 Moral and Ethical Decisions	Year 11	To identify how people make challenging decisions To evaluate different ethical decisions To reflect on how to make a good decision	N/A	N/A
Justice, Ethics & Modern Society 05 Debating and Meaningful Discussions	Year 11	To understand the difference between debate and discussion. To be able to explain the traits of a debate and why these are useful. To consider how to approach debates and meaningful discussion.	N/A	N/A
Justice, Ethics & Modern Society 06 Abortion Laws, Morals and Ethics	Year 11	Examine what is meant by abortion and the law regarding abortion. Consider different reasons why women have abortions. To be able to explain the religious and legal perspectives on abortion in the UK and Northern Ireland	T5 - Intimate & Sexual Relationships inc health	N/A
Justice, Ethics & Modern Society 07 Sex Trafficking	Year 11	To be able to explain what Sex Trafficking is. To understand what could put someone in danger of being trafficked. To know how to remain safe.	N/A	T7 - Personal Safety

Appendix two

Statutory Relationships and Sex Education content

Relationships and sex education, secondary content

Families

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

Respectful relationships

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.

9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.¹
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex and how to seek support if they have been scammed or involved in sextortion.

15. That AI chatbots are an example of how AI is rapidly developing and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.



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



Outcomes
First Group