



Relationships, Sex and Health Education Policy (RSHE)

Policy title:	Relationships, Sex and Health Education policy (RSHE)
Function:	For information and guidance about Relationship, Sex and Health Education at The Blue Coat School. This document forms part of the portfolio of policies designed to inform students and parents and the general public.
Status:	Approved
Statutory guidance:	Children and Social work act 2017. Education Act 1996. Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2021
Audience:	Students, Parents, Senior Leadership team, Trustees, Local Authority, General public
Ownership:	Trust Board, Headteacher, Deputy Headteacher (PDBA), Assistant Headteacher (Personal Development)
Last reviewed:	June 2026
Reviewed by:	Headteacher
Next review:	June 2027

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Aims and objectives

At The Blue Coat School Liverpool, every student belongs, is valued, and is empowered to thrive. Guided by Non Sibi Sed Omnibus — not for oneself but for all — we honour our story with honesty while forging a modern, inclusive future.

We celebrate individuality and champion diversity, inspiring students to flourish in their own way with confidence, curiosity, resilience, and kindness.

Our vision is to ignite ambition and nurture integrity and compassion, preparing young people to shape a fairer, brighter world — in Liverpool and beyond.

1. Aims of the policy

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Ensure pupils learn about the laws surrounding sex, sexuality, sexual health and gender identity

RSHE at The Blue Coat School is taught in line with our school motto: Non Sibi Sed Omnibus; Not for Oneself but for All, focusing on respecting and valuing each other.

2. Statutory requirements

As a secondary academy school, we must provide RSHE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At The Blue Coat School, we teach RSHE as set out in this policy.

3. Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
- Student consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with Trustees and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and the exploration of issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, however it is reviewed and updated on an ongoing basis.

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

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic education curriculum, otherwise known as Personal Development. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in our Religious Studies curriculum (RS).

Students also receive stand-alone sex education sessions delivered by a trained health professional, as well as assemblies and talks which focus on RSHE where required.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The Trust Board

The Trust Board will approve the RSHE policy, and hold the Headteacher and Deputy Headteacher to account for its implementation.

7.2 The Headteacher/Deputy Headteacher

The Headteacher & Deputy Headteacher are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to student whose parents wish them to be withdrawn from content relating exclusively to sexual intercourse and reproduction within Personal Development. There is no option to withdraw from this content within the science curriculum. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher/Deputy Headteacher. RSHE is usually taught by teachers with responsibility for teaching Personal Development, overseen by an Assistant Headteacher and Achievement and Progress Leaders for each year group.

7.4 Students

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

8. Parents' right to withdraw

Parents have a right to request to withdraw their child from sex education delivered as part of RSHE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before the child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

Parents can only withdraw their children from the aspects of PSHE that teach explicitly about sexual intercourse and reproduction. There is no right to withdraw pupils from learning on puberty, healthy relationships, keeping safe e.g., understanding consent, positive body image and bodily autonomy (unless they are part of a lesson that also covers sex and reproduction).

Where sex and reproduction are covered as part of the science curriculum, there is no parental right to withdraw children from this (only when it is taught as part of PSHE).

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

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher/Deputy Headteacher will discuss the request with parents and take appropriate action.

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

9. Training

Staff training on RSHE is included in our continuing professional development calendar.

The Assistant Headteacher leading on Personal Development regularly undertakes CPD training and shares any relevant information and/or resources with all Personal Development teachers.

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

10. Safeguarding and Confidentiality

The Blue Coat School Liverpool recognises that effective Relationships, Sex and Health Education (RSHE) plays an important role in safeguarding and promoting the welfare of children and young people. Through RSHE lessons, pupils may develop a greater understanding of healthy and unhealthy relationships, personal safety, consent, and safeguarding issues. As a result, disclosures relating to a pupil's welfare or safety may arise.

All staff delivering RSHE must be aware of their safeguarding responsibilities and follow the school's safeguarding and child protection procedures at all times. Where a pupil discloses information that raises concerns about their safety or wellbeing, the member of staff must report the matter promptly to the Designated Safeguarding Lead (DSL) or a Deputy DSL in accordance with the school's safeguarding policy.

Staff cannot guarantee absolute confidentiality to pupils where safeguarding concerns exist. Pupils should be made aware that information may need to be shared with appropriate staff or external agencies where there is a concern that they, or another person, may be at risk of harm. Any disclosure relating to abuse, exploitation, neglect, or other safeguarding concerns will be managed in line with statutory safeguarding guidance and the school's child protection procedures.

In the rare circumstances where a pupil requests confidentiality in relation to a matter that does not constitute a safeguarding concern, staff will exercise professional judgement when considering whether information should be shared with others. This judgement will take account of:

- The nature and seriousness of the situation and any potential risk of harm to the pupil or others.
- The pupil's age, maturity, understanding, and capacity to make informed decisions.
- Whether the involvement of a parent, carer, or other appropriate adult would be in the pupil's best interests.

- Any legal or safeguarding obligations that may require information to be shared.

Where appropriate, staff will seek the pupil's agreement before sharing information and will encourage pupils to involve their parents or carers in discussions and decision-making wherever possible.

If a member of staff becomes aware that a pupil under the age of 16 is, or may be, involved in a sexual relationship, they will respond sensitively and in accordance with safeguarding procedures. The member of staff will:

- Ensure the pupil is aware of the importance of accessing appropriate sexual health advice and support.
- Encourage the pupil to speak with a parent or carer where it is safe and appropriate to do so.
- Consult the Designated Safeguarding Lead (DSL), who will determine whether further action is required under the school's safeguarding and child protection procedures.

The welfare of the pupil will remain paramount at all times, and they will be kept informed, as appropriate, about any actions taken in response to concerns raised.

11. Working with External Agencies

Whenever possible it is hoped to involve visitors and other outside agencies to help and support RSE provision within the school. This can be as part of the planning process as well as with the delivery of RSE. When visitors are used this is to compliment the RSE programme, they will never be used to substitute or replace planned provision. When visitors and other outside agencies help and support in the delivery of RSE, there will always be a member of staff present during the lesson (in line with safeguarding policy and status as a 'visitor') and the content will always be looked at prior to the lesson taking place. The School will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the School's Safeguarding Policy.

12. Dealing with RSHE-Related Bullying

The Blue Coat School Liverpool is committed to providing a safe, inclusive and respectful environment in which all members of the school community are valued and supported. The school recognises that bullying can be linked to issues explored within Relationships, Sex and Health Education (RSHE), including gender stereotypes, sexism, sexual harassment, sexual orientation, gender identity, appearance, family circumstances, relationships, and other protected characteristics.

The school takes all forms of bullying seriously and addresses them in accordance with its Behaviour Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy, and relevant statutory guidance. Any incidents of bullying, prejudice, discrimination, harassment, or the use of derogatory language will be challenged promptly and dealt with sensitively and appropriately.

Pupils are encouraged to report any incidents of bullying or discriminatory behaviour, whether experienced personally or witnessed involving others. Reports will be taken seriously and

investigated in a timely manner. Where appropriate, support will be provided to those affected, and appropriate action will be taken to address the behaviour and prevent recurrence.

Through the RSHE curriculum, pupils will develop an understanding of respectful relationships, equality, diversity, inclusion, and the impact that bullying and discriminatory behaviour can have on individuals and communities. Teaching will promote empathy, respect, dignity and kindness, while challenging prejudice, stereotypes, and harmful behaviours.

The RSHE programme will provide opportunities for pupils to:

- Recognise different forms of bullying, including prejudice-based bullying.
- Understand the impact of bullying, harassment and discriminatory language.
- Develop strategies for responding to, reporting and seeking support for bullying behaviour.
- Understand the importance of respect, tolerance and inclusion within relationships and wider society.
- Promote positive attitudes towards diversity and difference.

The school will work with pupils, parents/carers and external agencies where appropriate to prevent and address bullying, ensuring that all pupils feel safe, respected and able to thrive within the school community.

13. Monitoring arrangements

The delivery of RSHE is monitored by the Senior Leadership Team through curriculum evaluation and quality assurance procedures which include lesson evaluations and student voice.

Students' development in RSHE is monitored by form tutors and Achievement and Progress Leaders as part of our internal review systems, as well as through the assessment framework within Personal Development lessons.

This policy will be reviewed by the Deputy Headteacher every three years. At every review, the policy will be approved by the Headteacher.

Appendix 1: RSHE Curriculum Audit

Topic	Students should know	Cross curricular links	Notes
Families	That there are different types of committed, stable relationships.		Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships, Y9 Summer L6 - Marriage and family life, Y13 Spring L9 - Committed relationships.
	How these relationships might contribute to human happiness and their importance for bringing up children.		Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships
	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.		Y9 Summer L6 - Marriage and family life, Y13 Spring L9 - Committed relationships, Y11 Spring L2/3 - RSE.
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.		Y9 Summer L6 - Marriage and family life, Y13 Spring L9 - Committed relationships, Y11 Spring L2/3 - RSE.
	The characteristics and legal status of other types of long-term relationships.		Y9 Summer L6 - Marriage and family life, Y13 Spring L9 - Committed relationships, Y11 Spring L2/3 - RSE.
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.		Y9 Summer L6 - Marriage and family life, Y10 Summer L5/6 - Fertility and pregnancy choices, Y13 Spring L9 - Committed relationships.
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.		Y7 Spring L5/6 - Healthy relationships and consent, Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion, coercion, Y10 Summer L4 - Addressing relationship abuse, Y11 Spring L2/3 - RSE, Y13 Spring L8 - Domestic abuse.

	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.		Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.		Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	MVP programme (y8/10), Pride Ambassadors	Y7 Spring L5/6 - Healthy relationships and consent, Y8 Summer L2 - Sexual orientation and gender identity, Y9 Spring L1 - Valuing diversity, Y9 Summer L2 - Challenging expectations, Y10 Autumn L1 - Diversity, Y10 Autumn L2 - Gender stereotyping.
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	School rules/behaviour policy, SPT and peer mentors, Liverpool Schools' Parliament.	Y7 Autumn L1 - Welcome to PD, Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships and consent, Y7 Summer L1 - FBVs, Y8 Summer L2 - Sexual orientation and gender identity, Y9 Spring L1 - Valuing diversity, Y9 Summer L2 - Challenging expectations, Y10 Autumn L1 - Diversity, Y10 Autumn L2 - Gender stereotyping.
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	MVP programme (y8/10), Computing curriculum, Anti-bullying schools project (starting 24/25).	Y7 Spring L2 - Building positive relationships, Y8 Summer L4 - Sexual bullying and nude images.
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.		Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Sexual bullying and nude images, Year 9 Summer L3 - Healthy relationships, Year 9 Summer L4 - Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion and coercion, Y10 Summer L4 - Addressing relationship abuse, Y11 Spring L2/3 - RSE, Y13 Spring L8 - Domestic abuse, Y13 Spring L10/11 - Sexual harassment.
	What constitutes sexual harassment and sexual violence and why these are always unacceptable.		Y7 Spring lesson 5/6 - Healthy relationships and consent, Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Sexual bullying and nude images, Year 9 Summer L3 - Healthy relationships, Year 9 Summer L4 - Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion and coercion, Y11 Spring L2/3 - RSE, Y13 Spring L8 - Domestic abuse, Y13 Spring L10/11 - Sexual harassment.

Topic	Students should know	Cross curricular links	Notes
Families	That there are different types of committed, stable relationships.		Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships, Y9 Summer L6 - Marriage and family life, Y13 Spring L9 - Committed relationships.
	How these relationships might contribute to human happiness and their importance for bringing up children.		Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships
	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.		Y9 Summer L6 - Marriage and family life, Y13 Spring L9 - Committed relationships, Y11 Spring L2/3 - RSE.
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.		Y9 Summer L6 - Marriage and family life, Y13 Spring L9 - Committed relationships, Y11 Spring L2/3 - RSE.
	The characteristics and legal status of other types of long-term relationships.		Y9 Summer L6 - Marriage and family life, Y13 Spring L9 - Committed relationships, Y11 Spring L2/3 - RSE.
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.		Y9 Summer L6 - Marriage and family life, Y10 Summer L5/6 - Fertility and pregnancy choices, Y13 Spring L9 - Committed relationships.
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.		Y7 Spring L5/6 - Healthy relationships and consent, Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion, coercion, Y10 Summer L4 - Addressing relationship abuse, Y11 Spring L2/3 - RSE, Y13 Spring L8 - Domestic abuse.

Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.		Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.		Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	MVP programme (y8/10), Pride Ambassadors	Y7 Spring L5/6 - Healthy relationships and consent, Y8 Summer L2 - Sexual orientation and gender identity, Y9 Spring L1 - Valuing diversity, Y9 Summer L2 - Challenging expectations, Y10 Autumn L1 - Diversity, Y10 Autumn L2 - Gender stereotyping.
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	School rules/behaviour policy, SPT and peer mentors, Liverpool Schools' Parliament.	Y7 Autumn L1 - Welcome to PD, Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships and consent, Y7 Summer L1 - FBVs, Y8 Summer L2 - Sexual orientation and gender identity, Y9 Spring L1 - Valuing diversity, Y9 Summer L2 - Challenging expectations, Y10 Autumn L1 - Diversity, Y10 Autumn L2 - Gender stereotyping.
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	MVP programme (y8/10), Computing curriculum, Anti-bullying schools project (starting 24/25).	Y7 Spring L2 - Building positive relationships, Y8 Summer L4 - Sexual bullying and nude images.
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.		Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Sexual bullying and nude images, Year 9 Summer L3 - Healthy relationships, Year 9 Summer L4 - Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion and coercion, Y10 Summer L4 - Addressing relationship abuse, Y11 Spring L2/3 - RSE, Y13 Spring L8 - Domestic abuse, Y13 Spring L10/11 - Sexual harassment.
	What constitutes sexual harassment and sexual violence and why these are always unacceptable.		Y7 Spring lesson 5/6 - Healthy relationships and consent, Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Sexual bullying and nude images, Year 9 Summer L3 - Healthy relationships, Year 9 Summer L4 -

			Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion and coercion, Y11 Spring L2/3 - RSE, Y13 Spring L8 - Domestic abuse, Y13 Spring L10/11 - Sexual harassment.
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.		Y7 Spring L2 - Building positive relationships, Y7 Summer L1 - FBVs, Y8 Summer L2 - Sexual orientation and gender identity, Y9 Autumn L2 - Taking control of your career journey, Y9 Spring L1 - Valuing diversity, Y9 Spring L3 - Hate crime, Y9 Summer L2 - Challenging expectations, Y10 Autumn L1 - Diversity, Y10 Autumn L2 - Gender stereotyping, Y10 Spring L3 - Wellbeing in the workplace, Y11 Autumn L6 - Volunteering and paid work, Y12 Autumn L3 - Wellbeing: balancing life, learning and work, Y12 Spring L2 - Part time jobs, work experience and volunteering, Y13 Spring L10/11 - Sexual harassment.
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Computing curriculum - y7 E-safety topic	Y7 Spring L2 - Building positive relationships, Y8 Summer L4 - Sexual bullying and nude images, Y10 Summer L5 - Plagiarism and AI, Y10 spring L5 - Digital wellness and safety, Y11 Spring L1 - Plagiarism and AI.
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Computing curriculum - y7 E-safety topic	Y7 Spring L2 - Building positive relationships, Y8 Summer L4 - Sexual bullying and nude images, Y10 Summer L5 - Plagiarism and AI, Y10 spring L5 - Digital wellness and safety, Y11 Spring L1 - Plagiarism and AI.
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Computing curriculum - y7 E-safety topic	Y7 Spring L2 - Building positive relationships, Y8 Summer L4 - Sexual bullying and nude images, Y9 Summer L4 - Communication, consent and sex, Y10 spring L5 - Digital wellness and safety, Y10 Summer L1 - Intimacy and the impact of pornography, Y11 Spring L2/3 - RSE, Y13 Spring L7 - RSHE including pornography.
	What to do and where to get support to report material or manage issues online.	Computing curriculum - y7 E-safety topic	Students are signposted toward support at the end of every lesson.
	The impact of viewing harmful content.	Computing curriculum - y7 E-safety topic	Y10 spring L5 - Digital wellness and safety, Y10 Summer L1 - Intimacy and the impact of pornography, Y11 Spring L2/3 - RSE, Y13 Spring L7 - RSHE including pornography.
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Computing curriculum - y7 E-safety topic	Y10 Summer L1 - Intimacy and the impact of pornography, Y11 Spring L2/3 - RSE, Y13 Spring L7 - RSHE including pornography.

	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Computing curriculum - y7 E-safety topic	Y7 Spring L2 - Building positive relationships, Y8 Summer L4 - Sexual bullying and nude images, Y9 Summer L4 - Communication, consent and sex, Y10 spring L5 - Digital wellness and safety, Y10 Summer L1 - Intimacy and the impact of pornography, Y11 Spring L2/3 - RSE, Y13 Spring L7 - RSHE including pornography.
	How information and data is generated, collected, shared and used online.	Computing curriculum - y7 E-safety topic	Y10 Summer L5 - Plagiarism and AI, Y10 spring L5 - Digital wellness and safety, Y11 Spring L1 - Plagiarism and AI.
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.		Y7 Spring L5/6 - Healthy relationships and consent, Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Sexual bullying and nude images, Y9 Summer L4 - Communication, consent and sex, Y9 Summer L6 - Marriage and family life, Y10 Summer L2 - Pressure, persuasion, coercion, Y10 Summer L4 - Addressing relationship abuse, Y11 Spring L2/3 - RSE, Y13 Spring lessons 7-11.
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).		Y7 Spring L5/6 - Healthy relationships and consent, Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Sexual bullying and nude images, Y9 Summer L4 - Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion, coercion, Y11 Spring L2/3 - RSHE, Y13 Spring L7 - RSHE, Y13 Spring L10/11 - Sexual harassment.
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.		Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships.
	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.		Y7 Spring L1 - Understanding compassion, Y7 Spring L2 - Building positive relationships, Y7 Spring L5/6 - Healthy relationships, Y8 Summer L1 - Relationship values and expectations, Y9 Summer L1 - Let's start with you, L9 Summer L3 - Healthy relationships, Y9 Summer L5 - Safer sex, Y10 Summer L1 - Intimacy and the impact of pornography, Y10 Summer L3 - Managing relationship conflict and break ups.
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.		Y7 Spring L4 - Menstrual wellbeing, Y8 Summer L6 - Alcohol and vaping, Y10 Autumn L4 - Alcohol, smoking, vaping, drugs, Y10 Autumn L5 - Healthy lifestyles, Y10 Summer L5/6 - Fertility and pregnancy choices, Y13 Spring L7 - RSHE.
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.		Y7 Spring L5/6 - Healthy relationships and consent, Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Sexual bullying and nude images, Y9 Summer L4 - Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion, coercion, Y11 Spring L2/3 - RSHE, Y13 Spring L7 - RSHE, Y13 Spring L10/11 - Sexual harassment.

	That they have a choice to delay sex or to enjoy intimacy without sex.		Y8 Summer L1 - Relationship values and expectations, Y8 Summer L3 - Consent, grooming and CSE, Y9 Summer L3 - Healthy relationships, Y9 Summer L4 - Communication, consent and sex, Y9 Summer L5 - Safer sex, Y10 Summer L1 - Intimacy and the impact of pornography, Y10 Summer L2 - Pressure, persuasion and coercion, Y11 Spring L2/3 - RSHE, Y13 Spring L7 - RSHE.
	The facts about the full range of contraceptive choices, efficacy and options available.		Y9 Summer L5 - Safer sex, Y11 Spring L2/3 - RSHE, Y13 Spring L7 - RSHE.
	The facts around pregnancy including miscarriage.		Y10 Summer L5/6 - Fertility and pregnancy choices, Y13 Spring L7 - RSHE.
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).		Y10 Summer L5/6 - Fertility and pregnancy choices, Y13 Spring L7 - RSHE.
	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Biology curriculum.	Y9 Summer L5 - Safer sex, Y11 Spring L2/3 - RSHE, Y13 Spring L7 - RSHE.
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Biology curriculum.	Y9 Summer L5 - Safer sex, Y11 Spring L2/3 - RSHE, Y13 Spring L7 - RSHE.
	How the use of alcohol and drugs can lead to risky sexual behaviour.	KS5 talk from the Amy Winehouse foundation.	Y8 Summer L6 - Alcohol and vaping, Y10 Autumn L4 - Alcohol, smoking, vaping, drugs.
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.		Students are signposted toward support at the end of every lesson.
The Law: Pupils should be made aware of the relevant legal provisions when relevant	Marriage		Y9 Summer L6 - Marriage and family life, Y13 Spring L9 - Committed relationships, Y11 Spring L2/3 - RSE.
	Consent, including the age of consent		Y7 Spring lesson 5/6 - Healthy relationships and consent, Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Sexual bullying and nude images, Year 9 Summer L3 - Healthy relationships, Year 9 Summer L4 - Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion and coercion, Y10 Summer L4 - Addressing relationship abuse, Y11 Spring

topics are being taught, including for example:			L2/3 - RSE, Y13 Spring L8 - Domestic abuse, Y13 Spring L10/11 - Sexual harassment.
	Violence against women and girls		Y7 Spring lesson 5/6 - Healthy relationships and consent, Y8 Summer L3 - Consent, grooming and CSE, Y8 Summer L4 - Sexual bullying and nude images, Year 9 Summer L3 - Healthy relationships, Year 9 Summer L4 - Communication, consent and sex, Y10 Summer L2 - Pressure, persuasion and coercion, Y11 Spring L2/3 - RSE, Y13 Spring L8 - Domestic abuse, Y13 Spring L10/11 - Sexual harassment.
	Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)		Y7 Spring L2 - Building positive relationships, Y8 Summer L4 - Sexual bullying and nude images, Y9 Summer L4 - Communication, consent and sex, Y10 spring L5 - Digital wellness and safety, Y10 Summer L1 - Intimacy and the impact of pornography, Y11 Spring L2/3 - RSE, Y13 Spring L7 - RSHE including pornography.
	Pornography		Y8 Summer L4 - Sexual bullying and nude images, Y10 Summer L1 - Intimacy and the impact of pornography, Y11 Spring L2/3 - RSE, Y13 Spring L7 - RSHE including pornography.
	Abortion		Y10 Summer L5/6 - Fertility and pregnancy choices, Y13 Spring L7 - RSHE.
	Sexuality	Rainbow flag award.	Y8 Summer L2 - Sexual orientation and gender identity, Y9 Summer L1 - Let's start with you, Y9 Summer L2 - Challenging expectations.
	Gender identity		Y8 Summer L2 - Sexual orientation and gender identity, Y9 Summer L1 - Let's start with you, Y9 Summer L2 - Challenging expectations.
	Substance misuse	KS5 talk from the Amy Winehouse foundation.	Y8 Summer L6 - Alcohol and vaping, Y10 Autumn L4 - Alcohol, smoking, vaping, drugs, Y12 Autumn L4 - Knife crime, alcohol, spiking, Y12 Autumn L5 - Smoking, vaping, drugs.
	Violence and exploitation by gangs		Y8 Summer L3 - Consent, grooming and CSE.
	Extremism/radicalisation		Y7 Summer L1 - FBVs, Y8 Spring L1 - Valuing diversity, Y9 Spring L2 - Understanding and preventing extremism, Y9 Spring L3 - Hate crime.
	Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)		Y8 Summer L3 - Consent, grooming and CSE.
	Hate crime		Y7 Summer L1 - FBVs, Y8 Spring L1 - Valuing diversity, Y9 Spring L2 - Understanding and preventing extremism, Y9 Spring L3 - Hate crime.
	Female genital mutilation (FGM)		Y13 Spring L9 - Committed relationships.

Appendix 2: Parent form: withdrawal from sex education within RSHE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff signature	