South Farnham Educational Trust

The Continual Pursuit of Excellence

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

REVIEW: ANNUALLY LAST REVIEW DATE: 2026

Introduction

This policy covers our school's approach to Relationship, Sex and Health Education (RSHE), not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

From the academic year 2020/21, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools. In addition, Health Education has been made compulsory in all state-funded schools. Primary schools may choose to provide sex education other than that covered by the Science curriculum. SFET primary schools teach Relationships and Health education and all age-appropriate sex related topics through the PSHE and Science curriculum.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of age, sex, race, disability, religion or belief, gender, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics). In addition to this, teachers should handle all topics sensitively and ensure there is no stigmatisation based on their home circumstances or needs e.g. Looked After Children and Young Carers. As a result, RSHE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Development of the Policy

This policy has been developed in consultation with Trust leaders, school staff, governors, trustees, pupils and parents. Trust schools maintain open communication with parents and consult them on curriculum development and delivery.

This policy has been reviewed with reference to the latest Department for Education statutory guidance on RSHE (effective from September 2026).

This policy also reflects the updated statutory safeguarding requirements set out in Keeping Children Safe in Education (2026), including the new section on supporting children who are questioning their gender.

The Trust will update this policy immediately if further statutory changes arise from national safeguarding or curriculum reforms.

Trust leaders, school staff, governors, trustees and pupils contributed to the development of this policy.

Relationships and Sex Education (Secondary)

Building on primary content and teaching pupils about healthy intimate relationships, consent, sexual health, contraception, pregnancy choices and the law.

Health Education (Primary & Secondary)

Teaching pupils about physical health, mental wellbeing, internet safety, healthy lifestyles, drugs and alcohol, first aid and the changing adolescent body.

Curriculum Content

Relationships and health education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

The curriculum is developed in line with pupil need, informed by pupil voice and in response to issues as they arise. It is carefully sequenced so that pupils build knowledge over time. Content is taught at an age-appropriate and developmentally appropriate point, with teachers exercising professional judgement in response to the needs of their pupils.

From September 2026, curriculum planning will reflect the strengthened content in the revised statutory guidance, including online safety and emerging technology, misinformation and harmful online content, respectful relationships and consent, harmful stereotypes and misogyny, drugs and vaping, mental wellbeing and other emerging safeguarding risks, where relevant to the phase and age of pupils.

Protected Characteristics

No form of discrimination is tolerated, and all pupils show respect for those who share the Protected Characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). The curriculum has been carefully planned and delivered to ensure children develop age-appropriate knowledge and understanding throughout their time in school. As a school we consider the make up of our own school body and the teaching is appropriate for the age, maturity and religious background of our community. The curriculum taught is accessible for all pupils, including those with special educational needs and disabilities. The school will make reasonable adjustments to alleviate disadvantage and is mindful of the SEND Code of Practice when planning for RSHE.

Relationships Education

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

By the end of primary school, pupils should know:

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

In addition to the curriculum statements below, the September 2026 curriculum will explicitly address, at an age-appropriate level: healthy relationships with food; the risks associated with vaping and nicotine products; developing bodies using correct anatomical vocabulary; online misinformation and harmful content; and safe, respectful use of emerging technology, including awareness that images and information online may be manipulated or generated.

Relationships Education (Secondary)

The focus in secondary school should be to continue to develop knowledge on topics specified for primary as required (above) and in addition cover the following content by the end of secondary:

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW
Families	• that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • 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. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • 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.
Respectful relationships, including friendships.	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • 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. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW
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. • 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).
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. • 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. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • 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). • 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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. It includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Changing adolescent body
- Health and prevention
- Basic first aid

Health Education (Primary)

By the end of primary school, pupils should know:

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. This is regularly revisited as part of our mental health and wellbeing assemblies. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • That change and loss, including the death of someone close to them, can bring up a range of feelings. Grief is a natural response to loss, and everyone experiences it differently. Pupils should know who they can talk to at home or at school if they need support
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking to school or other forms of regular, vigorous exercise (junior jog and active infants). • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • The importance of developing a healthy relationship with food. • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco and vaping.	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • The facts about vaping and other nicotine products, including the risk of nicotine addiction.
Basic First Aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. • about growth and how the body changes and develops, particularly during adolescence, including puberty as a stage in the human lifecycle. • the correct names for external body parts, including appropriate anatomical vocabulary, and that private parts of the body are private; pupils should be able to understand and express boundaries. • the facts about the menstrual cycle, including physical and emotional changes, taught before pupils are likely to experience menstruation.

Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.

Health Education (Secondary)

The focus in secondary school should be to continue to develop knowledge on topics specified for primary as required (above) and in addition cover the following content by the end of secondary:

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW
Mental wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. • the importance of developing a healthy relationship with food.

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW
Physical health and fitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Drugs, alcohol and tobacco and vaping.	• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the facts about vaping and other nicotine products, including the risk of nicotine addiction. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	• basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Developing Bodies	• key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health. • about growth and how the body changes and develops, particularly during adolescence, including puberty as a stage in the human lifecycle. • the correct names for external body parts, including appropriate anatomical vocabulary, and that private parts of the body are private; pupils should be able to understand and express boundaries. • the facts about the menstrual cycle, including physical and emotional changes, taught before pupils are likely to experience menstruation.

Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, which is taught weekly. Relationships and Health Education is also taught within Science, Physical Education (PE), Computing and Religious Education (RE). Elements of the RSHE curriculum are also reflected in our assemblies. Teachers are aware of the need for the sensitivity and always ensure that they take an age-appropriate approach to their teaching. Please see Appendix 2 for further information on the school's delivery of RSHE.

Teaching materials will be appropriate to pupils' age and development and will be reviewed before use. Parents and carers will be given clear information about what is taught and when, and may request to see the materials used. Schools remain responsible for the quality and suitability of materials used by staff or external providers.

Where external organisations contribute to RSHE, the school will ensure that their input supports the planned curriculum, is consistent with this policy and statutory guidance, and does not replace the responsibility of teachers and school leaders for curriculum delivery and safeguarding.

Roles and Responsibilities
Roles and Responsibilities

Headteachers

- Ensure RSHE is taught consistently across their school
- Manage withdrawal requests for non-statutory secondary sex education

Teachers

- Deliver high-quality, age-appropriate RSHE
- Use varied teaching methods and resources
- Avoid expressing personal beliefs
- Model positive attitudes
- Respond to safeguarding concerns in line with Trust policy
- Encourage respectful discussion and full engagement

Teachers do not have the right to opt out of teaching RSHE. Training and support are available, and staff should discuss any concerns with the Headteacher.

Pupils

- Engage fully in RSHE
- Treat others with respect and sensitivity

Handling Questions

Teachers will:

- Establish clear ground rules
- Encourage questions openly and privately (e.g., question boxes)
- Clarify the scope of each lesson
- Defer inappropriate questions sensitively
- Answer individual questions privately where needed
- Refer some questions to parents if appropriate

Parents' right to withdraw

Primary

All content included in our curriculum is statutory and therefore parents cannot withdraw their children from these lessons. Parents are very welcome to view the materials that are shared with the children and should ask for this via the school office.

Parents have a right to withdraw from some of all of Sex Education (as set out in the Department for Education statutory guidance). We teach all statutory content from Relationships and Health Education and sex related topics that are within the Science National Curriculum. Parents are informed what they children be learning and when (Curriculum Maps and specific RSHE letters).

Secondary

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

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

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

Gender Questioning Children (KCSIE 2026)

Trust schools must follow the statutory safeguarding requirements set out in Keeping Children Safe in Education (2026). This includes the new section on supporting children who are questioning their gender.

Where a pupil who is questioning their gender needs individual support, staff should seek advice from the designated safeguarding lead. Staff should follow the Trust's Safeguarding and Child Protection Policy and have regard to the current edition of *Keeping Children Safe in Education.*

Monitoring and review

This policy will be reviewed on an annual basis by the PSHE and RSHE subject or Values Lead, Headteacher, Heads of Year (secondary) and governors and trustees.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The Trust Board is responsible for approving this policy.

Appendix One – Secondary only

Parent/carers form: withdrawal from sex education within RSE (secondary only)

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/ carer	

Appendix Two – School-specific curriculum and delivery

All aspects of RSHE are taught through the My World sessions of the tutor programme, which are the main vehicle for delivering the wider personal, social, health and economic (PSHE) education curriculum. The key themes covered in this programme are set out below, but we may need to adapt it as and when necessary to respond to students' needs and current topical issues. The My World curriculum is spiral by nature, revisiting and building on key RSE strands which have been previously covered to ensure long-term retention of the key learning points. These sessions are delivered through two 30-minute sessions in the afternoon, led by a specialist teacher or tutor and planned by the Values lead. They include a range of information-providing presentations, carefully selected informative video clips, student discussions and follow-up activities as well as key learning points for students to record in their exercise books. Additionally, certain biological aspects of RSHE are reinforced within the science curriculum, and other aspects are reinforced in religious studies (RS).
All RSHE strands are also incorporated, along with SMSC, Citizenship, Prevent, British Values and Key Stage 4 RS statutory requirements, into the Brighton Hill Community School Values strands which are referenced, where applicable, in all aspects of the tutor programme and subject-specific schemes of learning, to ensure the broadest possible coverage across all aspects of the curriculum.

Pupils in Year 8 also receive first aid training whilst those in Year 10 receive sex education sessions delivered by trained health professionals as part of one of three annual Deep Learning Days which each reinforce aspects of the Citizenship, RSE and Careers curricula.

We have developed the curriculum, taking into account the age, needs and feelings of pupils. Sessions are tailored appropriately for students' needs, including students with SEND, at the point of delivery by the teacher or tutor. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek inappropriate answers online.

Relationships and sex education curriculum map: My World Tutor Sessions

Further breakdown of the RSHE curriculum content is available upon request.

YEAR GROUP	TERM	MY WORLD THEMES TO BE COVERED	RSE STRANDS TO BE COVERED
7	1	Welcome to BHCS – getting established Welcome to the 'My World' curriculum UK Democracy and Law Citizenship and Community Respect and Equality Online relationships and behaviour (in Computing lessons)	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 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 Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online 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 Not to provide material to others that they would not want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online

7	2	Positive and healthy friendships Understand what bullying is and the different types Different types of committed relationships Keeping safe online - an introduction How data is generated, collected and shared online Understanding mental health	The characteristics of positive and healthy friendships in all contexts including: trust, respect, honesty, kindness, generosity, boundaries, privacy, managing conflict. Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help (Respectful relationships, including friendships). Practical steps they can take in a range of different contexts to improve or support respectful relationships That there are different types of committed, stable relationships. How these relationships might contribute to human happiness and their importance for bringing up children. 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. Why marriage is an important relationship choice for many couples and why it must be freely entered into. The characteristics and legal status of other types of long-term relationships. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. What constitutes sexual harassment and sexual violence and why these are always unacceptable.

YEAR GROUP	TERM	MY WORLD THEMES TO BE COVERED	RSE STRANDS TO BE COVERED
			Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 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. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. What to do and where to get support to report material or manage issues online.
7	3	Mental health What comprises a healthy lifestyle Puberty Finance and enterprise - an introduction	The facts about reproductive health: puberty, the changing adolescent body and menstrual wellbeing. The functions and uses of money. The risks and consequences of borrowing money. The importance of resilience and problem solving in life now and in the workplace.

YEAR GROUP	TERM	MY WORLD THEMES TO BE COVERED	RSE STRANDS TO BE COVERED
8	1	UK Democracy and law UK Democracy and Politics The role of citizens and the community Respect and Equality How they can contribute positively to the lives of those living and working in the locality of the school and to society more widely Online relationships and behaviour (in Computing lessons)	How stereotypes based on sex, gender, race, religion, sexual orientation or disability can cause damage. 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 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. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online 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 Not to provide material to others that they would not want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online

YEAR GROUP	TERM	MY WORLD THEMES TO BE COVERED	RSE STRANDS TO BE COVERED
8	2	Talking about emotions accurately. Maintaining healthy relationships – friends, online and physical Managing mental health	The characteristics of positive and healthy friendships including online. Managing conflict in relationships, reconciliation and ending them. 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 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 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) There are a range of strategies for identifying and managing sexual pressure including peer pressure, resisting pressure and not pressuring others; they have a choice to delay sex or to enjoy intimacy without sex.

YEAR GROUP	TERM	MY WORLD THEMES TO BE COVERED	RSE STRANDS TO BE COVERED
8	3	Healthy lifestyles Dental health Safe use of IT, media and social media Puberty Legal and illegal drugs Finance Making informed choices and be enterprising	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people create a specific online image); over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information. The facts about reproductive health: the main changes which take place to male and female bodies during puberty. The importance of budgeting and the implications of different types of borrowing. The importance of aiming high and leadership skills both now and in the workplace.
9	1	UK: Politics Abroad: Democracy and law UK: Law Citizenship and community Respect and Equality	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). (Respectful relationships, including friendship) 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

9	2	Positive and healthy relationships Identifying misogynistic attitudes and behaviour and why they lead to unhealthy relationships Managing sexual pressure The law relating to sexual consent Contraception	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. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control What constitutes sexual harassment and sexual violence and why these are always unacceptable There are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • they have a choice to delay sex or to enjoy intimacy without sex. (Intimate & sexual relationships, including sexual health). 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 The facts about the full range of contraceptive choices, efficacy and options available (Intimate & sexual relationships, including sexual health). Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying

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			and how and where to get help (Respectful relationships, including friendships). The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

9	3	Healthy lifestyles Online dangers Risks of alcohol consumption First Aid Being financially aware	The similarities and differences between the online world and the physical world including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. Practical steps they can take in a range of different contexts to improve or support respectful relationships 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment How the use of alcohol and drugs can lead to risky sexual behaviour. The cost of living and how financial decisions can affect themselves and others. Financial services including pensions, investments and savings. Their rights and responsibilities as consumers.

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			The importance of being adaptable both now and in the workplace.
10	1	The UK's relationship with the rest of the world Forms of government outside of the UK Why vote? Respect for law Citizens working together Respect and Equality	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 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

10	2	Understanding different aspects of relationships Impact of viewing harmful content online and how to report it Managing risk around sexual behaviour Pregnancy and parenting skills	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. 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. How the use of alcohol and drugs can lead to risky sexual behaviour. What to do and where to get support to report material or manage issues online; the impact of viewing harmful content. 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. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 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 That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional,

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			mental, sexual and reproductive health and wellbeing The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others 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 About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment The facts around pregnancy including miscarriage. 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).

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10	3	Mental wellbeing concerns Managing stress Awareness of the inaccuracies of online content Finance Be enterprising and ambitious	The online world: how people may curate a specific image of their life online, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. The reality of the costs involved with moving out of home. How public money is raised and spent. The importance of leadership skills now and in the workplace; behaviour expectations in the workplace.
11	1	Responsive coverage and revision of key areas of RSE	Revision of key strands based on student needs