SIR JOHN THURSBY COMMUNITY COLLEGE

PSHE + Relationships and Sex Education Policy

Reviewed:	March 2026
Date approved by Governors:	7th May 2026
To be reviewed:	March 2027
Person Responsible:	**Assistant Headteacher**

AMBITION
RESPECT
BELONGING

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1. Aims and vision

- In line with our PSHE Vision below:

At Sir John Thursby Community School, our bespoke PSHE curriculum fosters *ambition*, equipping students with the confidence to thrive in an *ever-changing, fast-paced modern society*. Tailored to our unique *cohort*, it ensures a sense of *belonging*, where every student feels valued within our diverse community. Through *respect*, we encourage empathy, understanding, and responsible citizenship. Developed in consultation with parents and governors, our curriculum empowers students to become the *best possible version of themselves*, preparing them for life beyond the classroom.

In addition, the school strives to:

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Completely align with updated (2025) DfE requirements regarding safeguarding and preparing students for later life, taught to from Sept 2026.

Therefore, the aims of this 2026 SRE and PSHE Policy at SJT are to ensure:

2. Rational and ethos

- This policy covers SJT's whole school approach to Relationships and Sex Education (SRE).
- We believe that RSE is vital for the personal, social and emotional development of our pupils as it equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.
- We believe that all children and young people have a right to holistic, inclusive and needs-led SRE.
- We believe that through providing high quality SRE, we are upholding the ethos and values of our school, and its commitment to equality and the celebration of difference within the context of the deep religious and cultural background found within its catchment areas.
- We believe that SRE is a key vehicle for promoting equality, inclusion and social justice. Our SRE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.
- We are also committed to an SRE curriculum that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we consider the religious and cultural background of all pupils when teaching SRE.

- An inclusive SRE at SJT will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010. It will also teach our students the importance of tolerance, while respecting individuals right to expression and inclusion in line with religious or cultural beliefs and backgrounds while relating to current British Values.
- At SJT we work with our students to build resilience and independence and believe that strong positive relationships make a great school (School Vision 2018-21)

3. Statutory requirements

- As a maintained secondary school we must provide SRE to all pupils as per the Children and Social work act 2017.
- In teaching SRE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- Appendix 1 sets out the expectations of what secondary school students should know by the end of Year 11. In addition to this, the PSHE Association (2024) states,

'PSHE education is the **school subject** through which children and young people acquire the **knowledge, understanding and skills** they need to **manage their lives**, now and in the future. PSHE education develops the qualities and attributes pupils need to **thrive as individuals, family members and members of society**'

(PSHE Association, 2024)

4. Policy development

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

- Review – PSHE Learning Leader 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
- School Governors were invited to contribute and advise on the policy.
- Parent consultation – parents and any interested parties were invited to consult about the policy. Parents will be given ample opportunity to voice comments regarding the PSHE Curriculum.

This policy has been developed by assessing the needs of our students at SJT through analysis of

- CPOMS – which identified the following issues – Bullying, Criminal Exploitation, Child Protection Concerns, Sexual abuse, General Falling out of Friendships, Mental Health and Racist Incidents. There were also many Safeguarding Concerns including Anxiety, Risk Taking behaviour and Child Welfare.
- PSHE Association guidelines and statutory content for PSHE curriculum
- National and local data

- Student Voice

5. Definition of SRE

- SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- SRE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. *Relationships Education, Relationships and Sex Education (SRE) and Health Education Statutory guidance DFE 2019 (page 25)*
- SRE involves a combination of sharing information and exploring issues and values.
- SRE is not about the promotion of sexual activity.
- Sex Education: see section 6 and 8, below.

6. Curriculum

- Our curriculum is available online, but we may need to adapt it as and when necessary.
- We have developed the curriculum in consultation with parents, governors, pupils and staff, considering the age, needs and feelings of pupils from a cultural and faith-based background. 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 answers online.
- Our curriculum is designed to support our school ethos of "ambition, respect and belonging" It especially focuses on developing our students understanding of what it is to belong to a family, a school and a community.
- Our curriculum is based on the 2 main PSHE Association themes: statutory and non-statutory PSHE. These have been amended to suit the needs of our local communities' faiths and cultures.
- PSHE also contains statutory elements of relationships and health education which are included within the curriculum content taught at SJT. In the interests of transparency, these are available to be viewed on the school website and include topics involving – but not limited to - friendships, families, respectful relationships including friendships, consent, online safety and awareness and staying safe. Topics included under Health education can include – but not limited to - physical health and fitness, mental wellbeing, wellbeing online, sexual health and healthy eating. Aspects of Sex Education are taught in the compulsory Science curriculum apart from a specific section taught at the end of Year 11. It is to this small part of the curriculum that the "right to withdraw" pertains to. (see "right to withdraw" section below)

- To clarify, Relationships and Health Education (compulsory) does not include explicit details of sexual activity but may address sensitive issues like sexual violence for safeguarding purposes.

- ***(This quote from pts. 22 and 23. 6 of the new guidance: "Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives… Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved." – and provides extra clarification….about the distinction between relationships and sex ed – i.e. it is possible to teach some topics without specific reference to sexual acts, meaning they would still be considered relationships education and therefore not possible to withdraw from, especially as they are focused on safeguarding young people)*** **.**

- In the interests of transparency, taught content is available to be viewed by arrangement, combined with the specific teaching timescale of when it will be covered in class.
- In summary -

a) SRE is taught within the personal, social, health and economic (PSHE) education curriculum.

~~b)~~ Biological and sexual aspects of SRE are taught within the science curriculum (compulsory), and other aspects are included in religious education (RE).

c) In respecting the context of the cultural and religious background of our students and promoting the benefits of stable family-based relationships, pupils will also receive stand-alone sex education sessions covering contraception, STI's and sexual expectations. These lessons will be delivered in Year 11 and will be carefully planned to emphasise the emotions based around trust, love and commitment. 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, LGBT 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).

d) The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching SRE.

e) All teachers and other staff members who are required to teach SRE will have relevant training and resources. More expert or specialist teachers will give support to teachers who are uncomfortable with teaching certain aspects of the curriculum. Teachers use approaches such as
   - distancing techniques
   - setting ground rules with the class to help manage sensitive discussion
   - question boxes to allow pupils to raise issues anonymously.

f) Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:
   - No-one (teacher or student) will have to answer a personal question
   - No-one will be forced to take part in a discussion
   - The correct names for body parts will be used most of the time
   - Sensitivity will be shown towards those of particular faith backgrounds
   - Nothing should be said that could be construed as embarrassing or offensive to other students
   - If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via liaison with the pastoral team and designated Child Protection Officer.
   - If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with a DSL or pastoral leader as appropriate. In cases of concern over sexual abuse, the schools child protection procedures will be followed.

7. Roles and responsibilities

The Governing Board

- Ensure that the RHE policy is in place and reviewed appropriately
- Ensure that clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- Ensure that the statutory elements of the curriculum are delivered in school

The Headteacher

- The Headteacher is responsible for ensuring that this policy is fully implemented, that staff are appropriately prepared and sufficient resources available to ensure the effective delivery of all elements of this. Any changes to this programme will be reported to the Governing body.

The Learning Leader (PSHE and Citizenship)

- The Learning Leader (PSHE and Citizenship) is responsible for the planning and co-ordination of teaching and learning to all students across the school. SRE is taught specifically within the PSHE schemes of work.

Staff

- Delivering PSHE in a sensitive way
- modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the Year 11 components of RHE mentioned above.

- Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher and PSHE Learning Leader.

Students

- Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

8. **Right to be excused from sex education (commonly referred to as the right to withdraw)**
   - We believe that the successful teaching of SRE involves parents/ carers and schools working together.
   - We also believe that parents/ carers can play an important role in the SRE of their children through exploring discussions at home that have taken place in school.
   - If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, please contact the Headteacher or PSHE Learning Leader.
   - Parents do not have the right to withdraw their children from relationships education.
   - Parents do have the right to withdraw their children from non-science components of sex education within SRE/PSHE RHE 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 the Appendix of this policy and addressed to the headteacher.
   - Alternative work will be given to pupils who are withdrawn from sex education. 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.

9. Training

- Staff are trained on the delivery of SRE as part of their CPD and SJT has regular contact with Lancashire County Council regarding PSHE via their network meetings

10. Pupils with special educational needs and disabilities

- The curriculum is made accessible for all students.
- Teachers are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and plan and deliver the curriculum to support these students.

11. Child Protection and Safeguarding:

- SJT acknowledges that PSHE/SRE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.
- PSHE/SRE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

- We recognise that when discussing some of the issues PSHE/SRE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.
- We also recognise that some children may be vulnerable to some of the content delivered in PSHE/SRE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.
- While SJT wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At SJT we do this by using several teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Using ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

12. Involvement of External Agencies

To deliver a programme of the very highest standards, we will invite into our school from time to time, experts and professionals in this area to give knowledge and advice to our students. We will endeavour to inform parents in a timely manner, to ensure that parents are aware of such visits. Examples of such parties include:

- Crime awareness days (Prison Me no Way)
- Health professionals: Doctors and nurses;
- Social workers;
- Youth workers;
- Self-esteem professionals

13. Monitoring and evaluation of Health and Relationships education

- The delivery of SRE is monitored by the PSHE Learning Leader through:
- Work and SOW scrutiny and learning walks.
- Pupils' development in PSHE and SRE is monitored by class teachers as part of our internal assessment systems and by regularly checking progress.
- This policy will be reviewed annually. At every review, the policy will be approved by the Governing Board.
- The nominated PSHE governor will report to the Community Committee and Full Governing Board as required,

Appendix 1: : By the end of secondary school pupils should know

Relationships and Sex education

Families Curriculum content:

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 partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by 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 are unsure who to trust.

Respectful relationships Curriculum content:

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 Curriculum content:

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.

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 and data 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 Curriculum content:

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

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

see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children.

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 Curriculum content:

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, 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.

Mental wellbeing Curriculum Content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to

understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online Curriculum content:
1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. The similarities and differences between the online world and the physical world,

including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. 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.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness Curriculum content:
1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating Curriculum content:
1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.

2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping Curriculum content:
1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system Curriculum content:
1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of

sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety Curriculum content:
1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a

young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapon is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid Curriculum content:
1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.11
3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies
Curriculum content:
1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from

healthcare professionals.

4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2 - Principles of SRE

The following guiding principles underpin our PSHE and SRE curriculum and its delivery. They are based on the ***Relationships, Sex and Health Education Policy and Statutory Guidance, DfE 2025*** (for teaching Sept 2026 onwards)

15. Schools should develop a curriculum with the following key principles in mind:
a. Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
b. Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the section on openness with parents on page 33. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.
c. Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
d. Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
e. Relevant and responsive. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
f. Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
g. Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Appendix 3:

Parent form: withdrawal from sex education within PSHE/SRE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex 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	E.g. removed from which lessons and doing which projects instead.