

**Safeguarding Statement**

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Equality & Diversity Statement**

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

# LANGLEY PARK SCHOOL FOR GIRLS

## RELATIONSHIP & SEX EDUCATION POLICY

<b>Approval Body:</b>	Governing Body
<b>Approval Date:</b>	Autumn 2025
<b>Implementation Date:</b>	Autumn 2025
<b>Designated Person (as appropriate):</b>	Assistant Headteacher
<b>Committee with Remit (as appropriate):</b>	Governing Body
<b>Review Date:</b>	Autumn 2026

### Version History

Version	Approval Date	Summary of Changes
1.1	Autumn 2025	Updated in line with statutory guidance
1.2	April 2026	Addition of appendix 3

# Relationship and Sex Education Policy

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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
- Promote our values of Kindness, Equality, Belonging and Respect

### 2. Statutory Requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 80A of the Education Act 2002 and section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Langley Park School for Girls, we teach RSE as set out in this policy.

### **3. Policy Development**

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

- a. Review – Heads of Key Stage and the Designated Safeguarding Lead pulled together all relevant information including relevant national and local guidance
- b. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- c. Parent/stakeholder consultation – Parents/Carers and any interested parties given the opportunity to review the policy and make comments
- d. Student consultation – we investigated what exactly students want from their RSE through a student voice activity
- e. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ Parents/Carers, families headed by grandparents/Carers, adoptive Parents/Carers, foster Parents/Carers/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).

Health Education involves teaching students about physical health and mental wellbeing, providing them with the information that they need to make good decisions about their own health and wellbeing.

### **5. Curriculum**

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Our RSE curriculum shows that our school community

- Does not tolerate discrimination or prejudice against any of the protected characteristics or any individual;
- Respects diversity of belief, which may be based on culture, religion, sexual orientation or another factor.
- Teaches its students to practise equality and respect diverse ways of life, and not to tolerate discrimination or prejudice, in line with the LPGS Student Behaviour Policy.
- Endeavours to teach sensitive topics at an appropriate stage in students' education, as shown by the RSE Curriculum map at Appendix B to this Policy.

- Engages its students in conversations about sensitive topics in a way which allows them to express different points of view respectfully, constructively, and maturely.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Students also receive stand-alone sex education sessions delivered by trained staff and or health professionals.

Aspects of the health curriculum may be delivered within the Science and Physical Education curricula. Some elements are delivered through main assemblies and the tutor time programme.

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

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents and foster parents/carers, LGBT parents, 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure students to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background.

Health Education focuses on giving young people the information they need to make good decisions about their own health and wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Being safe
- Intimate and sexual relationships, including sexual health
- Misogyny
- Violence against Women and Girls
- Online Safety and Digital Literacy

We will also teach practical skills alongside factual knowledge, such as communication, empathy and conflict resolution

### **6.1 Inclusivity**

We will teach about these topics in a manner that:

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

We will also:

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

## 6.2 Use of Resources

We **will** consider whether any resources we plan to use:

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

The compulsory subject content is designed to be age appropriate and developmentally appropriate. It is taught with sensitivity and inclusively, with respect to the backgrounds and beliefs of students and parents/carers while always with the aim of providing students with the knowledge they need of the law.

The overall approach to teaching about sexual matters will be to present facts in an objective, balanced and sensitive manner, and at the same time generate a classroom atmosphere within which students can ask questions and discuss sexual matters without embarrassment, guilt or anxiety. Within RSE lessons the methodology applied will vary from teacher-led instruction to student-led small group discussion. It is standard practice in PSHE lessons for students to take an active part in the learning process by leading discussions and challenging each other's ideas.

Various resources are used to support the teaching of RSE, including visits from qualified health professionals and the use of carefully selected videos. The images used in videos relating to human reproduction and contraception are almost entirely in diagrammatic form and occasionally contain a degree of explicit material [eg how to correctly put on a condom]. This method of presentation frequently enables sensitive issues to be approached with accuracy and clarity. Students with SEND will have the same access to the RSE curriculum as all students. During RSE lessons teachers will ensure that material is appropriately differentiated so all pupils can make progress.

## 7. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

*Relationship & Sex Education Policy*

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are age-appropriate and are in line with students' developmental stage. We will check they comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses, make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum, review any case study materials and look for feedback from other people the agency has worked with

We will be clear on:

- What they are going to say
- Their position on the issues to be discussed

We will :

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
- We will not, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and Responsibilities**

### **8.1 The Governing Body**

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **8.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

All form tutors (years 7-13) are expected to deliver components of the RSE curriculum during PSHCE lessons in form time. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The PSHCE Lead is responsible for the planning and delivery of RSE across the curriculum

#### **8.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. We will involve students in shaping PSHCE.

When appropriate, and to ensure that the RSE Curriculum is accessible for all students, teaching will be differentiated, and content will be adapted to meet the needs of students.

When delivering RSE to students with SEND, teachers will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.
- The additional vulnerability that SEND students can face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of a condition or disability.
- The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

#### **9. Parents' Right to Withdraw**

Parents/carers have the right to withdraw their child 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 3 of this policy and addressed to the Headteacher.

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

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

#### **10. Parental Engagement**

We will inform parents of upcoming curriculum content on a termly basis.

#### **11. Training**

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

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

#### **12. Monitoring Arrangements**

The delivery of RSE is monitored by the PSHCE Lead through planning, work scrutinies and learning walks. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Assistant Headteacher (Curriculum) every 2 years. At every review, the policy will be approved by the Headteacher and the governing board.

#### **13. Concerns and Complaints**

Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with the LPGS Complaints Policy.

Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the LPGS community and its values.

## Appendix 1: Curriculum Map

	Autumn Term	Spring Term	Summer Term
<b>Whole School</b>	World Mental Health Day Black History Month Diwali Kindness Month Anti-bullying Week European Day of Languages Movember Remembrance Day of the Girl Christmas	Chinese New Year Safer Internet Day Children’s Mental Health Week Holocaust Memorial Day LGBTQ+ History Month Stephen Lawrence Day National Apprenticeship Week/ Careers Month World Book Day National Women’s Day Eid Stress Awareness Month	Pride Deaf Awareness Disability Awareness Walk to School Week  Activities Week

### Key to Curriculum Overview

	Identity and wellbeing
	Community
	Body Awareness
	Relationships
	Transiion
	Aspiration and Money
	Independence

## Curriculum Overview

### Year 7

<p><b>Transition (6 lessons)</b> Transition to secondary school</p> <p><a href="#">Starting in secondary school</a></p> <p><a href="#">Becoming independent at school</a></p> <p><a href="#">Becoming independent outside of school</a></p> <p>UPDATED <a href="#">Making new friends</a></p> <p><a href="#">Respectful behaviours</a></p> <p><a href="#">Healthy phone use and communication online</a></p>	<p><b>Identity (1 lesson)</b> <a href="#">Exploring Identities and similarities</a></p> <p><a href="#">Exploring Identities and similarities</a></p> <p>UPDATED <a href="#">Exploring identities and differences</a></p>	<p><b>Identity (1 lesson)</b> <a href="#">Exploring identities and differences</a></p> <p>UPDATED <a href="#">Exploring identities and differences</a></p>	<p><b>Community (1 lesson)</b> <a href="#">Appreciating diversity</a></p> <p><a href="#">What is a community?</a></p>	<p><b>Community (2 lessons)</b> Identifying and challenging bullying</p> <p><a href="#">Identifying and understanding bullying</a></p> <p><a href="#">Challenging bullying - the bystander effect</a></p>	<p><b>Body awareness (2 lessons)</b> Knowing your body</p> <p>UPDATED <a href="#">Knowing Your Body - reproductive systems</a></p> <p>MOVED FROM YEAR 8 <a href="#">Developing sexuality</a></p>	<p><b>Body awareness (1 lesson)</b> Body Image</p> <p>UPDATED <a href="#">Body Image and self care</a></p>	<p><b>Body Awareness (1 lesson)</b> Puberty</p> <p>UPDATE <a href="#">D Bodily Changes Through Puberty</a></p>	<p><b>Body Awareness (2 lessons)</b> Periods</p> <p>UPDATED <a href="#">Introduction to Periods</a></p> <p>UPDATED <a href="#">Period positivity</a></p>	<p><b>Independence (3 lessons)</b> Safety and First Aid</p> <p><a href="#">Introduction to First Aid</a></p> <p><a href="#">Introduction to Fire Safety</a></p> <p><a href="#">Personal safety in everyday life</a></p>	<p><b>Independence (2 lessons)</b> Making choices about health</p> <p><a href="#">Making healthy choices - personal hygiene</a></p> <p><a href="#">Making healthy choices - eating and sleep</a></p>	<p><b>Independence (1 Lesson)</b> <a href="#">Making choices with friends and online</a></p> <p><a href="#">Evaluating influences</a></p>	<p><b>Wellbeing (1 lesson)</b> Enjoying our time online</p> <p>NEW LESSON <a href="#">The opportunities of the internet</a></p>	<p><b>Aspiration and money (3 lessons)</b></p> <p>NEW LESSON <a href="#">Ambitions and goals</a></p> <p>NEW LESSON <a href="#">Developing our strengths and interests</a></p> <p>NEW LESSON <a href="#">Taking control of our learning</a></p>	<p><b>Relationships (3 lessons)</b> Family relationships</p> <p><a href="#">Introduction to relationships</a></p> <p><a href="#">Introduction to family relationships</a></p> <p><a href="#">Maintaining healthy relationships</a></p>	<p><b>Aspiration and money (3 lessons)</b></p> <p>NEW LESSON <a href="#">Budgeting for teenagers</a></p> <p>NEW LESSON <a href="#">Keeping our money safe: avoiding scams and manipulation</a></p> <p>NEW LESSON <a href="#">Preparing for the world of work</a></p>
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**Year 8**

<p><b><u>Relationships (2 lessons)</u></b> Healthy and unhealthy relationships incl online</p> <p><a href="#">Healthy friendships</a></p> <p><a href="#">Romantic relationships</a></p>	<p><b>Relationships (1 lesson)</b> Intimate relationships</p> <p><a href="#">Physical intimacy</a></p>	<p><b><u>Relationships (2 lessons)</u></b> Boundaries and consent, incl. sexting</p> <p><a href="#">Unhealthy relationships, boundaries and consent</a></p> <p>UPDATED <a href="#">Relationships and intimacy online</a></p>	<p><b>Relationships (1 lesson)</b> Contraception</p> <p>UPDATED <a href="#">Introduction to contraception</a></p>	<p><b>Wellbeing (1 lesson)</b> Knowing your rights</p> <p><a href="#">Know your rights</a></p>	<p><b><u>Wellbeing (2 lessons)</u></b> Online wellbeing</p> <p>UPDATED <a href="#">Online wellbeing - Fake news and echo chambers</a></p> <p>UPDATED <a href="#">Online wellbeing - Online safety, grooming and self-esteem</a></p>	<p><b>Wellbeing (1 lesson)</b> Media influence</p> <p>UPDATED <a href="#">Media influence - Influencers, gender and pornography</a></p>	<p><b>Wellbeing (1 lesson)</b> Media influence on body image</p> <p><a href="#">Media influence on body image</a></p>	<p><b>Wellbeing (1 lesson)</b> Link between physical health and mental wellbeing</p> <p>UPDATED <a href="#">Wellbeing - physical and mental wellbeing</a></p>	<p><b>Wellbeing (1 lesson)</b> Attitudes to mental health</p> <p><a href="#">Attitudes to mental health - Recognising and dealing with emotions</a></p>	<p><b><u>Wellbeing (2 lessons)</u></b> Alcohol and drug misuse</p> <p><a href="#">Alcohol and smoking/vaping</a></p> <p><a href="#">Drug (mis)use</a></p>	<p><b><u>Body Awareness (2 lessons)</u></b> MOVED FROM Y7 Developing sexuality</p> <p><a href="#">Developing sexual awareness</a></p> <p>UPDATED <a href="#">Knowing your body - reproductive systems and sex</a></p>	<p><b><u>Body Awareness (1 lesson)</u></b> MOVED FROM Y7 <a href="#">Privacy and consent</a></p> <p><a href="#">Privacy and Consent</a></p>	<p><b><u>Body Awareness (2 lessons)</u></b> MOVED FROM Y7 FGM and Forced Marriage</p> <p><a href="#">FGM - Female Genital Mutilation</a></p> <p><a href="#">CFM - Child Forced Marriage</a></p>
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**Year 9**

<p><b>Transition (4 lessons)</b> Transition to KS4.</p> <p><a href="#">Dealing with change in life</a></p> <p><a href="#">Study skills, resilience and managing stress</a></p> <p><a href="#">Basics of mental health</a></p> <p><a href="#">Managing mental health including self-harm</a></p>	<p><b>Identity (1 lesson)</b> Identities and belonging</p> <p><a href="#">Peer pressure, exploitation and knife crime</a></p>	<p><b>Identity (1 lesson)</b> Exploring Identities critically</p> <p><a href="#">Forms of discrimination and allyship</a></p>	<p><b>Community (3 lessons)</b> Appreciating diversity</p> <p><b>UPDATED Discrimination and prejudice</b></p> <p><a href="#">Understanding racism</a></p> <p><a href="#">Anti-racism</a></p>	<p><b>Community (3 lessons)</b> Identifying abusive relationships</p> <p><b>UPDATED Sexual violence and harassment Part 1</b></p> <p><a href="#">Sexual violence and harassment Part 2</a></p> <p><b>UPDATED Sexual violence and harassment Part 3</b></p>	<p><b>Body awareness (1 lesson)</b> Cultivating a positive relationship with body</p> <p><a href="#">Cultivating a positive relationship with your body</a></p>	<p><b>Body awareness (2 lessons)</b> Body Image</p> <p><b>UPDATED Body Image 1 - Depictions of relationships and sexuality</b></p> <p><a href="#">Body Image 2 - Beauty standards</a></p>	<p><b>Body Awareness (1 lesson)</b> Puberty and hormones</p> <p><b>UPDATED Body changes through puberty</b></p>	<p><b>Body Awareness (1 lesson)</b> Periods – cycle awareness and period poverty</p> <p><a href="#">Cycle Awareness and Period Poverty</a></p>	<p><b>Body Awareness (2 lessons)</b> Developing sexuality and readiness for sex</p> <p><a href="#">Developing sexuality and readiness for sex</a></p> <p><a href="#">Contraceptive Methods</a></p>	<p><b>Body Awareness (2 lessons)</b> Consent</p> <p><a href="#">Consent - Part 1</a></p> <p><a href="#">Consent - Part 2</a></p>	<p><b>Body Awareness (1 lesson)</b> Sexual Health and STIs</p> <p><a href="#">Sexual Health and STIs</a></p>	<p><b>Independence (3 lessons)</b> Safety and First Aid</p> <p><b>UPDATED Personal safety - Drugs and drug related emergencies</b></p> <p><a href="#">Personal safety - Alcohol and alcohol related emergencies</a></p> <p><a href="#">Online safety- scams and gambling</a></p>	<p><b>Independence (1 lesson)</b> Making choices about health and health prevention</p> <p><a href="#">Making healthy choices - Preventing cancer and heart disease</a></p>	<p><b>Independence (1 lesson)</b> Evaluating influence</p> <p><a href="#">Managing peer pressure</a></p>	<p><b>Wellbeing (2 lessons)</b> The power of the internet</p> <p><b>NEW LESSON Using the internet to improve the world.</b></p> <p><b>NEW LESSON Resisting online influence</b></p>	<p><b>Aspiration and money (4 lessons)</b></p> <p><b>NEW LESSON Pathways to your future</b></p> <p><b>NEW LESSON Setting high expectations for the future</b></p> <p><b>NEW LESSON Achieving your goals</b></p> <p><b>NEW LESSON Making financial decisions</b></p>
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Year 10

<p><b>Relationships (2 lessons)</b> Stable, committed relationships</p> <p><a href="#">Marriage and civil partnerships</a></p> <p><a href="#">Becoming a parent</a></p>	<p><b>Relationships (1 lesson)</b> Healthy family functioning</p> <p><a href="#">Family relationships and value conflicts</a></p>	<p><b>Relationships (1 lesson)</b> Respectful Relationships</p> <p><a href="#">Communication and vulnerability in relationships</a></p>	<p><b>Relationships (3 lessons)</b> Unhealthy relationships</p> <p><a href="#">Abusive relationships</a></p> <p>UPDATED <a href="#">Sexual violence</a></p> <p>UPDATED <a href="#">Sexual violence - Gender stereotypes</a></p>	<p><b>Relationships (4 lessons)</b> Making sexual choices and pregnancy</p> <p><a href="#">Making decisions about sex</a></p> <p>NEW LESSON <a href="#">Expectations around sex and intimacy</a></p> <p>NEW LESSON <a href="#">Understanding intimacy: respect, consent, and emotional well-being</a></p> <p><a href="#">Foetal development, pregnancy and abortion</a></p>	<p><b>Wellbeing (1 lesson)</b> Knowing your rights</p> <p><a href="#">Know your rights</a></p>	<p><b>Wellbeing (1 lesson)</b> Online wellbeing</p> <p><a href="#">Human rights online</a></p>	<p><b>Wellbeing (1 lesson)</b> Media influence and role models</p> <p>UPDATED <a href="#">Media influence and gangs</a></p>	<p><b>Wellbeing (1 lesson)</b> Media influence and persuasion</p> <p>UPDATED <a href="#">Media influence, radicalisation and extremism</a></p>	<p><b>Wellbeing (1 lesson)</b> Conversations about mental health</p> <p><a href="#">Conversations about mental health</a></p>	<p><b>Wellbeing (2 lessons)</b> Mental wellbeing</p> <p><a href="#">Mental wellbeing</a></p> <p>NEW LESSON <a href="#">Balancing the pressures of modern life</a></p>	<p><b>Wellbeing (2 lessons)</b> Alcohol and drug misuse</p> <p><a href="#">Alcohol and Drug Misuse - Addiction and responsibility for others</a></p> <p>NEW LESSON <a href="#">How to stop smoking and vaping</a></p>	<p><b>Wellbeing (5 lessons)</b> Online relationships and social media</p> <p>NEW LESSON <a href="#">Healthy online relationships</a></p> <p>NEW LESSON <a href="#">Sexual behaviour online</a></p> <p>NEW LESSON <a href="#">Sharing content, protecting reputations</a></p> <p>NEW LESSON <a href="#">The influence of social media</a></p> <p>NEW LESSON <a href="#">How our data is shared and used to target us</a></p>	<p><b>Independence (1 lesson)</b> Safety and First Aid</p> <p><a href="#">First Aid - CPR, AEDs, wounds and choking</a></p>	<p><b>Independence (2 lessons)</b> Making choices about health and health prevention</p> <p>UPDATED <a href="#">Making healthy choices - cosmetic and plastic surgery</a></p> <p><a href="#">Making healthy choices- organ donation, vaccines and health clinics</a></p>	<p><b>Independence (1 lesson)</b> Creating influence</p> <p><a href="#">Creating influence</a></p>	<p><b>Aspiration and money (4 lessons)</b></p> <p>NEW LESSON <a href="#">How can my strengths, interests and education help me decide where to go?</a></p> <p>NEW LESSON <a href="#">Making decisions about the future</a></p> <p>NEW LESSON <a href="#">Finding work locally and internationally</a></p> <p>NEW LESSON <a href="#">Saving money and budgeting wisely</a></p>
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## Year 11

<p><b>Transition (1 lesson)</b> Transition to more responsibility</p> <p><a href="#">Adulting, self worth and celebrating successes</a></p>	<p><b>Identity (1 lesson)</b> Exploring identities deeper</p> <p><a href="#">Identity and mental health</a></p>	<p><b>Identity (2 lessons)</b> Exploring Identities critically</p> <p><a href="#">Gender norms</a></p> <p><a href="#">Gender identities</a></p>	<p><b>Community (1 lesson)</b> Appreciating diversity</p> <p><a href="#">Appreciating diversity</a></p>	<p><b>Community (2 lessons)</b> Identity and power dynamics. Bereavement and grieving</p> <p><a href="#">Gender stereotypes and relationships</a></p> <p><a href="#">Grief</a></p>	<p><b>Body awareness(2 lessons)</b> Connecting with body and emotions mindfully</p> <p><a href="#">Connecting with yourself mindfully - Stress</a></p> <p><a href="#">Connecting with yourself mindfully - Self-Concept and motivation</a></p>	<p><b>Body awareness (1 lesson)</b> Body Image in media</p> <p><a href="#">Body image in media - pornography</a></p>	<p><b>Body Awareness (1 lesson)</b> Body image dangers</p> <p><a href="#">Body Image Dangers</a></p>	<p><b>Body Awareness (2 lessons)</b> Parenthood and fertility</p> <p><a href="#">Parenthood and Fertility - Choices in parenthood, pregnancy, and birth</a></p> <p><a href="#">Parenthood and Fertility - Routes to parenthood, infertility and miscarriages</a></p>	<p><b>Body Awareness (1 lesson)</b> Developing sexuality and readiness for sex</p> <p><a href="#">Developing sexuality and readiness for sex</a></p>	<p><b>Body Awareness (2 lessons)</b> Consent</p> <p><a href="#">Consent - Pressure and dealing with rejection</a></p> <p><b>NEW LESSON</b> <a href="#">The importance of safety and pleasure during sex</a></p>	<p><b>Body Awareness (2 lessons)</b> Sexual Health and STIs</p> <p><a href="#">Sexual Health: STIs and symptoms</a></p> <p><a href="#">Sexual Health: STIs, testing and protection</a></p>	<p><b>Wellbeing (1 lesson)</b> Addiction and gambling</p> <p><b>NEW LESSON</b> <a href="#">The reality of gambling</a></p>	<p><b>Aspiration and money (3 lessons)</b></p> <p><b>NEW LESSON</b> <a href="#">What are my rights and responsibilities at work</a></p> <p><b>NEW LESSON</b> <a href="#">How the internet can help me achieve my goals</a></p> <p><b>NEW LESSON</b> <a href="#">How we tackle challenges to our goals and dreams</a></p>
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Year 12

<p><b>Relationships (1 lesson)</b> Relationship values</p> <p><a href="#">What kind of person do I want to be for and with others?</a></p>	<p><b>Relationships (1 lesson)</b> Healthy family functioning</p> <p><a href="#">Sharing with others</a></p>	<p><b>Relationships (2 lessons)</b> Managing changing relationships</p> <p><a href="#">Managing intimate relationships</a></p> <p><a href="#">Maintaining old and developing new relationships</a></p>	<p><b>Relationships (1 lesson)</b> Improving or ending relationships</p> <p><a href="#">Ending and improving relationships</a></p>	<p><b>Relationships (3 lessons)</b> Consent &amp; Unhealthy relationships</p> <p><a href="#">Deepening your understanding of consent</a></p> <p>NEW LESSON <a href="#">Beyond consent - Attuning to our needs and those of others</a></p> <p><a href="#">Sexual assault and violence</a></p>	<p><b>Wellbeing (1 lesson)</b> Knowing your rights</p> <p><a href="#">Know your rights - Sexual and reproductive rights</a></p>	<p><b>Wellbeing (1 lesson)</b> Online wellbeing</p> <p><a href="#">Online wellbeing - Bias and extremism</a></p>	<p><b>Wellbeing (1 lesson)</b> Responsible use of social media</p> <p><a href="#">Using social media responsibly</a></p>	<p><b>Wellbeing (1 lesson)</b> Media Influence</p> <p><a href="#">Media influence - Identities and relationships</a></p>	<p><b>Wellbeing (1 lesson)</b> Conversations about mental health</p> <p><a href="#">Conversations about mental health</a></p>	<p><b>Wellbeing (1 lesson)</b> Mental wellbeing</p> <p><a href="#">Wellbeing and mental health</a></p>	<p><b>Wellbeing (1 lesson)</b> Alcohol and drug misuse</p> <p><a href="#">Alcohol and drug misuse - Parties and nights out</a></p>	<p><b>Independence (3 lessons)</b> Safety and First Aid</p> <p><a href="#">Personal safety - Travelling in the UK and abroad</a></p> <p><a href="#">First aid - Revising basic skills and deepening understanding</a></p> <p><a href="#">First aid - Revising basic skills and deepening understanding 2</a></p>	<p><b>Independence (1 lesson)</b> Making choices about health and health prevention</p> <p><a href="#">Making healthy choices and preventing illness</a></p>	<p><b>Independence (1 lesson)</b> Making choices with friends and online</p> <p><a href="#">Creating Influence - Volunteering</a></p>	<p><b>Aspiration and money (3 lessons)</b></p> <p>NEW LESSON <a href="#">Making the most of the money we have</a></p> <p>NEW LESSON <a href="#">How do people start their own businesses or charity?</a></p> <p>NEW LESSON <a href="#">Careers in a global economy</a></p>
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## Year 13

<p><b>Transition (2 lessons)</b> Moving out/to University</p> <p><a href="#">What next? Thinking about the future and leaving home</a></p> <p><a href="#">Staying healthy</a></p>	<p><b>Identity (1 lesson)</b> Identities and inclusion</p> <p><a href="#">Exploring discrimination and inclusion</a></p>	<p><b>Identity (1 lesson)</b> Exploring Identities critically</p> <p><a href="#">Norms, values and behaviour</a></p>	<p><b>Community (1 lesson)</b> Appreciating diversity</p> <p><a href="#">Appreciating diversity</a></p>	<p><b>Community (1 lesson)</b> Identity and power dynamics</p> <p><a href="#">Exploring privilege</a></p>	<p><b>Body awareness (1 lesson)</b> Connecting with body and emotions mindfully</p> <p><a href="#">Connecting with body and emotions mindfully</a></p>	<p><b>Body awareness (1 lesson)</b> Looking after your body</p> <p><a href="#">Looking After Your Body - Healthy food and exercise</a></p>	<p><b>Body Awareness (2 lessons)</b> Sexual health</p> <p><a href="#">Sexual Health - Condoms</a></p> <p><a href="#">Sexual health - Stealthing</a></p>	<p><b>Body Awareness (1 lesson)</b> Parenthood and fertility</p> <p><a href="#">Parenthood and Fertility - Discussing contraception and accessing emergency contraception</a></p>	<p><b>Body Awareness (1 lesson)</b> Developing sexuality and readiness for sex</p> <p><a href="#">Developing sexual readiness - Pleasure</a></p>	<p><b>Body Awareness (1 lesson)</b> Consent</p> <p><a href="#">Consent</a></p>	<p><b>Wellbeing (1 lesson)</b> The power of the internet</p> <p><a href="#">NEW LESSON Earning respect, avoiding danger: pressure on young people to join gangs</a></p>	<p><b>Aspiration and money (3 lessons)</b></p> <p><a href="#">NEW LESSON How to budget and save our money</a></p> <p><a href="#">NEW LESSON What should I expect when I go to work?</a></p> <p><a href="#">NEW LESSON Finding work, preparing applications and confident interviewing</a></p>
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## Appendix 2: By the End of Secondary School Students Should Know

TOPIC	STUDENTS SHOULD KNOW
Families	<ol style="list-style-type: none"> <li>1. That there are different types of committed, stable relationships.</li> <li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</li> <li>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.</li> <li>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.</li> <li>5. That forced marriage and marrying before the age of 18 are illegal.</li> <li>6. How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>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.</li> <li>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.</li> </ol>
Respectful relationships, including friendships	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. What tolerance requires, including the importance of tolerance of other people's beliefs.</li> <li>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.</li> <li>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.</li> <li>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</li> <li>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.</li> </ol>

TOPIC	STUDENTS SHOULD KNOW
	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
Online media and	<ol style="list-style-type: none"> <li>1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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</li> </ol>

TOPIC	STUDENTS SHOULD KNOW
	<p>content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.</p> <ol style="list-style-type: none"> <li>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</li> <li>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.</li> <li>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.</li> <li>12. How information and data is generated, collected, shared and used online.</li> <li>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).</li> <li>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.</li> <li>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.</li> </ol>
Being safe	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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. <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>4. 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.</li> <li>5. 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.</li> <li>6. The concepts and laws relating to sexual violence, including rape and sexual assault.</li> <li>7. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but</li> </ol>

TOPIC	STUDENTS SHOULD KNOW
	<p>also includes other forms of concerning behaviour like using age-inappropriate sexual language.</p> <ol style="list-style-type: none"> <li>8. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</li> <li>9. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</li> <li>10. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</li> <li>11. The concepts and laws relating to forced marriage. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.</li> <li>12. 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.</li> <li>13. 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.</li> <li>14. 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.</li> </ol>
Intimate and sexual relationships, including sexual health	<ol style="list-style-type: none"> <li>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. That some sexual behaviours can be harmful. <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>6. 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.</li> <li>7. 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</li> </ol>

TOPIC	STUDENTS SHOULD KNOW
	<p>8. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>9. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p> <p>10. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>11. 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.</p>

### Appendix 3

Example *request to withdraw* form below. Families will be sent a live link at the appropriate time.

The image shows a digital form for requesting to withdraw a student from sex education. The form is titled "PSHCE - Request to withdraw a student from sex education - year 8 spring term (2) 2026" and includes an instruction: "Please fill in this form if you wish to request to withdraw your child from sex education lessons in Spring term (2) 2026." The form contains four numbered questions:

- 1. Child's name**: A text input field with the placeholder "Enter your answer".
- 2. Child's form**: A text input field with the placeholder "Enter your answer".
- 3. Please tick**: A radio button followed by the text "I request to withdraw my child from sex education lessons during Spring term (2) 2026".
- 4. Please tick**: A radio button followed by the text "I understand that permission to withdraw my child from sex education will only be granted after I have discussed this request with a representative from the school."

At the bottom of the form, there is a button labeled "Add new question" with a plus icon and a question mark icon.