



ST THOMAS MORE CATHOLIC SCHOOL

Relationships and Sex Education Policy

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH OUR SUSPENSION & EXCLUSION, ANTI BULLYING, ATTENDANCE AND BEHAVIOUR POLICIES

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1. Introduction and Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in relationships, sex and health education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSHE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.



2. Aims

We are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. We will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with RSE which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- develop the skills that form the building blocks of all positive relationships, from the very start of their education, to grow into kind, caring adults who have respect for others
- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- developing skills for managing difficult feelings in their friendships, like disappointment



or anger.

- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- Develop skills to keep themselves and others safe, and to recognise and report risks and abuse, including online.
- Ability to assess risks and manage behaviours in order to minimise the risk to health and personal integrity.
- Develop skills to understand what counts as abusive behaviour and learn to trust their instincts about behaviour that doesn't feel right.
- Ability to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.
- Knowledge and strategies of who to speak to and what to do when they have concerns about themselves or others and the ability to be resilient when seeking help.
- Know and understand that being a victim of abuse is never the fault of the child.

3. Statutory Requirements

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

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

Our RSE is delivered in line with the updated statutory guidance from the DfE [July 2025]: [Relationships Education, Relationships & Sex Education and Health Education](#) [also found in Appendix 3].



4. Policy Development

This policy has been developed in consultation with staff, pupils and parents, and according to guidance from the Diocese of Hexham and Newcastle Department for Education. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback or discuss any aspects of the policy
- Ratification – once amendments were made, the policy was shared with governors and ratified

In Catholic schools, we believe that parents are the first educators of children and therefore – and in line with DfE Guidelines – we commit to consultation with our parents about the content of anything that will be taught within sex education.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, known as the Wider Curriculum at St Thomas More. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

Sessions are delivered weekly by pastoral tutors through the Wider Curriculum with sessions outlined in the schemes of work designed to be accessible to all learners, using a mixture of videos, teacher input and discussion amongst the suggested activities. Teachers adapt individual sessions to meet the needs of their pastoral group, including pupils with SEND, in line with our Teaching & Learning Blueprint.

6. Curriculum for Relationship, Sex and Health Education

The Christian belief in the unique dignity of the human person, made in the image and likeness of God, forms the basis of all that we aim to teach the children about :-

- how to form loving relationships,
- how to understand the gift of human sexuality and
- how to care for the gift of their health and the health of others.

By combining these three areas in the subject of RSHE, we help the children to understand how to do this well. In the light of the knowledge that we are made in God's image and likeness, through the RSHE curriculum, we learn that we are made to know and love Him, and



though this relationship, to love ourselves and then to love others. It is for this reason that the three areas of Relationship Education, Sex Education and Health Education are interrelated and should sit together in a well-planned and continuous curriculum.

RELATIONSHIPS AND SEX EDUCATION

In a Catholic school, relationships education should be anchored in the understanding of Human dignity and the knowledge that we are all precious children of God – and therefore should be concerned with developing positive, respectful relationships with others. Because of the knowledge that we are known and loved by God, it should also equip children with the knowledge and of how to keep themselves - and others - safe, and how to recognise and report risks and abuse, including online. In light of this, we will teach children about boundaries, privacy, and children's rights over their own bodies and personal information. As precious children of God, it is essential that we teach children to recognise emotional, physical and sexual abuse in an age-appropriate and non-alarming way. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, in the light of human dignity, we will teach children to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation – and equip them with strategies of who they can talk to and what to do when they feel that something is wrong.

RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies. In our Catholic school, we will ensure that all sex education is rooted in the Catholic church's teaching and will be placed firmly within the context of relationship - as it is there that sexuality grows and develops and we commit to fostering an understanding in children that gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

HEALTH AND WELL-BEING EDUCATION

In our Catholic school, we hold the belief that our bodies are gifts from God and as such, we are called to care for our health and for the health of others. In the light of this, we aim to teach children about health and wellbeing, to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. We also commit to supporting pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks. Teaching in secondary should build on primary content, supporting pupils to understand their changing bodies and their feelings, how



to protect their own health and wellbeing,
issue requires attention.

and when a physical or mental health

PROGRAMME / RESOURCES

In the provision and use of resources to teach the RSHE curriculum, the school is committed to:

- Promoting Catholic values and virtues and teaching in accordance with Church teaching
- Ensuring that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.
- Pupils will receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. (It is important to understand that knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.)
- Ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.
- Ensure coverage of all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school.
- Ensure that the curriculum is carefully sequenced, 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.
- Adopt an inclusive, well-sequenced RSHE curriculum, informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

In order to achieve this and in line with Diocesan protocol, we use the **Ten:Ten Resources programme 'Life to the Full'**, to support our delivery of RSE in Wider Curriculum lessons.

The Ten:Ten Resources 'Life to the Full' programme adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last. The content is organised in three modules that have been developed in line with the Catholic Education Service Model Framework for teaching RSE in Catholic schools.

- **Module One: Created and Loved by God** - this explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for good health and wellbeing as well as personal relationships.
- **Module Two: Created to Love Others** -this explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, linked to the command to love as the basis of all Christian morality. It teaches strategies



for developing healthy relationships
our daily lives;

and keeping safe both online and in

- **Module Three: Created to Live in Community** - this explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and live in the wider community. Through dialogue with others in person and online, mutual service are called to love others in the wider community through service, and working for the Common Good.

An overview of content and examples of lessons can be viewed by parents on the Ten:Ten Parent Portal, which can be accessed using the following link and login information:

<https://www.tentenresources.co.uk/parent-portal/>

Username	opp-sttm-21
Password	rse-parent-purple

The detailed curriculum overview of the Life the Full Secondary RSE Programme can be found in Appendix 1.

In our school we have agreed the following planning pathway for the delivery of the Ten:Ten materials, which are integrated throughout our six Wider Curriculum Key Concepts:

- Keeping Safe
- Relationships and Sex Education
- Living in the Wider World
- Careers
- Health and Wellbeing
- Character, Culture & Morality

The overview of our Wider Curriculum content for each year group can be found in Appendix 2.

Assessing Pupil Progress

We assess pupil progress in RSE and our Wider Curriculum using a range of strategies in line with our school Teaching & Learning Blueprint. Formative assessment is used within lessons to identify gaps in pupils' knowledge and understanding. Strategies include: Mini Whiteboards, Diagnostic Questions, Live Marking, Cold Calling, and Think Pair Share.

Teachers use our whole school 4 quarters marking approach, using a mixture of Live Marking, Self and Peer Assessment and detailed teacher feedback to monitor pupil understanding.



At the end of each key concept pupils complete a Crucial Learning knowledge check based on their understanding of each key concept.

There are also 2 formal assessment points during the year, in line with our whole school assessment calendar, where pupils will complete a written formal assessment based on their learning so far in Wider Curriculum that year. These formal assessments will include content from a range of key concepts to check pupil retention of the crucial learning.

7. Roles and Responsibilities

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

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8). They will be supported by:

- Deputy Headteacher [Pastoral]
 - Designated Safeguarding Lead
- Assistant Headteacher [Personal Development]
 - Strategic oversight for RSE, RSE policy and statutory compliance
- Wider Curriculum Coordinator
 - Responsible for the RSE curriculum, implementation and monitoring of RSE provision and planning and delivering staff CPD in relation to the RSE Curriculum.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Teaching RSE in accordance with the Catholic Ethos of the school. Appropriate training in this respect is made available to all staff teaching RSE.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Some pupils may ask questions about topics which go beyond the curriculum content. These questions will be handled with sensitivity, ensuring that the pupil feels heard and supported in an appropriate way. We recognise that unanswered questions may lead pupils to turn to inappropriate sources of information, including online. The school will offer individualised



support to parents in dealing with signposting to support services where needed.

responses to such questions and

8. Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more [see our Virtual Parent Engagement Programme]..

Parents and carers can view a curriculum overview on the school website, and access the TenTen curriculum resources via the link to the TenTen website <https://www.tentenresources.co.uk/parent-portal/>. Should parents request to view individual lesson content, they should make contact with the school RSHE Lead who will make the necessary arrangements.

Parents continue to have *the right to withdraw* their children from Sex Education except in those elements which are required by the National Curriculum science orders. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. The school has a statutory obligation to ensure that pupils know they have this option.

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

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. Monitoring

The delivery and impact of RSE is monitored by the Wider Curriculum Coordinator and Assistant Head Teacher [Personal Development] through a range of monitoring activities which include learning walks, scrutiny of pupil workbooks, pupil voice, and analysis of assessment data.

Pupils' ongoing development in RSE is monitored by pastoral teachers, which informs any tweaks needed to curriculum delivery and the planning of Closing the Gap lessons.

This policy will be reviewed by the Assistant Head Teacher [Personal Development] annually.

At every review, the policy will be approved by The Governing Board.



Appendix 1 - Ten Ten Life to the Full Curriculum Overview

Ten:Ten
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Scheme of Work

Year 7

Year 7	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Who Am I?	Each person is uniquely created, body and soul, and loved by God. Our identity and dignity are gifts that shape how we see ourselves and others.	Self-image, value and dignity
Theme 2	Me, My Body, My Dignity	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.	Puberty, changes and hygiene
Theme 3	Wellbeing and Health	Healthy Inside & Out	Healthy self-esteem supports emotional wellbeing and helps us care for our bodies and relationships.	Self-esteem and body image
		Keeping Well - Part 1	Human beings are created, body and soul; therefore, caring for our physical health is part of respecting the gift of our bodies.	Healthy eating and hygiene
Theme 4	Life Cycles	Where We Come From	Sexual intercourse is more than a physical act; within marriage, it is a gift from God that expresses love and openness to life.	Human reproduction, fertility and menstruation
Theme 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family helps us develop strategies for managing conflict and strengthening respect.	Relationships, family and friends, conflict resolution
Theme 6	Online Awareness	My Life on Screen	Our online lives need safeguarding, just like in real life. Making wise and respectful choices online helps protect our dignity and the dignity of others.	Online safety awareness
Theme 7	Living in the Wider World	Living Responsibly	Becoming aware of how our actions affect others helps us grow in responsibility, and understand the concept of social responsibility.	Social responsibility and respect for self and others
Theme 8	Safe and Well	Basic First Aid - Part 1	Learning how to stay calm and respond in an emergency helps us care confidently for others.	Basic first aid

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Year 8

Year 8	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Created and Chosen	We are not accidents or afterthoughts, but created intentionally and loved by God. Our dignity is rooted in this truth and cannot be earned or taken away.	Human dignity
Theme 2	Me, My Body, My Dignity	Appreciating Differences	Understanding our identity includes recognising male and female differences and learning to root our sense of self in being created in God's image.	Gender, stereotypes and identity in God's image
Theme 3	Wellbeing and Health	Feelings	Managing sexual feelings and attraction requires self-control, patience and respect for ourselves and others.	Sexual attraction and feelings
		Keeping Well - Part 2	Understanding our mental health and emotional wellbeing helps us respond wisely to everyday challenges and build resilience.	Mental health and emotional literacy
Theme 4	Life Cycles	Before I Was Born	Reflecting on life in the womb reveals both its beauty and fragility, deepening our respect for human life from its earliest beginnings.	Human reproduction
Theme 5	Personal Relationships	Tough Relationships	In real-life relationships, learning to practise tolerance, kindness and forgiveness helps us grow in maturity and respect.	Prejudice, relationships and tolerance
Theme 6	Online Awareness	Think Before You Share	Sharing images and information carries responsibility. Treating ourselves and others with dignity online means thinking before we post, comment or forward content.	Online safety awareness
Theme 7	Living in the Wider World	Wider World	Recognising unjust discrimination in our world challenges us to examine our own attitudes and behaviour, and to choose fairness and respect.	Prejudice, discrimination and bullying
Theme 8	Safe and Well	Basic First Aid - Part 2	Being prepared to respond when someone feels unwell helps us act with confidence and compassion in everyday situations.	Basic first aid


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Year 9

Year 9	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	The Search for Love	Beyond romance and desire, authentic love involves choosing the other's good. This deeper view shapes how we see relationships and sex.	Love, desires and sex
Theme 2	Me, My Body, My Dignity	Love People, Use Things	People are to be loved, not used. Recognising this protects our dignity and that of others in relationships and everyday choices.	Loving others well
Theme 3	Wellbeing and Health	In Control of My Choices	True freedom involves responsibility. Learning to reflect before acting helps us stay in control of our choices and their consequences.	Desire, lust and self-control
		Drug and Smoking Awareness	Substances can affect health, judgement and freedom. Understanding the risks helps us make informed and responsible decisions.	Smoking, vaping and drug awareness
Theme 4	Life Cycles	Fertility and Contraception	Fertility is a gift and a responsibility. Understanding reproduction and conception helps us consider how our sexual choices fit God's plan for sex.	Fertility, contraception and Natural Family Planning
Theme 5	Personal Relationships	Commitment and Marriage	Marriage represents a lifelong bond of love and faithfulness. Exploring its meaning helps us reflect on the purpose of commitment in relationships.	Marriage and commitment
		Understanding Consent	Consent is essential in any healthy relationship. Respecting boundaries safeguards dignity, safety and freedom.	Consent and boundaries including online
Theme 6	Online Awareness	Safe and Smart online	Online spaces require discernment and responsibility. Thinking critically about what we share and consume helps protect ourselves and others.	Online safety awareness
Theme 7	Living in the Wider World	Human Rights - And Wrongs	Human rights flow from human dignity. Exploring issues such as sexual exploitation, harassment and assault helps us understand how rights can be upheld or violated.	Human rights, sexual harassment, assault & rape
Theme 8	Safe and Well	Out and About	Making wise decisions in public spaces requires awareness, prudence and respect for others. Calm risk assessment helps protect life and dignity.	Safety around roads, water and railways
		Lifesaving Skills	Knowing how to respond in an emergency builds confidence and courage. Early action can save lives.	Basic first aid

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Year 10

Year 10	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Authentic Freedom	Authentic freedom is found in making a loving gift of self according to God's plan for sex. Responsible choices shape the person we become, leading to deeper freedom.	Sex and chastity
Theme 2	Me, My Body, My Dignity	Self-Image	Our self-image is influenced by culture, media and comparison. Grounding our identity in dignity helps us resist pressure and grow in confidence.	Self-respect and body image
Theme 3	Wellbeing and Health	Beliefs, Values, Attitudes	Our beliefs shape our attitudes and behaviour. Reflecting critically on our values helps us act with integrity and develop character.	Developing conscience and character
Theme 4	Life Cycles	Parenthood	Parenthood carries emotional, physical and lifelong responsibilities. Considering its demands helps us understand the importance of commitment and preparation.	Parenthood, rights and responsibilities
Theme 5	Personal Relationships	Pregnancy and Abortion	Pregnancy can raise complex emotional and ethical questions. Exploring support, responsibility and the value of life helps us respond with compassion and care.	Pregnancy and abortion
		Abuse	Abuse in relationships violates dignity and trust. It can take many forms, including emotional, physical and sexual harm; recognising warning signs helps keep us safe.	Abuse, healthy and unhealthy relationships
Theme 6	Online Awareness	Online Influences	Online content shapes attitudes, relationships and behaviour. Learning to think critically helps us respond wisely to digital influence.	Online safety awareness
Theme 7	Living in the Wider World	Solidarity	Love calls us to build peace and live in solidarity with all of God's creation, especially the poor, marginalised and oppressed.	Catholic Social Teaching, solidarity
Theme 8	Safe and Well	Out in Public	Making wise decisions about how we act and treat others in public spaces is part of becoming a responsible young adult. Prudence helps protect dignity and safety.	Personal safety and relationships



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Year 11

Year 11	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Self-Worth	Dignity is not based on success, popularity or appearance. Our worth comes from being created and loved by God, shaping how we treat ourselves and others.	Self-worth, respect and dignity
Theme 2	Me, My Body, My Dignity	Alcohol, Drugs & Dependency	Substances promise short-term highs but carry real risks. Exploring addiction, freedom and responsibility helps us make choices that protect health and dignity.	Alcohol and drug awareness
Theme 3	Wellbeing and Health	Mental Wellbeing	Mental wellbeing fluctuates throughout life. Understanding stress, challenges and support pathways helps us care for ourselves and respond compassionately to others.	Mental health
		Eating Disorders (Optional)	Exploring attitudes to food, control and body image helps us understand how eating disorders can develop and how support and recovery are possible.	Mental health
		Health and Fitness	Good health is a gift that requires stewardship. Developing healthy habits supports long-term physical wellbeing and strengthens our ability to serve others.	Physical health and fitness
Theme 4	Life Cycles	Family Planning and Fertility	Fertility is a precious gift linked to love and responsibility. Exploring Natural Family Planning helps us reflect on how sexual choices relate to dignity and commitment.	Contraception, fertility and Natural Family Planning
Theme 5	Personal Relationships	Sexual Health	Sexual choices carry physical and emotional consequences. Understanding sexually transmitted infections and risk helps us reflect on responsibility, respect and wellbeing.	STIs
		Pornography	Pornography distorts the meaning of sexuality and harms dignity. Examining its negative impact helps us consider how it affects behaviour and authentic intimacy.	Pornography
		Coercive Control	Healthy relationships are rooted in respect and freedom. Exploring coercive control helps us recognise how abuse develops, how to protect dignity and stay safe.	Abuse and coercive control



Appendix 2 - Wider Curriculum Overview by Year Group

Year 7		
Key Concept	Lessons	Crucial Learning / Endpoints
	1. The Learner Attributes 2. Behaviour Framework - Active learning 3. Character 4. Living Responsibly (TenTen) 5. One Community	To know what is expected of a STM learner and to know how to behave inside and outside of the classroom as well as the wider community. To know what is meant by character and what we can do to influence it.
	1. Family Relationships 2. Friendships 3. Conflict (TenTen) 4. How are babies made? (TenTen) 5. Healthy intimate relationships	To be able to identify healthy relationships with friends and family and know how to deal with conflict. To know how babies are made and to know what the key characteristics of a healthy relationship with a partner are.
	1. Bullying 2. Social Media 3. Keeping Safe online (TenTen L6) 4. Personal safety in public spaces 5. Caffeine, Vaping and Tobacco 6. Domestic Violence	To have an understanding of how to keep safe in school, online and to know the dangers of social media. To know how to keep ourselves safe and the consequences illegal substances can have and to start to be aware of domestic violence.
	1. What are British Values? 2. What are protected characteristics and human rights? 3. Being a UK citizen 4. Finance: Function of money and savings	To know how being a UK citizen and promoting British Values can benefit the wider community and school community. To have an understanding of democracy so you have a better understanding of the country we live in compared to others.
	1. Attitudes to mental health 2. Healthy Inside and Out (TenTen) 3. Puberty (TenTen) 4. Dental Hygiene 5. Exercise 6. Basic First Aid	To know how to keep our minds and bodies healthy. To know how to look after our teeth and the importance of exercise. To learn some basic first aid skills such as CPR.



	1. Introduction to careers 2. Terminology and work related skills	To know what careers there are. To know which skills relate to both work and school.
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Year 8		
Key Concept	Lessons	Crucial Learning / Endpoints
	1. Growth Mindset 2. Ten Ten Created & Chosen 3. Multi Faith Britain 4. Hinduism	To know what a growth mindset is. To know how to behave inside and outside of the classroom as well as the wider community. To know what is meant by multi faith Britain and to find out about the Hindu faith.
	1. Protecting your human rights - age and disability 2. Stereotypes and identity (TenTen) 3. Discrimination (TenTen) 4. Wider world discrimination (TenTen) 5. Being a global citizen 6. Finance - Debt and budgeting 7. Finance - Bank accounts	To develop our understanding of the protected characteristics, stereotypes, discrimination and gender identity. To know how being a global citizen and promoting British Values can benefit the wider community and school community. To have an understanding of debt, budgeting and bank accounts.
	1. Linking skills to the workplace 2. Work skills in context 3. Employer engagement. 4. Work environments	To develop our understanding of transferable skills and how they apply to a workplace setting. To engage with employers.
	1. Introduction to gang activity 2. Social Media 3. TenTen - Sexting 4. Alcohol	To have an understanding of gang activity and to know the risks of social media and sexting. To know how to keep ourselves safe and the consequences of alcohol on our minds and bodies.



	1. Family & friends 2. Managing feelings during puberty (TenTen) 3. Consent 4. Sexual Harassment	To develop our understanding of healthy relationships with family and friends and to know how we can manage our feelings during puberty. To understand the term consent and to know what constitutes as sexual harassment.
	1. Pregnancy, Miscarriage and abortion 2. Promoting emotional wellbeing 3. Personal hygiene 4. Healthy Eating 5. First aid 6. Types of mental health	To know the key facts about pregnancy, miscarriage and abortion. To know how to keep our minds and bodies healthy by developing our understanding of emotional wellbeing, personal hygiene and healthy eating. To develop our basic first aid skills and know about the different types of mental health.

Year 9		
Key Concept	Lessons	Crucial Learning / Endpoints
	1. Marriage and committed relationships 2. Fertility and contraception 3. Healthy relationships 4. Consent 5. Sexual harassment 6. The impacts of pornography 7. Toxic masculinity	To know the different types of committed relationships and what a healthy relationship looks like. To understand what affects fertility and the use of contraception. To know what consent is and to know what is classed as sexual harassment. To understand the impacts of pornography and toxic masculinity.
	1. Attitude 2. Independence 3. Sikhism	To reinforce our understanding of the standards at STM and develop our independence. To understand how these link to, and help to develop character. To develop our understanding of a multi faith Britain.
	1. Careers in the curriculum and STEM careers 2. GCSE options 3. Introduction to Higher education 4. Learning from employers and LMI	To develop our understanding of what careers are linked to our school curriculum and to know what is meant by the term STEM and the jobs available in that sector.



	1. Sexual Coercion and grooming 2. Online influences 3. The impacts of illegal substances 4. Peer pressure and illegal substances 5. Knife Crime	To have an understanding of how to keep ourselves safe and be aware of grooming. To be aware of online influences including deepfakes and conspiracies. To have an understanding of illegal substances, the impacts, risks and how to manage peer pressure and the dangers of knife crime.
	1. Protected Characteristics - Racism 2. Refugees 3. Fundraising and budgeting 4. Finance - How to save money 5. Finance - Cryptocurrency	To develop our understanding of prejudice and discrimination through racism and refugees. To know how fundraising and budgeting can be used to educate people on key issues. To begin to have an understanding of key finance skills such as saving money and cryptocurrency.
	1. First Aid 2. Online Image 3. The importance of sleep 4. Mental Health - recognising emotions 5. Reframing negative thoughts	To develop our understanding of basic first aid skills. To know the impacts of online image and to have strategies that enable us to cope with and enhance mental health. To understand why sleep is important.

Year 10		
Key Concept	Lessons	Crucial Learning / Endpoints
	1. Finance - Taxes in the UK 2. Finance - Income and benefits 3. Protected characteristics - LGBTQ+ 4. What is parliament? 5. Role of the UK law and justice system 6. The UK links with the wider world	To know what the different types of taxes are in the UK and how the government spends its money. To understand incomes and benefits. To deepen our understanding of the protected characteristics. To have an understanding of UK parliament, local decision making and the justice system and to understand the UK links with the wider world including the monarchy.
	1. Sexual relationships (TenTen) 2. Healthy relationships (TenTen) 3. Parenthood - conflicts 4. Gender stereotyping and sexism 5. Misogony 6. Trust in relationships	To develop our understanding of intimate relationships to reinforce what a healthy relationship looks like, how and when to make the right decisions and what is meant by trust. To know how to deal with conflict in relationships. To gain an understanding of gender stereotypes and sexism.



	1. Effort and organisation 2. Beliefs and attitudes (TenTen) 3. Solidarity (TenTen) 4. Multi-Faith Britain	To know how to put in maximum effort. To reflect on my beliefs and attitudes and understand how my beliefs affect the world around me.
	1. Self marketing and employer engagement 2. Applications and interviews 3. Work experience 4. Introduction to higher education	To gain an understanding of applications and interviews when applying for courses and jobs. To know how to communicate your skills to employers and to begin to understand the higher education process.
	1. Online safety - cyberbullying 2. Criminal exploitation and county lines 3. Types of abuse 4. Substance use and assessing risk	To develop my understanding of how to keep myself safe both online in terms of bullying, and the further implications it can have, as well as being able to recognise the signs and dangers of county lines. To know what the different types of abuse are and to be able to recognise the signs. To revisit illegal substances and to be able to assess the risk associated with them.
	1. Mental health and healthy coping strategies 2. First Aid 3. Menstrual health 4. Routes to parenthood 5. Blood and organ donation	To develop our understanding of first aid as well as healthy coping strategies when dealing with mental health. To know about menstrual health. To know what the various routes to parenthood are. To understand the views associated with blood / organ donations and to gain knowledge on women's health.

Year 11

Key Concept	Lessons	Crucial Learning / Endpoints
	1. Post 16 choices 2. Employer engagement 3. Applications interviews and self-marketing 4. Higher education finance	To know what options are available at the end of year 11 and how to apply for those opportunities. To further our understanding of what employers look for and to begin to have an understanding of higher education finance.



	1. Sexual violence (TenTen) 2. Subcultures 3. Birth control and STIs (TenTen) 4. What can a pregnancy lead to?	To further our knowledge of healthy relationships by knowing the signs of sexual violence and how to report it. To know about subcultures and the influence they can have. To know what the outcomes of a pregnancy could be as well as revisiting the different types of contraception and knowing the signs and symptoms of STIs.
	1. Radicalisation 2. FGM 3. Gambling 4. Prescribed drugs	To know how to keep ourselves safe online and in person by recognising the signs of radicalisation and FGM and to know how to report them. To understand the impacts gambling can have on our lives and to develop our understanding of illegal substances such as prescribed drugs.
	1. Wellbeing 2. Eating disorders (TenTen) 3. Self examination	To further our knowledge on wellbeing strategies linked to exam stress. To know what types of eating disorders there are and how to get help. To know how to examine our bodies to keep ourselves safe.
	1. Protected characteristics: disability and race 2. Protected characteristics: religion and beliefs 3. Finance - Bills and insurance 4. Finance - Debt and Borrowing	To develop our understanding of human rights and to make links to the British values and protected characteristics to understand how they are interconnected. To develop our understanding of finance by knowing the types of bills and insurance as well as understanding income and benefits.
	1. Character Review	To review the influences on our character and to know how that can influence our success.

Year 12		
Key Concept	Lessons	Crucial Learning / Endpoints



	1. Success Attributes - Goal setting 2. Success Attributes - Growth Mindset 3. Success Attributes - Resilience 4. Cultural Appropriation 5. Critical Race Theory	To understand how to set meaningful goals and develop a growth mindset in order to achieve success. To recognise the importance of resilience when facing challenges and how to respond positively to setbacks. To develop awareness of cultural appropriation and why respect for different cultures is important. To gain an understanding of critical race theory and how issues of race and inequality can shape people's experiences and perspectives.
	1. Finance: ISAs and savings 2. Finance: Renting 3. Finance: Mortgages 4. Citizenship - Campaign for Change 5. Politics	To develop knowledge of personal finance, including how ISAs and savings work and the financial implications of renting and mortgages. To understand how individuals can take part in campaigns for change and influence society. To gain an understanding of politics, including how decisions are made and how citizens can engage in democratic processes.
	1. Body image 2. Healthy living 3. Anxiety and depression 4. Donation and choices	To understand the factors that influence body image and how to develop a positive self-image. To know how to maintain a healthy lifestyle, including physical and mental wellbeing. To recognise the signs of anxiety and depression and know how to seek support. To understand organ and blood donation and be able to make informed choices about donation.
	1. Controlling Relationships 2. Harmful Media Content 3. Knife Crime 4. Alcohol and Spiking	To understand the signs and impacts of controlling relationships and how to seek help and support. To know how harmful media content can influence attitudes, behaviours and expectations. To recognise the risks associated with knife crime and understand how to keep themselves and others safe. To understand the dangers of alcohol misuse and spiking, including how to reduce risk and respond in unsafe situations.
	1. Sexual Readiness and Encounters 2. Contraception 3. STI's 4. Unplanned Pregnancy 5. Misogyny	To understand what sexual readiness means and to recognise the importance of consent in all relationships. To develop knowledge of different methods of contraception and how to access them. To understand sexually transmitted infections (STIs), including how they are transmitted, prevented and treated. To know the possible outcomes of an unplanned pregnancy and the choices available. To understand what misogyny is and how it can affect individuals and society.



	1. Degree apprenticeships 2. Professional behaviours and qualities 3. Communication in the workplace 4. Networking and personal brand	To understand the range of pathways available after education, including degree apprenticeships. To develop knowledge of professional behaviours and qualities needed in the workplace. To understand the importance of effective communication in professional settings. To recognise the value of networking and developing a positive personal brand to support future career opportunities.
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Year 13		
Key Concept	Lessons	Crucial Learning / Endpoints
	1. Employability 2. Mastering the art of interview 3. Post 18 Options 4. Employer Rights 5. Project Trust	To understand the key skills and qualities needed for employability and how to present these effectively to employers. To develop confidence in interview techniques and understand how to perform successfully in different interview situations. To know the range of post-18 options available and how to make informed decisions about future pathways. To understand employer rights and responsibilities within the workplace. To gain insight into programmes such as The Prince's Trust and how they can support personal development and career progression.
	1. Stalking 2. Relationship safety - Date Rape 3. Harmful media - Fake news	To understand the risks and impacts of stalking and how to recognise warning signs and seek support. To develop knowledge of relationship safety, including understanding consent and the risks associated with situations such as date rape. To understand how harmful media, including fake news, can influence beliefs and behaviours and how to critically evaluate information to stay safe.
	1. MH - Tool Kit (what is useful for you) 2. Eating distress 3. Body screening/self examination	To develop an understanding of mental health and wellbeing by exploring a range of tools and strategies that can support individuals. To recognise the signs and impacts of eating distress and know how to seek help and support. To understand the importance of body screening and self-examination in maintaining physical health and detecting potential health issues early.
	1. Family Life: Long-term commitments - 2. Family Life: The legal status of marriage 3. Family Life: Parenting	To understand the importance of long-term commitments in family life and the responsibilities they involve. To develop knowledge of the legal status of marriage and how relationships are recognised in the UK. To understand the role and responsibilities of parenting and the impact this can have on individuals and families.



	1. Finance: Pensions 2. Finance: Credit cards 3. Voting	To develop an understanding of personal finance in adulthood, including how pensions work and the role of credit cards. To understand the responsibilities associated with borrowing money and managing finances effectively. To gain knowledge of voting and the importance of participating in democratic processes.
	1. Personality - Who am I? 2. Islamophobia 3. Religious Freedom	To develop self-awareness by reflecting on personal identity and values. To understand what Islamophobia is and recognise its impact on individuals and communities. To understand the importance of religious freedom and respect for different beliefs in a diverse society.



Appendix 3 - Statutory Guidance

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers.

DfE (July 2025)

Secondary relationships and sex education curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

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.⁸
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.⁹
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



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.



Appendix 4 - Parent Form: Withdrawal from Sex Education within RSE

To be completed by parents			
Name of Child		Pastoral	
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	