

GOSFORTH ACADEMY

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

1. Introduction and Aims

Relationship and Sex Education (RSE) has always been an integral part of our work at Gosforth Academy to help students to be physically, socially, and emotionally healthy. We believe the effective teaching of RSE is important if young people are to make responsible and well-informed decisions about their lives. The delivery of RSE reflects changes to the Keeping Children Safe in Education 2022 (KCSIE) policy in relation to sexual violence and harassment.

The aims of Relationships and Sex Education (RSE) at our school are to:

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

2. Requirements for schools regarding RSE and Health Education and the law

The Department of Education informed all state secondary schools that from September 2020 the teaching of RSE would be compulsory. In support of this decision the Secretary of State for Education stated the following:

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education’.

As a secondary academy, we must provide RSE to all students 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 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 Gosforth Academy, 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:

1. Review – the Leader of Teaching and Learning for PSHCE pulled together all relevant information including relevant national and local guidance.
2. Parent/stakeholder consultation – Parents and carers were given the opportunity to view and comment on the policy during a parent teacher consultation day during the development process in 2024.
Parents and carers can view the most recent policy on the school website and are invited to comment on this and their views will be considered.
Trustees and the Academy Advisory Group, which include parents/carers were invited to comment on the policy.
3. Staff consultation – all teaching staff were given the opportunity to look at the policy and make recommendations.
4. Student consultation – we use information from the health-related behaviour survey to inform the development of curriculum, we investigate what students want from their RSE through a series of focus groups and student voice evaluations.
5. Ratification – once amendments were made, the policy was shared with Trustees and the Academy Advisory Group.

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. It recognises the importance of respect for all and how language and behaviour can be seen as threatening and abusive. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

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, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

6. Delivery of RSE

Delivery of RSE and Health Education will be carried out by Gosforth Academy teaching staff, who teach Personal, Social, Health and Citizenship Education (PSHCE), wherever possible. Staff will be supported by NHS school nurses; either in the classroom, through the school Assembly Programme and on Curriculum Days dedicated to RSE and Health Education.

RSE and Health Education will be taught through PSHCE lessons, which are weekly for Year 9 students and fortnightly for Year 10 and 11 students.

Although there are dedicated lessons given to the delivery of RSE, the subject matter of RSE and Health Education will, from time to time, be integrated into the wider teaching of PSHCE. This will be supported through the school Assembly Programme and in some other departments including Science, RE and PE. However, aspects of RSE may be covered in almost all subject areas and teachers may address questions that students ask in an age-appropriate manner that is compliant with this policy.

Post 16 students will receive RSE and health education through the Tutorial Programme and the Assembly Programme amongst other opportunities.

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, LGBT parents, families headed by grandparents, adoptive parents and 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).

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.

High quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual moral social cultural mental and physical development of students both at school and in society. For every young person to be prepared for life in modern Britain, it is vital that their curriculum reflects the full diversity of the world they live in.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that students 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

Teaching staff will tailor the delivery of the PSHCE curriculum to the needs of all their students, differentiating lesson plans where appropriate, to take account of the sensitivity and maturity of the students in their care. Teaching staff will take particular note of student information provided by the school's SEND Co-Ordinator and work collaboratively with other professionals including LSAs when appropriate.

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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- 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 students' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that any 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 students. 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.

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
 - are in line with students' developmental stage
 - comply with:
 - this policy
 - the [Teachers' Standards](#)

- the [Equality Act 2010](#)
- the [Human Rights Act 1998](#)
- the [Education Act 1996](#)
- 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
- Be clear on:
 - what they're going to say
 - their position on the issues to be discussed
- 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 if requested

We **won't**, 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 Trustees and Academy Advisory Group

The Trustees and Academy Advisory Group will approve the RSE policy, and hold the Principal to account for its implementation.

8.2 The Senior Leadership Team

The Senior Leadership Team is responsible for ensuring that RSE is taught consistently across the school, and with the Principal, responsible for managing requests to withdraw students from non-statutory components of RSE.

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 students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from some or all of the components of RSE by contacting (Joanne Nath/ Keith Wood) TALL for PSHCE as soon as they are aware of any parental requests.

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 (Joanne Nath/Keith Wood) TALL of PSHCE.

8.4 Students

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

9. Parents' right to withdraw

Parents and carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until three 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 Principal.

Before granting any such request, we at Gosforth Academy believe it would be good practice for the Head of School or a designated member of staff to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head of school or designate will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child's social and emotional wellbeing.

Once those discussions have taken place, other than in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will plan to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head of School may want to take a student's specific needs arising from their SEND into account when making this decision.

A copy of withdrawal requests will be placed in the student's educational record. Alternative work will be given to students who are withdrawn from sex education.

10. Training

PSHCE staff attend a meeting in Summer and Autumn to prepare them for delivery of PSHCE.

Staff are offered further training before RSE is delivered in the Spring term.

RSE training will be included in our continuing professional development calendar.

All staff receive safeguarding training on an annual basis. This provides support and training to staff teaching RSE and answering questions in all subject areas that students ask so that they can give a response in an age-appropriate manner that is compliant with this policy.

11. Monitoring arrangements

The delivery of RSE is monitored by Joanne Nath/Keith Wood through:

- Regular school quality assurance processes including work scrutinies, learning walks, student voice and staff voice.
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Joanne Nath, Leader of Teaching and Learning for PSHCE annually and shared with the Trustees and Academy Advisory Group.

Appendix 1: RSE and HE Curriculum Map 2026-27

Gosforth Academy | Curriculum Leader: Jo Nath

This appendix outlines the full PSHCE curriculum for Years 9–11, identifying which lessons include content related to Relationships Education (R), Sex Education (S), and/or Health Education (H) as defined by the DfE statutory guidance.

Parents/carers have the right to request that their child is withdrawn from non-statutory Sex Education (S) lessons only. There is no right to withdraw from Relationships Education or Health Education.

Key:

R = Relationships Education

S = Sex Education (parents/carers have the right to request withdrawal from these lessons only)

H = Health Education

This document is reviewed and updated annually by the PSHCE Curriculum Leader.

YEAR 9

Autumn 1 — Voices and Choices

Lesson	Lesson Title	Learning Intentions	R	S	H
Y09-L1	Transition lesson / Introduction lesson	Identify school rules and people who can help with transition; Describe ways to demonstrate respect in the school community; Explain how to create a respectful environment in our PSHE classroom			
Y09-L2	Community and Identity	Describe some of the ways that people can be similar and different to one another; Explain what may affect whether someone feels they belong in a community; Identify strategies to help people to feel they belong in a community	✓		
Y09-L3	Discrimination and the protected characteristics	Define discrimination; Outline the protected characteristics; Identify how discrimination can be challenged	✓		
Y09-L4	Values and constructive disagreements	Identify a range of values that people might hold; Describe different ways that people may view and act upon the same values; Describe the feelings that may arise during disagreements and a range of strategies to manage conflict; Explain how constructively discussing differences in viewpoints can be beneficial	✓		
Y09-L5	Mental health and developing coping strategies	Students to be aware of their own emotional health; To recognise characteristics of mental illness and how people lead fulfilling lives with these conditions; To be aware of situations which affect our emotional health and how to access assistance			✓
Y09-L6	Healthy Eating – Ultra-Processed food	Identify the benefits of, and barriers to, making healthier food choices; Analyse different influences on someone's food choices; Analyse strategies for making independent, healthier choices about food			✓

Lesson	Lesson Title	Learning Intentions	R	S	H
Y09-L7	Body Image and body modifications	To learn how influences can affect self-concept and self-expression; Identify different forms of self-expression; Explain how internal and external influences can affect self-expression and feelings about body image; Evaluate the impact of different influences on decisions relating to body image			✓
Y09-L8	Healthy lifestyles: health services, self-examination and vaccination	Describe how vaccines work; Explain the purpose of vaccinations; Explain the purpose of self-examination; State how they can access health services, such as seeing a GP; Gillick competency			✓

Autumn 2 — My Future

Lesson	Lesson Title	Learning Intentions	R	S	H
Y09-L9	Introduction to Unifrog	Register with Unifrog platform; Sign in to Unifrog; Complete course to learn how to use the platform; Complete online quiz			
Y09-L10	What are my skills?	Explain why developing and recording skills now is important for the future world of work; Reflect on their own skills and achievements; Explain how skills can be developed and the benefits of accepting help, advice and support			
Y09-L11	What comes after school; the main learning pathways	Identify a learning pathway they'd like to explore further; Name pathways, qualifications, skills, and progression opportunities related to an example career; State sources of further information about learning pathways			
Y09-L12	Decision making choosing what to study at KS4	Identify important factors to consider whilst deciding on subject choices; Outline what they need to do next to reach their decision			
Y09-L13	Online safety and digital presence	To learn about the benefits of, and how to maintain, a positive online reputation; Explain that what someone shares on social media now, may affect their employment opportunities in the future; Identify opportunities for cultivating careers online and associated challenges; Evaluate the benefits and challenges of maintaining a positive online presence	✓		✓

Lesson	Lesson Title	Learning Intentions	R	S	H
Y09-L14	Staying safe in public spaces	Define the terms stalking and harassment; Identify the behaviours associated with stalking; Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment	✓		✓
Y09-L15	UK and the Wider World	Understanding the UK's key international relationships – European Union, Commonwealth, International relations; Explain how international cooperation affects safety, trade and careers; Evaluate how global relationships impact their own future; Form a balanced opinion on the UK's role in the world			
Y09-L16	Personal Budgeting	Students understand some different ways that companies and individuals try to influence spending and saving; Students suggest ways to resist unwanted pressure to spend or save money; Students know that being a critical consumer can help people make responsible spending and saving choices; Students understand that someone's spending and saving choices may affect other people			

Spring 1 — Healthy Relationships

Lesson	Lesson Title	Learning Intentions	R	S	H
Y09-L17	Relationships	Assess whether relationship behaviours are healthy, less healthy, or are controlling behaviours; Explain effective strategies to end coercive relationships; Suggest ways to address a friend's unreasonable relationship behaviour; Suggest ways to support a friend who is in an unhealthy relationship	✓		
Y09-L18	Changing bodies and Managing Menstruation	I can describe how my body and brain change during puberty and I can suggest some strategies to keep me safe; I know that menstrual periods are not the same for everyone; I am aware that some women and girls experience challenges during menstruation such as PMS, heavy menstrual bleeding, endometriosis, and polycystic ovary syndrome (PCOS) and should consider seeking medical help for these conditions from a healthcare professional			✓
Y09-L19	Consent	Define consent and understand what consent means and why it is so important; Explain what choice, freedom, and capacity to consent mean; Recognise when someone is consenting and	✓	✓	

Lesson	Lesson Title	Learning Intentions	R	S	H
		when they are not; Know the importance of seeking the consent of another person and how I might do this; Understand how consent is sought, given and not given in a healthy relationship; Discuss legal and moral issues through scenarios relating to consent; Know the legal age of consent and that most young people do not have sex until after they have passed the age of consent; Suggest a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others			
Y09-L20	Contraception	Know that most young people are choosing not to have sex until age 16; Be able to give 6 examples of contraceptive methods used to prevent pregnancy, know where to go for sexual health advice locally; Consider a range of contraceptive methods available to prevent pregnancy; Suggest reasons why a contraceptive choice may differ from couple to couple; Evaluate the use of a range of contraceptive methods used by young people	✓	✓	✓
Y09-L21	Safer Sex	List ways how to make sex and relationships safer; Assess some of the risks associated with sexual activity and know that there are different risks depending on the situation; Suggest how can we look after ourselves and each other, whatever kind of sex we have; Know what a condom is and how it is used; Be able to suggest some sources of help and feel more confident to access any help they may need and know how to negotiate within relationships; About local services and what they offer (e.g. free and confidential, contraception, STI checks, emergency contraception, pregnancy testing, someone to talk to)	✓	✓	✓
Y09-L22	Fertility, Health and Miscarriage	Name some features of a healthy lifestyle; Be able to suggest some factors that will have an impact on reproductive health, including fertility; Understand that lifestyle choices will have an impact on sexual and reproductive health and wellbeing in men and women; Suggest some positive steps that can increase chances of pregnancy; Identify some of the symptoms of pregnancy and be aware of the importance of antenatal care; Know that pregnancy loss and miscarriage is not uncommon; Consider the impact of pregnancy loss; Know what the menopause is and some of the effects of menopause on women	✓	✓	

Spring 2 — Who has the Power?

Lesson	Lesson Title	Learning Intentions	R	S	H
Y09-L23	What is the difference between power and influence?	What do the terms 'power' and 'influence' mean?; What public institutions have power and influence to change a community?; Who else has power and influence in a community?; How do public institutions and community groups work together to support individuals within a community?	✓		
Y09-L24	Does social media have power and influence?	How can social media make a positive difference and drive social change?; Are slacktivists practising active citizenship?; Do social media influencers hold power in society?	✓		
Y09-L25	Can community volunteers be powerful and have influence?	In what diverse ways do volunteers contribute to the community?; How do voluntary groups play a vital role in influencing public institutions?; Do local voluntary groups have power and influence within a community?	✓		
Y09-L26	Why are elections important?	What part does voting play in a democracy?; How is a government formed in the UK?; How does voting help us elect representatives nationally and locally?			
Y09-L27	How do we ensure elections are free and fair?	How does the Electoral Commission help to ensure free and fair elections in the UK?; What is the pressure group Make Votes Matter trying to do to make the voting system fairer in the UK?; How does ensuring free and fair elections protect democracy?			
Y09-L28	Should we change the UK electoral system?	Should we change the electoral system in the UK?; How can I construct a convincing argument?; Are elections the best way to decide who runs the country?			

Summer 1 — Managing Risks and Staying Safe

Lesson	Lesson Title	Learning Intentions	R	S	H
Y09-L29	Peer influence – vaping	Students learn about different influences and consequences that might affect decisions relating to vaping; Assess the potential impact of influences and marketing on young people's behaviour related to vaping; Explain the consequences of vaping, including the environmental cost; Analyse ways to challenge influences and misconceptions about vaping			✓

Lesson	Lesson Title	Learning Intentions	R	S	H
Y09-L30	The law and managing risk	We will learn about the potential legal consequences of using illegal drugs; Explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs; Explain the short and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs			✓
Y09-L31	Alcohol and cannabis	To learn about the short and long-term effects of alcohol and cannabis use on individuals; Analyse the factors that might affect someone's decision to use or not use substances; Describe some of the health risks associated with occasional and problematic substance use; Identify and challenge misconceptions related to cannabis use and drinking alcohol			✓
Y09-L32	Managing Peer influence	To learn how to manage peer and other influence in relation to substance use; Explain the physical, emotional and social consequences substance use might have on someone; Demonstrate strategies they could use if someone offers them something that might be harmful or illegal; Explain the potential impact of others' views about drugs, alcohol and smoking on decision-making; Explain what support is available to people who are concerned about substance use and how to access it for themselves or others	✓		✓
Y09-L33	Fraud – Financial exploitation	Know what a money mule is and why they are used; Understand that criminal gangs can target young people to become involved in money mule networks; Be aware of the legal consequences of involvement in financial exploitation; Know how to protect yourself against fraud and financial crime	✓		
Y09-L34	Society and Fraud	Understand how fraud affects individuals and wider society; Explore how the law tackles fraud and protects citizens; Examine how individuals, businesses and governments can work together to prevent fraud and promote safer communities	✓		
Y09-L35	Gaming, Gambling and Risk	Understand the differences and similarities between gaming and gambling; Explore how games and gambling products use psychological techniques to influence behaviour; Develop strategies for making informed and responsible choices when gaming			✓

YEAR 10

Summer 2 (Roll Over from Y9) — My Future: Setting Goals

#	Lesson Title	Learning Intentions	R	S	H
Y10-L1	Employability Skills	To understand my interests, skills and some choices I will make in the future; Identify a variety of personal interests; Relate interests to personal career plans; Consider how decisions made now may impact on future career plans; Examine how personal choices and behaviours may differ to others; Develop a sense of personal identity for career progression			
Y10-L2	Reflecting on my career journey	Identify what they're doing to support their career journey; Draw connections between their past, present, and future in relation to their career journey; Identify the career values important to them; Plan some questions to ask visitors to the Careers Discovery Event			
Y10-L3	Careers Discovery Event	Learn about different jobs and career pathways from real people; Ask questions and find out what different careers are really like and build confidence in speaking to professionals; Understand the skills needed for different jobs; Think about which careers might suit your interests and strengths; Explore your options after school (e.g. sixth form, apprenticeships, university); Reflect on the Careers Discovery Event; State an example of one career that suits their skills; State an example of one subject that suits their skills; Access their Skills profile and complete a quiz and favourite a career			
Y10-L4	Local Labour Markets	Understand that the local, national and international labour market changes over time; Identify, select and use a range of information sources to research, clarify and review options and choices in career and financial contexts relevant to their needs; Recognise bias and inaccuracies in information about learning pathways, work and enterprise; Investigate the main trends in employment and relate these to their career plans; Recognising the value of challenging yourself and trying new things; Researching how recruitment and selection processes work and what you need to do to succeed in them; Taking steps to achieve in your GCSEs and make a decision about your post-16 pathway; Being able to reflect on and change your career ideas and the strategies that you are pursuing to achieve them; Identifying what you can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces; Exploring local and national labour market trends			

Autumn 1 — Independence, Health Choices and Wellbeing

#	Lesson Title	Learning Intentions	R	S	H
Y10-L5	Developing Learning Skills to reduce Exam Stress	Effective revision techniques, goal-setting and study habits to support achievement and reduce exam stress; Name examples of effective revision techniques; Analyse approaches to revision; Set realistic, achievable, and measurable revision goals			✓
Y10-L6	Wellbeing in your lifetime	Understanding how wellbeing changes across the lifespan and strategies for managing challenges and change; To learn how to manage emotions when encountering opportunities and challenges throughout life; Explain how new opportunities and challenges might make someone feel; Analyse how someone's mental health and wellbeing can change throughout their life; Evaluate strategies for managing changes and challenges			✓
Y10-L7	Changing Thinking habits	Recognising negative thinking patterns, reframing thoughts and learning from setbacks; To learn how to change thinking patterns to support wellbeing; Describe negative thinking patterns and assess their potential impact on wellbeing; Evaluate strategies to help reframe negative thinking; Identify ways to learn from disappointments and setbacks			✓
Y10-L8	HIV Awareness (Mark Hedley)	Understanding HIV transmission, prevention, treatment, stigma and accessing reliable health information. Delivered by an NHS Health Improvement Practitioner.	✓	✓	✓

Autumn 2 — Parliament and Democracy

Lesson	Lesson Title	Learning Intentions	R	S	H
Y10-L9	What is Parliament?	Understand the make-up of the British Parliamentary system; Become aware of the contribution different people make to the governance of Britain; Be able to name the three parts of the British Parliament; List three examples of activities that occur in the Houses of Parliament; Recall that there are other forms of democratic and non-democratic governance around the world; Suggest some contributions made by the PM, King, Lords and MPs and citizens to UK life; Choose an aspect that you would like to change about the UK governance			
Y10-L10	How do we choose a representative?	Understand the election process in the UK; Use keywords to discuss the General Election; Describe what happens when a general election takes place; Develop your understanding of the			

Lesson	Lesson Title	Learning Intentions	R	S	H
		keywords linked with the learning questions and use them correctly; Rank and justify the key characteristics you think an MP should have; Suggest why it is important to vote			
Y10-L11	Creating a better world	To have the opportunity to identify a particular issue and run a campaign to raise the public's awareness; Students should be aware of the positive and negative aspects of their community; Students should be able to identify an issue that has an impact on the community from a local, national and international perspective; Students should propose a solution to the problems they identify; Debate which problems should be given priority if you are to create a better world			
Y10-L12	Digital Democracy	Consider how can digital technology be used to support a democracy; Be able to give examples of how digital technology is already being used in democracies worldwide; Consider the benefits and risks with use of digital voting systems; Make a recommendation for the UK on the use of digital technology to support democracy	✓		

Spring 1 — Respectful Relationships

Lesson	Lesson Title	Learning Intentions	R	S	H
Y10-L13	Dealing with pressure	Considering how consent sought through pressure and coercion is wrong and is not genuine; Recognising when asking for consent becomes inappropriately pressurising or persuasive; Understand everyone's right to not give or withdraw consent and challenge victim blaming narratives; Know and be able to explain the legal consequences of pressure, persuasion and coercion in relation to consent; Know why, when and how to seek advice or support	✓	✓	✓
Y10-L14	Dangers of explicit material	Evaluate the impact of pornography on people's understanding and expectations of consent; Challenge inaccurate and dangerous messages perpetuated by pornography about sexuality, gender, and consent; Explain the law relating to pornography and sharing explicit images	✓	✓	✓
Y10-L15	Challenging the narrative: thinking	To learn about the harms caused to girls, women, boys and men by misogynistic beliefs and attitudes, why these ideas are inaccurate, and how they spread online; Analyse how misogynistic beliefs and attitudes can cause harm to everyone, including to self-esteem, wellbeing, relationships, and aspirations; Explain how these beliefs and attitudes can be	✓	✓	✓

Lesson	Lesson Title	Learning Intentions	R	S	H
	critically about misogyny	spread online and identify factors that can make people more vulnerable to believing harmful narratives; Explain why misogynistic beliefs and attitudes are inaccurate			

Spring 2 — Respectful Relationships (continued)

Lesson	Lesson Title	Learning Intentions	R	S	H
Y10-L16	Abuse and relationships	Learn about how to end or gain support in abusive relationships; Identify signs of different types of abuse; Describe exit strategies and identify support for people in abusive relationships; Identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to seeking help; Explain how to help others who may be in an abusive relationship	✓		✓
Y10-L17	Long term relationships	Learn about different types of relationships, including legal marriage and forced marriage; Learn about the legal status of different types of relationships, including marriage and civil partnerships, and why people choose to form such a commitment; Describe the options available to people who wish to make a long term commitment; Explain how a long term relationship can become legally binding; Recognise the unacceptability of forced marriage and identify support for someone who may be at risk; Describe the legal rights of people in different forms of long-term commitments; Explain why people might choose to marry and why marriage must be freely entered into; Analyse different attitudes towards marriage	✓		
Y10-L18	Parenting	Learn about the responsibilities of being a parent and how committed, stable relationships can be important for bringing up children; Identify the roles and responsibilities of parents with respect to raising children; Evaluate the characteristics of successful parenting; Identify the specific challenges and responsibilities of parenting at different stages in a child's life	✓		

Summer 1 — Respectful Relationships (continued)

Lesson	Lesson Title	Learning Intentions	R	S	H
Y10-L19	Consent and intimacy	Understand that consent is ongoing within any relationship; Explore physical and emotional intimacy and its consequences; Evaluate readiness for sexual activity within a relationship context; Challenge victim-blaming attitudes with evidence	✓	✓	
Y10-L20	Pregnancy Choices	Learn about the possible outcomes in the event of an unplanned pregnancy and about the laws related to abortion and support available; Identify the range of options available in the event of an unplanned pregnancy; Describe the range of emotions someone might feel in the event of an unplanned pregnancy; Evaluate the different influences that might affect decisions about pregnancy; Identify key legal considerations in relation to abortion; Explain why there are strongly held views on abortion; Explain where and how to access related medical services and emotional support	✓	✓	✓
Y10-L21	Sexual Health and Infections	Name some common sexually transmitted infections; Describe the symptoms of some common STIs; Recognise that some STIs have no symptoms at all; Understand that most STIs can be treated but not all can be cured and how that might affect a young person; Name a place in Newcastle where you can get further advice and access to confidential sexual and reproductive health advice and treatment; State how STIs including HIV can be transmitted and the risk of transmission reduced and the importance of and facts about testing	✓	✓	✓

YEAR 11

Summer 2 (Roll Over) — Preparing for Work Experience

Lesson	Lesson Title	Learning Intentions	R	S	H
Y11-L1	Making a good impression	To learn about communicating personal strengths when applying for learning opportunities and jobs; Contrast the features of respectful, professional communication with informal communication; Demonstrate ways to showcase personal strengths and work experience, including online; Assess strategies to manage feelings in relation to applications and interviews			
Y11-L2	Preparing for work experience	To learn how to prepare effectively for work experience; Identify skills that can be developed during work experience; Consider how to handle some tricky situations in the workplace; Demonstrate how someone can set appropriate and realistic goals for themselves during work experience; Formulate questions for an employer during work experience			
Y11-L3	Reflecting on benefits of work experience	Recognise that health and safety is the responsibility of everyone in the workplace; Analyse how skills developed during work experience can support future career aspirations and other jobs; Evaluate how work experience can influence someone's career choice			

Autumn 1 — Careers: Next Steps

Lesson	Lesson Title	Learning Intentions	R	S	H
Y11-L4	Career Preferences	To learn how someone's priorities, values, interests and strengths can inform career choices; Analyse how contract types and working patterns can affect the careers someone considers; Assess how someone's strengths, interests and values can support their career choices; Explain how someone's skills can be developed and added to over time			
Y11-L5	LMI Careers Landscape	To learn about factors that affect people's career choices; Analyse how local, national and global labour markets can affect the careers people choose to explore; Explain how personal circumstances may affect career choices and job preferences; Evaluate how skills shortages might influence the jobs and learning opportunities available			

Lesson	Lesson Title	Learning Intentions	R	S	H
Y11-L6	Financial Futures	Understand the key steps involved in renting or buying a first home and make informed financial decisions about housing options; Explain the difference between renting and buying; Describe the difference between leasehold and freehold ownership; Explain how mortgages work; Calculate typical deposit requirements; Evaluate housing options available to first-time buyers in 2026			
Y11-L7	Post 16 — Choices, choices	Identify pros and cons of full-time education; Identify pros and cons of employment; Identify pros and cons of apprenticeships			

Autumn 2 — Careers: Next Steps (continued)

Lesson	Lesson Title	Learning Intentions	R	S	H
Y11-L8	Decision making choosing a post-16 pathway	Understand how to make informed decisions; Identify the decision they need to make about their post-16 choices; Plan how they will make an informed decision about their post-16 choices			
Y11-L9	Application for Mock Interview — CV application	Explain why it's important to record experiences, learning and achievements; Describe some strategies to manage their CV, resumé or online presence and its impact on career opportunities; Explain the benefits of responding positively to help, support and feedback; Recognise the value of challenging themselves and trying new things			
Y11-L10	Interview Skills	Explain the purpose of an interview; Provide examples of ways they can prepare for an interview; Give an example of a question an applicant could ask an employer at the end of an interview	✓		
Y11-L11	Identifying your employability skills	Additional opportunity to use Careers tool on Unifrog			

Spring 1 — Financial Decision Making

Lesson	Lesson Title	Learning Intentions	R	S	H
Y11-L12	How much of our pay goes to the government?	Know what information should be found on a payslip; Learn how Income Tax is calculated; Calculate National Insurance contributions and understand how these deductions are shown on a payslip; Consider the fairness of the current system of Income Tax and National Insurance			
Y11-L13	Why should we pay tax?	Know some examples of taxes paid on income, goods and services; Know the difference between tax evasion and tax avoidance; As British citizens, is it our responsibility to pay tax?; Discuss whether we should try to avoid paying tax			
Y11-L14	How do individuals, and countries, use credit and debt?	Understand the idea of credit and debit on an individual and national context; Identify payment methods; Explore the use of credit and credit scoring; Consider how do credit ratings work at an individual and country level?; Understand the impact of debt on the economy and how governments manage debt			

Spring 2 — Crime and Punishment

Lesson	Lesson Title	Learning Intentions	R	S	H
Y11-L15	Who makes the law?	Understand the concepts of law, justice, rights, and democracy; Understand the Rule of Law, its historical evolution, and its role in ensuring equality, fairness, and rights protection; Consider how law evolves from both a historical context, and with modern examples, students gain a dynamic view of how laws evolve to meet societal needs			
Y11-L16	Do we need criminal and civil law?	Know the difference between civil and criminal law; Understand how civil and criminal law have important roles; Understand that UK court structure supports upholding the civil and criminal laws			
Y11-L17	What is the role of citizens in the judicial process?	Know about the role of a jury, magistrate and judge; Consider the advantages and disadvantages of the jury system and magistrates			

Summer 1 — The Law and Exploring Influence

#	Lesson Title	Learning Intentions	R	S	H
Y11-L18	What are my legal rights and responsibilities?	Know about the powers, rights and responsibilities of the police; Know what happens in a stop and search by the Police; Understand how police interviews are conducted; Consider why Youth Courts are different to Adult Courts			
Y11-L19	Assessing Risk (Drugs and Alcohol)	Consider the impact of substance use on risk-taking and personal safety; Analyse how alcohol and other drugs affect decision-making; Assess the risks of substance use when travelling or socialising; Explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs			✓
Y11-L20	Managing Influence (Drugs and Alcohol)	How to manage influences in relation to alcohol and other drug use; Explain how different internal and external influences can affect decision making; Describe strategies for managing peer influence in increasingly independent contexts; Evaluate ways to be a positive influence on peers in relation to substance use	✓		✓

YEAR 11 — PSHCE Unity and Diversity Day

Subject to review for 2026-27. Parents/carers will be informed of the exact lessons before the event.

#	Lesson Title	Learning Intentions	R	S	H
Y11-UD-L1	Diversity and Inclusion	Explore what diversity and inclusion mean; Consider how to promote belonging and challenge exclusion; Reflect on personal values and attitudes	✓		
Y11-UD-L2	LGBTQ+ Identity	Understand key terminology around LGBTQ+ identity; Explore the experiences of LGBTQ+ individuals; Consider how to be an effective ally	✓		
Y11-UD-L3	Grief and Life Changes	Understand the impact of grief and significant life changes; Explore different responses to loss; Know how to access support for themselves and others			✓
Y11-UD-L4	Online Safety	Understand current online risks including exploitation and manipulation; Develop strategies for staying safe online; Know how to report concerns	✓		
Y11-UD-L5	Artificial Intelligence	Explore the impact of AI on society, employment and daily life; Consider the ethical implications of AI; Develop critical thinking about AI-generated content including deepfakes	✓		
Y11-UD-L6	Extremism and Radicalisation	Understand what extremism and radicalisation are; Explore how individuals are targeted and recruited; Know how to access support and report concerns	✓		
Y11-UD-L7	Migration and Respectful Dialogue	Understand the reasons people migrate; Explore different perspectives on migration; Develop skills for respectful dialogue on sensitive topics	✓		

Assembly Programme					
Sexual Health	Gain general knowledge of Sexual Health and STIs; Gain a better understanding of Chlamydia and Gonorrhoea; Identify how Chlamydia and Gonorrhoea are transmitted; Identify the symptoms of Chlamydia and Gonorrhoea in men and women; Explain the consequences of untreated Chlamydia and Gonorrhoea infections; Students will also be offered by the school nurse delivering this session the opportunity to do a Chlamydia screening test.	R	S	H	
					✓

Appendix 2

Relationship and Sex Education and Health Education Subject overview taken from DfE guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education Published 2025

RSE Overview:

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

Through the curriculum content, pupils will be taught:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing and their importance for bringing up children.
- 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.
- That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.
- About the roles and responsibilities of parents with regard to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
- 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.

Pupils will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships

Through the curriculum content, pupils will be taught:

- About the characteristics of positive relationships of all kinds (including online), including romantic relationships, for example:
 - The role of consent.
 - Trust.
 - Mutual respect.
 - Honesty.
 - Kindness
 - Loyalty.
 - Shared interests and outlooks.
 - Generosity.
 - Boundaries.
 - Tolerance.
 - Privacy.
 - The management of conflict.
 - Reconciliation and ending relationships.
- How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers.
- About the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- About the importance of self-esteem, independence and having a positive relationship with themselves, and how these characteristics support healthy relationships with others – including developing interests, hobbies, friendship groups and skills.
- About what it means to be treated with respect by others.
- What tolerance requires, including the importance of other people's beliefs.
- About the practical steps pupils can take and skills they can develop to support respectful and kind relationships, including skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
- About the different types of bullying, including online, the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.

- Skills for ending relationships or friendships with kindness and managing the difficult feeling that endings might bring, including disappointment, hurt or frustration.
- About the role of consent, including in romantic and sexual relationships and 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 will also understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage.
- How to recognise misogyny and other forms of prejudice.
- How inequalities of power can impact behaviour within relationships, including sexual relationships.
- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviour and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing people with a sense of sexual entitlement to the bodies of others.

Pupils will also 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

Through the curriculum content, pupils will be taught:

- About their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About 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.
- About the difference between public and private online spaces and related safety issues.
- About the characteristics of social media, including that some social media accounts are fake or post things which aren't real or are 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.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.

- That any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up.
- About the serious risks of sending material to others, including the law concerning the sharing of images.
- 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 pupil and/or using AI generated imagery.
- About 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.
- How to seek support if an image of themselves has been shared.
- That sharing indecent images of people over 18 without consent is a crime.
- 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.
- 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.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons.
- Where to go for advice and support about something they have seen online.
- That online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- 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.
- 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 and that this can affect pupils who see pornography accidentally as well as deliberately.
- That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- 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.

- That criminals can operate online scams, e.g. using fake websites to extort money or valuable personal information, and how this 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.
- 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.
- How to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe

Through the curriculum content, pupils will be taught:

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships and early sexual relationships that might involve kissing and touching.
- That kindness and care for others requires more than just consent.
- That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and to avoid putting pressure on others.
- How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe and how to seek help, advice and report concerns about others.
- How to increase personal safety in public spaces, including when socialising with friends, family, the wider community or strangers.
- How to learn ways of seeking help when needed and how to report harmful behaviour.
- About the 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.
- About reflecting on the importance of trusting their instincts when something doesn't feel right, and that in some situations a person might appear trustworthy but have harmful intentions.
- 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.
- That sexual harassment includes:
 - Unsolicited sexual language, attention, touching or talking.
 - Sharing intimate images without consent.
 - Public sexual harassment.

- Pressuring other people to do sexual things.
 - Upskirting.
- About the concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- About the concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- About the concepts and laws relating to forced marriage.
- About the physical and emotional damage which can be caused by FGM, virginity testing and hymenoplasty, where to find support, and the law around these areas.
- That strangulation and suffocation are criminal offences and that strangulation 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.
- That pornography presents some extreme activities as normal, some of which can be emotionally and/or physically harmful.
- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including how to report abuse and where to seek medical attention.

Intimate and sexual relationships, including sexual health

Through the curriculum content, pupils will be taught:

- That, for people who feel ready and are over the age of consent, sex can and should be enjoyable and positive.
- About 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.
- About 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 all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.
- That some sexual behaviours can be harmful.

- 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.
- That there are choices in relation to pregnancy, with legally and medically accurate impartial information on all options, including parenthood, adoption, abortion and where to get further help.
- How the different sexually transmitted infections, including HIV, are transmitted.
- How risk can be reduced through safer sex.
- About the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis and Post Exposure Prophylaxis and how and where to access them.
- The importance of, and facts about, regular testing and the role of stigma.
- About the prevalence of STIs and the short and long term impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
- How and where to seek support for concerns around sexual relationships including sexual violence or harms
- 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.

Health Education Overview

HE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

Through the curriculum content, pupils will be taught:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- About the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
- That happiness is linked to being connected to others.
- That loneliness can be an inevitable part of life at times and is not something to be ashamed of.
- About how to recognise what makes them happy and unhappy.

- That worrying and feeling down are normal emotions that can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
- About the characteristics of common types of mental ill health, e.g. anxiety and depression, including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions.
- How to critically evaluate which activities will contribute to their overall wellbeing.
- About strategies to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
- That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
- That the co-occurrence of alcohol or drug use and poor mental health is common and that the relationship is bi-directional, i.e. mental health problems can increase the risk of alcohol and/or drug use and vice versa.
- That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Through the curriculum content, pupils will be taught:

- About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- About the similarities and differences between the online and physical world, including the impact of unhealthy or obsessive comparison with others online, how people may curate a specific image of their life online, over-reliance on online relationships, including relationships formed through social media, can have.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report or find support if they have been affected by those behaviours.
- About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
- How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
- About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.

Physical health and fitness

Through the curriculum content, pupils will be taught:

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

Healthy eating

Through the curriculum content, pupils will be taught:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
- About the risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
- About the impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Through the curriculum content, pupils will be taught:

- The facts about legal and illegal drugs and their associated risks, including the risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption, what constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.
- How to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of the misuse of prescribed and over-the-counter medicines.

- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.
- About the facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

Through the curriculum content, pupils will be taught:

- About personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and antibiotics.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
- How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
- About the importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
- About the facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance – aligned with when vaccinations are offered to pupils.
- About the importance of healthy behaviour before and during pregnancy, including the importance of pre-conception health, including taking folic acid.
- About the importance of pelvic floor health.
- Information on miscarriage and pregnancy loss, and how to access care and support.
- How to navigate their local healthcare system, including what a GP is, when to use A&E, accessing sexual health and family planning clinics, the role of local pharmacies and how to seek help via local third sector partners which may have specialist services.
- About the concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves.
- About the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Through the curriculum content, pupils will be taught:

- How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings – and water, and in unfamiliar social or work settings.
- How to recognise and manage peer influence in relation to risk taking behaviour and personal safety, including peer influence online and on social media.
- How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence.
- Which trusted adults they can talk to if pupils are worried about violence or knife crime.
- About the law as it related to knives and violence – involving content and examples relevant to the local context whilst avoiding the use of fear as an educational tool and explaining how carrying knives is uncommon.
- About the risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Through the curriculum content, pupils will be taught:

- Basic treatments for common injuries and ailments.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Through the curriculum content, pupils will be taught:

- About the main changes which take place in males and females, and the implications for emotional and physical health.
- The facts about puberty, the changing adolescent body, including brain development.
- About menstrual and gynaecological health, including what is an average period, period problems such as premenstrual syndrome, heavy menstrual bleeding, endometriosis and polycystic ovary syndrome – and when to seek help from healthcare professionals.
- The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

Date approved:	
Signed:	
Date to be reviewed:	