



Noel-Baker Academy
A L.E.A.D. Academy

Relationships Education and Relationships and Sex Education (RSE) and Health Education Policy Secondary

Policy/Procedure management log

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Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Relationships Education and Relationships and Sex Education (RSE) and Health Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationship Education and Relationships and Sex Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the Relationships Education and Relationships and Sex Education (RSE) and Health Education guidance 2025.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. Relationships Education and Relationships and Sex Education (RSE) and Health Education will be taught in an age-appropriate manner throughout each Academy within the Trust.

1. Aims

- The aims of relationships and sex education (RSE) in our trust are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

At Noel- Baker Academy, we must provide relationships and sex education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

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 404 to 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

In our academy, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with central staff, academy staff, pupils, parents/carers and community groups, including faith groups. The consultation and policy development process involved the following steps:

1. Review – a member of staff or a working group of staff from each academy/central trust education team pulled together all relevant information including relevant national and local guidance

2. Staff consultation – staff across all academies were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective academies
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Consultation with community groups – including faith groups, so that we can ensure that the RSE policy reflects the views and needs of the whole academy community.
6. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

4. Definition

For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2 but we may need to adapt it as and when necessary.

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

We will share any curriculum resources and materials with parents and carers on request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and society, ethics and belief in years 10 & 11 (SEB).

The trust will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations and within this consider online safety

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

The secondary RSE curriculum will consider pupils prior learning expand on the content covered in the primary curriculum. Where appropriate, the academy will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to include pupils of all gender identities, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate materials to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The Head teacher in the academy will make sure that all teaching and materials are appropriate for the ages and needs of the pupils. Before any new teaching resources or materials are introduced into the classroom, they will undergo a formal assessment process to ensure compliance with the academy's standards and statutory requirements. This process will include:

- **Content Review:** Materials will be checked for accuracy, relevance and alignment with the curriculum. Language, imagery and examples will be evaluated to ensure they are age-appropriate and culturally sensitive.
- **SEND and Accessibility Compliance:** Resources will be assessed for accessibility features (e.g., alternative formats, readability). Adaptations will be considered for pupils with SEND, ensuring equitable access to learning.
- **Safeguarding and Ethical Considerations:** Materials will be screened for any content that could pose safeguarding concerns or conflict with the academy's values.

- Approval Process: All new resources must be approved by the Head teacher or a designated senior leader before use. A record of approved materials will be maintained for accountability and future reference.
- Periodic Review: Resources will be reviewed annually or when curriculum changes occur to ensure continued appropriateness.

At all points of delivery of the curriculum, the academy will consult parents and carers, and their views will be valued.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deep fakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

To ensure that all pupils have a secure understanding of the Relationships and Sex Education (RSE) curriculum, assessment will take place during one PSHE session at the end of every half term. The assessment process will include:

- Format of Assessment: Pupils will complete age-appropriate activities or tasks designed to measure their understanding of the topics covered during the half term. Assessments will be inclusive and accessible for pupils with SEND, with adaptations provided where necessary.
- Evaluation of Results: Results will be collated and analysed by teaching staff to identify patterns, trends, and any gaps in knowledge. Where clear gaps or misconceptions are identified, specific topics will be revisited in subsequent sessions to ensure comprehensive coverage.
- Informing Curriculum Planning: Assessment outcomes will directly inform future curriculum planning. Adjustments will be made to ensure that all pupils develop knowledge and understanding across every aspect of RSE.

- Record Keeping: Assessment data will be recorded securely and used for monitoring progress over time.
- Findings will be shared with relevant staff to support targeted interventions where needed.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

Our academy will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences and backgrounds
- During lessons, makes pupils feel:
 - Safe and supported to participate and interact
 - Able to engage with the key messages
- Pupils outside of lessons can act and reflect on key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Same sex groups, if appropriate
- The academy will also consider the level of adaptation required for pupils with additional needs and vulnerable pupils

6.2 Use of resources, including digital resources

The academy will view and vet all resources prior to use, and in doing so they will consider whether any resources they plan to use:

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

7. Use of external organisations and materials

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

When vetting materials used by external organisations, the academy **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 pupils' 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 they 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 10 days in advance any materials that the agency may use and cross reference to the curriculum, the academy should feedback to the agency both verbally and followed up in writing with any key points within 48 hours after receipt of materials, this is so that materials can be adapted, and then content can be shared with parents and carers
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the academy, 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 (situations in which a session may be halted include the use of inappropriate materials that are not suitable for the age group, personal narratives and opinions, as well as political perspectives). If a RSE session needs to be paused or adjusted due to safeguarding concerns, pupil wellbeing or other urgent issues, Senior Leadership Team (SLT) will be notified promptly through the academy’s official communication system (Class Charts or the ‘On-Call’ email). This ensures:
 - Timely Intervention: SLT can provide immediate support to the teacher and pupils.
 - Safeguarding Compliance: Any concerns are escalated and managed according to the academy’s safeguarding procedures.
 - Continuity of Learning: Alternative arrangements or follow-up sessions can be planned without compromising curriculum coverage.
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the academy is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Our academy 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
 - Work with agencies who don’t allow their material to be shared with parents and carers

8. Roles and responsibilities

Key Staff	
Full name of Academy	Noel- Baker Academy
	T: 01336 572026
Contact details	Email: enquiries@noelbakeracademy.co.uk

R.S.E Lead	Mrs Clare Pedlar T: 01336 572026 Ext: 2007 Email: clarepedlar@noelbakeracademy.co.uk
Designated safeguarding Lead	Rebecca Flude T: 01336 572026 Ext: 2053 Email: rebeccaflude@noelbakeracademy.co.uk

8.1 The board of trustees

The board of trustees will approve the RSE policy and hold the head teacher to account for its implementation through local governing bodies.

8.2 EMT

The executive management team will

- Consult with leaders about the policy and curriculum
- Review the trust policy
- Work with head teachers to make sure they can implement the policy in their academy
- Report to the board of trustees on any issues with its implementation across the trust

8.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their academy and reporting issues to the board of trustees through the governance team, if they occur.

8.4 The head teacher

The head teacher is responsible for making sure that Relationship Education and Relationship and sex education (RSE) and health education is taught consistently well across their academy and in age-appropriate way. The head teacher should also make sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.5 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling and maintaining positive attitudes to Relationship Education and Relationship and sex education(RSE) and health education
- Monitoring progress of pupils through the Relationship Education and Relationship and sex education(RSE) and health education curriculum

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling and maintaining positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the academy’s designated safeguarding lead (DSL)

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.

In the academy, the following staff have responsibility for teaching RSE in the following year groups

Year Group	Staff
Year 7	Mr Baines, Miss Coons, Miss Fletcher, Miss Wright, Miss Ryan, Miss Smalley, Mr Watson and Mr Mafukidze
Year 8	Miss Coons, Mr Ngamboli, Miss Gibson, Miss Allen, Miss Goring, Miss Wright, Miss Garnham, Miss Brookes and Miss Emery
Year 9	Mr Mafukidze, Mr Williams, Miss Scott, Miss Allen, Mr Court, Miss Fatima, Miss Nadeem and Miss Gray
Year 10	Miss Wright, Mr Baines, Mr Eames, Miss Coons, Mr Ngamboli, Miss Nadeem, Miss Fletcher and Miss Young
Year 11	Miss Barron, Mr Anketell, Miss Grant, Miss Smalley, Mr Hill, Miss Wright, Mr Wells and Miss Garnham

8.6 Pupils

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

Leaders are responsible for ensuring that pupils who are not present full-time on-site at the academy receive a curriculum that encompasses the statutory components of RSE.

9. Parents’ right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the academy 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 head teacher of the academy.

A copy of any withdrawal requests will be placed in the pupil’s educational record. The head teacher will discuss the request with parents/carers and take appropriate action.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the head teacher can refuse a request to withdraw the pupil from sex education. In this circumstance the head teacher should discuss this decision with the Director of School before finalising this decision.

Pupils who are withdrawn from RSE lessons will be assigned alternative work, which should focus on the topics of relationship or health education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff training is held on Thursdays within the school's CPD schedule. RSHE training is embedded into this cycle and occurs on a half-termly basis.

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

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Clare Pedlar- Assistant Head teacher and all other members of the Senior Leadership Team (SLT),

To ensure effective PSHE delivery, lessons are observed across all year groups, focusing on engagement, inclusivity and handling sensitive topics.

Student voice, surveys or interviews are conducted to gauge what pupils remember, find useful and whether they feel safe and respected.

Staff feedback highlights confidence levels, resource effectiveness and training needs, with CPD offered where necessary.

Work scrutiny, through booklet reviews, checks for understanding and engagement.

Curriculum mapping confirms statutory coverage, logical sequencing and relevance to student needs.

Inclusion and safeguarding checks ensure vulnerable groups are supported and sensitive topics follow protocols, with clear signposting to support services.

Impact tracking focuses on behaviour improvements, reduced safeguarding incidents and increased engagement with wellbeing activities.

Expected Impact

- Students: Greater emotional resilience, better understanding of relationships, consent, mental health and online safety, leading to respectful and inclusive behaviour.
- Staff: Increased confidence and consistency in delivering challenging content.
- School Culture: Stronger ethos, improved staff-student relationships and a sense of safety and respect.

- Ofsted: Strong PSHE supports Personal Development, SMSC, British Values and safeguarding evidence.
- Safeguarding: Early identification of issues like abuse, exploitation, or poor mental health.

Pupils' development in RSE is monitored by Teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Clare Pedlar- Assistant Head teacher annually. At every review, the policy will be approved by the governing body AGB.

Appendix 1 – RSHE curriculum overview 2026-27

Teachers will adapt resources and delivery for pupils with SEND (following NBA policy section 6.1)

Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	What is Safeguarding? Transition to secondary school- adapting to new environments- developing a sense of belonging.	What is Safeguarding? Introduction to relationships- building trust.	What is Safeguarding? Dealing and managing changes- loss in life and support others- getting help.	What is Safeguarding? Stable and committed relationships- legally binding relationships and the pros and cons surrounding this decision. Marriage and civil partnerships	What is Safeguarding? Adulting, self-worth and celebrating successes- challenges/ opportunities-develop strategies for building self-worth- reflection/ reframing experiences.
	Becoming independent at school in a successful way- making friendships work.	Introduction to family relationships- diversity present in families within society- care and responsibilities of families.	Study skills, resilience, managing & coping with stress- anxiety in and out of school.	Becoming a parent- impacts that having a child can have on an individual's life.	Deeper identification of mental health- influence of identity, personal belief system, culture, values/ ethnicity on mental health.
	Becoming more independent outside of school in a safe way- links to local contexts (knife crime/ social media)- peer influence and making choices.	Maintaining healthy family relationships- recognising conflict and developing strategies for navigating such conflicts. Attachment theory How early experiences affect later relationships.	Common mental health concerns and identification- getting help.	Family relationships and value conflicts- how compromise can play an integral role in resolution.	Exploring identities critically. Identify how societal norms shape identity, desires, practices and behaviour and recognise that beliefs about gender norms are created by societies.

	Embracing differences and supporting others- kindness & community.	Healthy friendships- resolving conflict- understanding values and personal beliefs.	Managing mental health including self-harm- manage MHWB in healthier ways.	Communication and vulnerability in relationships- importance of effective communication of expectation and vulnerability within a relationship.	Exploring identities critically- deeper understanding of gender identity/ gender expression.
	Treating others with respect, kindness and boundaries.	Romantic relationships- romantic relationships are different dependent on the individual.	Peer pressure, exploitation and knife crime. Impact on an individual's behaviour.	What factors contribute towards incidences of an abusive relationship and signs.	Appreciating diversity- existing laws- stigma/ discrimination- negatively impact individuals, communities and society
	Communicate and use phones in a healthy, kind & safe way- on line images- what's safe to share- digital footprints.	Intimate relationships- Physical intimacy and sexuality.	Forms of discrimination and ally ship- how to become an ally.	What factors contribute towards incidences of sexual violence.	Gender stereotypes/ relationships- Analyse impact of different norms and stereotypes on romantic relationships- abuse/ violence links to gender roles and stereotypes.
Autumn 2	Exploring identities and similarities.	Unhealthy relationships- Boundaries and consent including sexting (sextortion).	Discrimination and prejudice- support those who experience it- getting help.	The role that gender stereotypes play in sexual violence.	Understanding/ explaining grief- grieving in different ways.

	Exploring identities and differences.	Relationships and intimacy online- staying safe and getting help.	Understanding racism- history and how it impacts the present. Community power. Anti-racism, anti-sexism as civic action (connects to BV, Civic responsibility)	How to assess readiness for and how to reduce the risks associated with sex.	Connecting with yourself mindfully - Stress- nature, causes, and effects of stress- effective stress management strategies- role of social media / sleep habits.
	Appreciating diversity in school and the community- being inclusive.	Contraception- effective use when having intercourse- getting reliable health information.	Systemic racism- challenging through activism.	Expectations around sex- responding healthily to the cultural and interpersonal pressures connected to physical intimacy.	Connecting with yourself mindfully - Self-Concept and motivation- healthy self-concept and enhance self-efficacy through motivation, perseverance, and resilience.
	Identifying and challenging bullying- getting help.	Know your rights: the importance of human rights and how they are applied. UN Convention on the Rights of the Child. Rights, autonomy, privacy	Sexual violence and harassment- where it can take place- Incel culture/ misogyny.	Understanding intimacy: respect, consent, and emotional wellbeing. To understand that sex should always be pleasurable and enjoyable for everyone involved.	Body image in media - pornography- societal beauty standards- altering appearances- risks.

	Importance of being a bystander- challenging social pressures- getting help.	Online wellbeing - Fake news and echo chambers- unreliable media sources and risks involved (AI Literacy).	Sexual violence and harassment Part 2- how gender stereotypes perpetuate sexual violence- challenging and getting help.	Foetal development, stages of pregnancy and abortion- options around unintended pregnancies.	Body Image Dangers- societal beauty standards- risks associated with altering one's appearance, identify body image-related disorders.
	Rights, Responsibilities and Fairness.	Online wellbeing - Online safety, grooming and self-esteem. Protect against unwanted online content.	Strategies to get better sleep- link between sleep and mood- strategies to support both.	Reproductive health, including fertility and peri and menopause/ endometriosis- impact of lifestyle on fertility for men and women.	Parenthood and Fertility - Choices in parenthood, pregnancy, birth- diverse pathways-factors that influence decisions - competencies required.
Spring 1	Knowing Your Body- coping with change- reproductive systems.	Media influence and influencers. Influence of the media in values, attitudes and behaviour.	Depictions of relationships and sexuality- how body image, relationships and sexuality are portrayed in the media.	Human rights- laws and abuse of laws.	Parenthood, infertility/ miscarriages- pathways to parenthood- emotional and physical factors- fertility changes, grief management- accessing appropriate support.
	Developing sexuality (moved from year 8) - coping with emotions, change and challenge.	Media influence on body image. Influence of the media on body image and healthy coping strategies.	Beauty standards- influences on body image and changes according to culture and time.	Online wellbeing- application of human rights-strategies to stay safe.	Developing sexuality and readiness for sex- complexities of sexual relationships- communication, societal norms, mutual responsibility and pleasure.

	Body Image and self-care- being kind to yourself (sleep, exercise and hygiene).	Wellbeing - physical and mental wellbeing. Links between physical and mental health- strategies to improve. Neurodiversity- Different ways brains work- Empathy and inclusion	Body changes through puberty- changes we go through during puberty- link to emotions and coping- getting help.	Media influence and gangs- media perception- strategies to manage pressurised situations.	Consent - Pressure and dealing with rejection- complexities of consent- media influence societal norms- genders and sexualities- careful interpretation/ moral integrity.
	Menstruation- Periods and wellbeing- coping with pressures and getting support.	Attitudes to mental health - Recognising, dealing and managing emotions.	Cycle Awareness and Period Poverty- impact period poverty has on individuals- coping strategies.	Media influence, radicalisation and extremism- role of social media- responding effectively.	The importance of safety and pleasure during sex in all contexts.
	Period positivity - taboos- emotional challenges.	Risks of alcohol, smoking & vaping and UK laws surrounding them.	Developing sexuality and readiness for sex- sexuality and sexual desire- changes over time.	Conversations and attitudes about mental health- supporting others and ourselves.	The importance of safety and pleasure during sex in all contexts- strangulation risk. Where to get help.
Spring 2	Enjoying your time online- The opportunities of the internet- staying safe.	The risks of drugs, the UK laws surrounding - developing a healthy relationships with substances.	Contraceptive Methods- the range and confidence discussing them- advice seeking and getting help.	Common mental health issues- strategies to support.	Support for the survivors of sexual violence and harassment.

	Kind, Clear Online Communication & Basic Boundaries.	Developing sexual desires during puberty- powerful emotions and getting help.	Consent - Part 1- the law- confident in gaining consent.	Balancing pressures of modern life- what to prioritise.	Sexual Health: STIs and symptoms- protection.
	Online wellbeing - Fake news and echo chambers (AI Literacy).	Knowing your body - reproductive systems and sex. What happens during sex.	Sexual Health and STIs- symptoms, transmission on- protection- getting help.	Alcohol and Drug Misuse - Addiction-signs- responsibility for others- strategies to support.	Sexual Health: STIs, testing and protection- getting tested.
	Online safety, grooming and self-esteem (AI Literacy).	Consent, boundaries and privacy- applying to real-life scenarios.	Personal safety - Drugs and drug related emergencies- risks behind drugs- dealing with emergencies.	Stopping smoking/ vaping- harms- avoiding addiction to nicotine.	Managing and healing from harm in romantic and sexual relationships.
Summer 1	Consent & Boundaries in Friendships and Early Romantic Contexts- link to online behaviours.	The practice and consequences of FGM.	Personal safety - Alcohol and alcohol related emergencies- risks- dealing with emergencies.	Healthy online relationships- positive and safe.	The reality of gambling- associated risks to MHWB- getting help.
	Personal safety and First Aid/ CPR- DRABC & When to Call 999.	Child Early Forced Marriage (CEFM)- negative consequences, safely accessing help & support.	Online safety- scams and gambling- risks of gambling and online fraud- accessing support.	Healthy and unhealthy sexual online behaviour- role of bystanders- online and offline cultures.	Looking after our wellbeing on-line.
	Personal safety- Fire Safety.	Personal safety in everyday life- Knife crime and resolution and UK laws.	Making healthy choices - Preventing cancer and heart disease- preventative measures	Sharing content, protecting reputations- risks- impact of online reputation.	Reducing on-line hatred.

			on health including self-examination.		
	Personal safety in everyday life- road/ water/ rail (incl. knife crime).	Personal safety- Spotting the signs of DV- safe reporting.	Managing and resisting peer pressure.	Influence of social media- effecting opinions.	Aspiration & Money: What are my rights and responsibilities at work.
	Making healthier choices- personal hygiene.	Impact of poor sleep patterns on everyday life.	Using the internet to improve the world- positive movements for change- local and international level- link to politics.	How our data is shared and used to target us. To learn how data is collected and what power we have to control this.	Aspiration & Money: How the internet can help me achieve my goals.
	Making healthier choices- importance of a healthy diet and sleep.	Accessing health care services- where to go to seek help.	Resisting online influence- strategies to avoid being exploited online- manipulation and misinformation.	First Aid - CPR, AEDs, wounds and choking- crucial emergency first aid skills- assess situations- contact the appropriate services.	Tackling challenges to our goals and dreams- discrimination in the workplace.
Summer 2	Alcohol and smoking/ vaping- the dangers- peer pressure.	Budgeting for teenagers.	Setting high expectations for the future- expectations we have on ourselves are powerful.	Making healthy choices - cosmetic and plastic surgery (aesthetic body alterations) - managing influences- risks.	Dying jobs vs emerging jobs- local and international. Labour market trends.
	Aspiration- Ambitions and goals.	Keeping our money safe: avoiding scams and manipulation (incl. on line) - financial exploitation.	Achieving your goals- incl. starting a business/ entrepreneurship.	Organ donation, vaccines- health clinics- healthcare services- importance of blood,	How is data used to make money and influence us?

				organ, and stem cell donation for individual and public health.	
	Developing strengths and interests.	Preparing for the world of work, succeeding and having a healthy attitude.	Making financial decisions- risks of borrowing money.	Creating influence-communicate valuable life lessons- positively impacting younger students and broader communities.	Finance: Cost of learning to drive
	On- line safety recap leading into the summer holidays.	On- line safety recap leading into the summer holidays.	On- line safety recap leading into the summer holidays.	On- line safety recap leading into the summer holidays.	On- line safety recap leading into the summer holidays.
	Recap of water/ fire/ rail/ road safety and on- line dangers leading into the summer holidays.	Recap of water/ fire/ rail/ road safety and on- line dangers leading into the summer holidays.	Recap of water/ fire/ rail/ road safety and on- line dangers leading into the summer holidays.	Recap of water/ fire/ rail/ road safety and on- line dangers leading into the summer holidays.	Recap of water/ fire/ rail/ road safety and on- line dangers leading into the summer holidays.

Our RSHE curriculum is deliberately sequenced and spiralled, developing pupils from foundational safety, identity and emotional literacy in Year 7 into critical, ethical and autonomous decision-making required for adult life by Year 11:

Appendix 2: RSHE Spiral curriculum: Key threads across year 7- 11

1. Safeguarding & Personal Safety

Year 7	Year 8	Year 9	Year 10	Year 11
<i>What is safeguarding?</i> Staying safe online, in school, and in everyday environments Basic boundaries, kindness, when to get help	Safeguarding in relationships (FGM, CEFM) Consent, online exploitation, grooming Personal safety in the community (knife crime, DV spotting)	Exploitation, peer pressure, discrimination Drug- and alcohol-related emergencies Radicalisation and extremism	Safeguarding in intimate and sexual contexts Sexual violence, harassment, strangulation risk Abuse indicators, online reputational harm	Safeguarding in adult life Gambling harms, workplace discrimination Data exploitation, fraud, risky online environments

→ **Progression:** from *recognising safety* → *analysing risk* → *taking responsibility for self and others*

2. Identity, Belonging & Diversity

Year 7	Year 8	Year 9	Year 10	Year 11
Who am I? Similarities, differences, kindness, inclusion Community belonging	Identity differences Body image, puberty, self-concept Respecting others' identities	Identity + society Racism (historical → present) Period poverty, cultural differences	Identity + power Gender identity & expression Social norms, sexism, incel culture	Identity as an adult Gender norms, workplace discrimination Civic responsibility and allyship

→ **Progression:** *personal identity* → *social identity* → *critical societal analysis*

3. Mental Health & Emotional Wellbeing

Year 7	Year 8	Year 9	Year 10	Year 11
Naming feelings Coping with change Asking for help	Puberty, emotions, resilience Recognising stress and anxiety	Mental health conditions Self-harm awareness and support	Mental health + pressure Addiction, substance misuse Supporting others	Identity and mental health Self-worth, reflection, resilience

		Sleep, stress, coping strategies		Adult stressors and wellbeing strategies
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→ **Progression:** *emotional awareness* → *mental health literacy* → *self-management and advocacy*

4. Relationships (Friendships → Intimacy → Long-Term)

Year 7	Year 8	Year 9	Year 10	Year 11
Friendships Trust, kindness, boundaries Asking for help	Family relationships Attachment theory Conflict resolution	Romantic relationships Values, peer pressure Healthy vs unhealthy dynamics	Intimate relationships Communication, vulnerability Abuse, consent complexity	Adult relationships Marriage, civil partnership Healing from harm, long-term commitment

→ **Progression:** *social relationships* → *romantic intimacy* → *adult relational responsibility*

5. Consent & Sexual Ethics

Year 7	Year 8	Year 9	Year 10	Year 11
Respecting boundaries Online behaviour and consent	Consent basics Sexting, coercion, online pressure	Legal consent Peer pressure, moral integrity	Consent complexities Rejection, power, societal norms Sexual violence prevention	Pleasure, safety, agency Strangulation risk Trauma-informed understanding

→ **Progression:** *respect* → *law and ethics* → *power, pleasure, and protection*

6. Online Life, Media & AI Literacy

Year 7	Year 8	Year 9	Year 10	Year 11
Basic online safety Digital footprints	Grooming Fake news and media influence	Online exploitation Radicalisation Algorithms and bias	Data harvesting Influence, manipulation Reputational risk	AI, deep fakes, scams Monetisation of data Digital citizenship

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→ Progression: *safe user* → *critical consumer* → *informed digital citizen*

7. Sexual & Reproductive Health

Year 7	Year 8	Year 9	Year 10	Year 11
Body changes Menstruation, puberty	Sexual development Early contraception awareness	STIs, protection Consent and readiness	Fertility, pregnancy, abortion Sexual wellbeing	Parenthood choices Infertility, miscarriage Menopause, reproductive lifespan

→ Progression: *biological understanding* → *health responsibility* → *life planning*

8. Life Skills: Finance, Careers & Independence

Year 7	Year 8	Year 9	Year 10	Year 11
Aspirations Strengths and interests	Budgeting basics Work attitudes	Entrepreneurship Borrowing and risk	Workplace rights Influencing and leadership	Labour market trends Adult financial decisions Long-term planning

→ Progression: *self-awareness* → *economic literacy* → *adult autonomy*

Appendix 3: By the end of secondary academy pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human 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.• 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.• 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, including friendships

- About 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
- 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
- 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
- What tolerance requires, including the importance of tolerance of other people's beliefs
- 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
- 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
- Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration
- The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and 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 okay
- How stereotypes, in particular stereotypes based on sex, gender, 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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 • 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 • 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	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • 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 • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren’t real or have been created with AI. They should also know 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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at academy or with the police, if an image of themselves has been shared • 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. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 (for example, to enable targeted advertising) • That criminals can operate online scams, such as 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 • 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. That 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	<ul style="list-style-type: none"> • 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 • 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 • 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 • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. 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. About

TOPIC	PUPILS SHOULD KNOW
	<p>the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</p> <ul style="list-style-type: none"> • 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 or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: <ul style="list-style-type: none"> ○ Sexual violence, including rape and sexual assault ○ 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 ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 activities as normal which many people do not and will never engage in, 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 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	<ul style="list-style-type: none"> • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • 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, such as the law, faith and family values. That kindness and care for others require more than just consent • 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 • 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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About 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 • About the prevalence of STIs, 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

Appendix 4: Parent/carer form requesting their child's withdrawal from sex education within RSE

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

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