

Relationships and Sex Education (RSE) Policy

Version	Date	Summary of Changes
1.0	Jan 2021	
1.1	Oct 2022	p.5 - Change to KS4 PSHE qualification p.7 - Inclusion of the SMSC Coordinator role pp. 9-14 - Changes to the PSHE curriculum pp.1617 - Updating the information on the statutory requirement to now include menopause and the law
1.2	Feb 2023	Pp. 8 - 15 - change the language of ‘Students need to…’ or 'Students should know...' to ‘Students are taught…’ throughout the policy

		Pp. 16 - 25 - Appendix B review the PSHE curriculum map at the end of the RSE policy to categorise what is taught by units linked to the statutory requirements in the DfE guidance on RSE Pp. 8, 9, 12, 13 make it more explicit in the policy where the concept of consent is being taught; Pp. 9 and 12 make explicit in the policy that when talking about why people choose to marry in Y10 this also covers why people choose not to marry p 7 - provide more specific guidance on when the Headteacher can or cannot grant parents their right to withdraw; however, there is no definitive guidance on this and coming up with our own (as suggested by the governor) could be more problematic - so better to more clearly state in the policy that we look at each case individually to discuss with parents the reason for their request to withdraw P10 - Change of word qualification to certificate.
1.3	Sept 2025	P3 - additional aims “Provide young people accurate, age-appropriate information about sexuality and their sexual and reproductive health” and “Provide young people with frameworks to keep themselves safe in the modern and digital world.” P4 under the following heading changed to “ including the following content” as we do not specifically organise the content by the policy headings. P4 headings updated to match 2025 guidance. P4 updated RSE guidance hyperlink P4 Equalities duty updated protected characteristics to include all 9. P6 Change qualification to “AQA Level 2 certificate in PSHE” as UAS is not a qualification. P6 “This will be taught **from** term 2 of Year 10” - we don’t teach in term 1 due to the importance of having built a classroom relationship. P6 Section 5 Paragraph 2 and 3 switched for readability.

Approved by Governors: 11 November 2025
Review Date: November 2027

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1. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Provide young people accurate, age-appropriate information about sexuality and their sexual and reproductive health.
- Provide young people with frameworks to keep themselves safe in the modern and digital world.
- 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 sexual orientation and gender identity and expression (SOGIE), and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

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 Cotham School, which has delivered relationships and sex education within Personal, Social and Health Education (PSHE) lessons for many years, the new guidance will not significantly alter the content studied by students. Most of the new statutory requirements have been at the core of the PSHE curriculum at Cotham for over 10 years.

2. Statutory requirements

From 2020 state schools have a statutory requirement to deliver a comprehensive Relationship and Sex Education (RSE) curriculum to their students. As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work Act 2017. The government requires that schools teach the RSE curriculum including the following content:

- Families
- Respectful relationships, including friendships
- Online and media
- Being Safe
- Intimate and sexual relationships including sexual health
- Mental Wellbeing
- Wellbeing online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health protection and prevention, and understanding the healthcare system
- Personal safety
- Basic First Aid
- Developing bodies

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Cotham School we teach RSE as set out in this policy.

Equalities Duty

Schools are required to comply with relevant requirements of the Equality Act 2010. Schools must not unlawfully discriminate against pupils because of their age, sex, gender reassignment, race, disability, religion or belief, pregnancy, marital status or sexual orientation. Under the Equality Act 2010 all students have the right to be taught about relationships and to understand what the law does and does not allow. Students with SEND have an equal right to RSE under the terms of the Equality Act 2010. Under exceptional circumstances the Headteacher may want to take a pupil's specific needs arising from their SEND when considering whether a child should be withdrawn from lessons.

3. Policy development

Following an audit of RSE in 2019 when the school became an early adopter school, this policy has since been developed in consultation with students, staff and parents/carers. The consultation and policy development process involved the following steps:

- Governor Consultation - the initial draft of the RSE policy has been discussed with governors.
- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Student consultation - a cross-section of students representing every year group were invited to give feedback and views on what they wanted their RSE curriculum to look like.
- Parent/stakeholder consultation – parents and any interested parties were invited to give feedback and views on the policy.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of students, 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

Schools have a responsibility to provide age appropriate lessons and to inform parents about what is taught and when. The current PSHE curriculum is published on the school website. Intimate and sexual relationships content will be covered in Year 10. The bulk of RSE content will be delivered in discrete PSHE lessons by specialist teachers. Other subjects will teach lessons that complement the RSE curriculum e.g. Science teaching lessons on reproduction and Food Technology teaching what is meant by a healthy and balanced diet, and its importance to the human body. The school will ensure that parents know what will be taught and when by publishing the full PSHE curriculum on the school website and outlining the RSE elements of the PSHE and Science Curriculum in Appendix A below. In addition, the school audited the Spiritual, Moral, Social and Cultural (SMSC) provision across all the subjects in the school (available to view on the school website here).

This will be taught from term 2 of Year 10. This unit includes content from which parents can legally withdraw their children (bearing in mind that if a child wishes they can attend sex education lessons without their parents' consent three terms before they turn 16). Our curriculum is set out as per Appendix A but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Cotham has the same high expectations of the quality of students' work in RSE and PSHE as for other curriculum areas. Lessons are planned to ensure that pupils of differing abilities are suitably challenged. RSE and PSHE are subject to the same level of quality assurance as other curriculum subjects (e.g. learning walks and work scrutinies). Students in Years 9-11 work towards an AQA Level 2 certificate in PSHE.

6. Delivery of RSE

RSE is taught within the PSHE education curriculum. Biological aspects of RSE are also taught within the Science curriculum.

For more information about our RSE curriculum, see Appendix A.

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

7. Roles and responsibilities

7.1 The governing body

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.3 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 wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Different elements of RSE are delivered by the PSHE teachers, Science teachers and Religion, Ethics and Philosophy (REP) teachers at Cotham School.

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE (i.e. those lessons which come under the heading 'Intimate and sexual relationships including sexual health') up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Students can legally attend these lessons without the consent of their parents during the three terms preceding their sixteenth birthday (in other words, once they are 15 years old).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher, or appropriate representative, will discuss the request with parents and take appropriate action. There is no definitive government guidance on when a Headteacher may grant the right to withdraw so each case will be considered individually. Students who are withdrawn will be required to complete an additional AQA Level 2 Certificate on Professional Relationships within the Workplace as a self-study unit.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the Deputy Headteacher and the SMSC Coordinator through a review of the SMSC provision across the school, including the PSHE curriculum and elements of the REP and Science curriculum; learning walks; work checks and student voice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years by the Senior Leader responsible for SMSC. At each review, policy updates will be approved by the Learning and Wellbeing Committee.

Appendix A: Curriculum map

Students will learn elements of RSE in:

PSHE

Year 7

Students will explore the following big questions:

Unit 1 – Personal Wellbeing

a. What does emotional wellbeing look like?
b. What is self-esteem?
c. How does my diet affect my mental health?
d. How does exercising affect my mental health?
e. How does my sleep affect my mental health?
f. How do our bodies change over our lifetimes?
g. How does puberty affect my mental health?
h. How does community affect my mental health?

Unit 2 – Respectful relationships

a. What does a good relationship look like? Including discussions on consent
b. What if we fall out?
c. Why do bullies bully?
d. How should I respond, if I see bullying? Including discussion on bystanders.
e. What does abuse in a relationship mean? Including discussion on consensual touching.
f. When relationships go wrong, where can I get help?

Unit 3 – Drugs Education

a. What is a drug?
b. Why do some people drink alcohol? Why do some people not? Including discussions on peer pressure and consent
c. What risks are involved in using nicotine products?
d. Why do some people become addicted?
e. What are illegal drugs?
f. Why are illegal drugs made and sold?
g. What are “legal highs”?
h. Is cannabis illegal?

Unit 4 – Online Relationships

a. What is fact and opinion?
b. What are conspiracy theories?
c. Is this person who they say they are?
d. What is cyber bullying?

e. Can online interactions result in real life harm?
f. What is grooming online? Including discussions on consent and coercion.
g. What is fake news?
h. How does online advertising work?

Year 8

Students will explore the following big questions:

Unit 1 - Relationships in the family

a. What is the purpose of family?
b. Why do some people choose to marry? Why do some choose not to?
c. What makes a good parent or carer?
d. What to do when there is a problem at home? This includes discussions on private body parts and consent.
e. What is FGM and where can I go for help? This includes discussions on private body parts and consent.

Unit 2 – Identity and relationships

a. What are stereotypes?
b. What does it mean to be male and female?
c. What does it mean to be transgender and non-binary?
d. How does sexism affect both girls and boys?
e. How can we stand up against racism?
f. What does it mean to be gay?
g. How can we tackle age discrimination?
h. What is the Equalities Act 2010?

Unit 3 – The Law in Britain

a. How does an idea become a law?
b. Why are there two Houses of Parliament?
c. Who are the political parties?
d. How can I become an MP?
e. What does it mean to lobby parliament?
f. Case study on a current bill.

Year 9

In Year 9 students start a series of AQA Level 2 certificates in PSHE, with Level 1 certificates available for those who did not meet the criteria for Level 2. Students will receive their Level 2 certificates in Year 11, being awarded for each individual unit of work that they complete.

Unit 1 - Healthy Lifestyles

Students will be taught to:

1. outline the main constituents of a healthy diet and explain why each is important

2. outline the benefits to heart and lung efficiency of raising heart rate through regular exercise

3. compare the advantages and disadvantages of three different types of exercise
4. suggest suitable forms of exercise for three different categories of exerciser, eg an overweight, middle-aged office worker, a healthy twenty-five-year-old woman, an elderly man, giving reasons for the choices made
5. list three specific local facilities which provide opportunities to promote physical well-being

6. describe the potential value of each facility in promoting physical wellbeing
7. identify two eating disorders and describe the possible causes, symptoms and effects of each

8. describe the possible link between poor health choices and skin cancer, heart disease and stress-related illness
9. describe how specialised support could be accessed for one identified health problem
10. describe or demonstrate the application of the Danger, Response, Airway, Breathing, Circulation (DRABC) rule in relation to first aid
11. produce a personal action plan for a healthy lifestyle to include diet, exercise and sleep
12. write a commentary on own plan, explaining reasons for choices made.

Unit 2 - Drugs Education

Students will be taught to:

1. explain what is meant by 'percentage by volume' of an alcoholic drink
2. research information on ten commonly available alcoholic drinks and use it to produce a report in a tabular form which shows the link between percentage by volume and units of alcohol

3. state the current government guidance for men and women on safe alcohol consumption
4. describe three specific health risks associated with alcohol abuse
5. describe in detail three social problems associated with alcohol abuse and make recommendations for addressing each of them
6. name three main harmful substances in tobacco and describe the effect of each on the human body
7. describe in detail three social issues associated with tobacco use, including passive smoking, and making recommendations for addressing each of them
8. describe in detail the potential effects of the misuse of three legal drugs other than tobacco or alcohol, e.g. Valium, steroids
9. classify six illegal drugs into classes A, B and C
10. research and describe the specific health risks associated with the use of five specific illegal drugs
11. outline the maximum penalties associated with the possession of and supply of illegal drugs from each class (A, B and C).

Year 10

In Year 10 students continue a series of AQA Level 2 certificates in PSHE, with Level 1 certificates available for those who did not meet the criteria for Level 2. Students will receive their Level 2 certificates in Year 11, being awarded for each individual unit of work that they complete.

Unit 1 - Emotional Wellbeing

Students will be taught to:

1. describe three causes of stress
2. explain why each cause might result in stress for an individual
3. list the main effects of stress
4. describe briefly each effect using examples where possible
5. describe three stress management techniques and explain how each may be of benefit
6. define what is meant by prejudice
7. describe four forms of prejudice
8. explain three causes of prejudice
9. describe three consequences of prejudice using examples
10. explain what is meant by 'equal opportunities'
11. describe three instances of equal opportunities either being provided or being denied
12. describe three examples of bullying, explaining why each occurs
13. describe in detail two ways of dealing with bullying
14. describe the nature and treatment of one mental illness
15. outline the support offered by a specialised agency dealing with this illness.

Unit 2 - Sex and Relationships Education

Students will be taught to:

a. discuss and evaluate the importance of three responsibilities of good parents or carers
b. discuss and evaluate the importance of three qualities of good parents or carers describe three factors which can help relationships to thrive and develop
c. discuss three benefits and three responsibilities of friendship
d. discuss three different reasons for having a sexual relationship and three different reasons for delaying a sexual relationship including the laws regarding consent
e. discuss three reasons why people may choose to marry or choose not to, including discussion on sexual consent within a marriage.
f. discuss three causes of breakdowns in relationships and suggest ways to prevent this happening
g. research and describe the work of an organisation that supports relationships in crisis
h. discuss three potential consequences for a family of separation or divorce
i. describe and evaluate the main advantages and disadvantages of three different contraceptive methods
j. research and report on the causes, effects, prevention and treatment of three sexually transmitted infections
k. research and state the names and contact details of three organisations from which advice on contraception can be obtained.

Unit 3 - Diversity, Prejudice and Discrimination

Students will be taught to:

a. describe three examples of diversity in society, eg in food, fashion or music
b. identify at least three examples of prejudice

c. describe how each of the chosen examples exemplifies prejudice
d. explain three reasons why a person might become prejudiced
e. identify three examples of discrimination and describe fully why each exemplifies discrimination
f. name three areas of discrimination covered by the 2010 Equality Act
g. briefly describe the intended effects of each of the three chosen areas
h. evaluate how effectively one of the chosen areas has been implemented, eg disability discrimination
i. identify three examples of stereotyping in each of two different contexts, eg nationality, advertising
j. describe fully how each of the chosen examples demonstrates stereotyping
k. produce a poster or pamphlet that promotes social cohesion
l. outline the main ideas behind the poster or pamphlet
m. evaluate the potential effectiveness of the poster or pamphlet.

Unit 4 - Personal Safety

Students will be taught to

1. identify three potential dangers in each of: a home, a work place, a learning environment
2. explain why each of the identified dangers is a threat
3. describe one way in which each threat could be avoided
4. carry out a risk assessment for own home
5. produce an annotated plan to evacuate own household in case of a fire
6. explain why someone might not respond positively to risk, eg not fit a smoke alarm
7. describe two areas where a person is responsible for their own safety
8. describe two areas where the state imposes safety on the individual, eg seat belts, air travel
9. explain why the state might legislate in areas of personal safety
10. identify two social network sites and state their age restrictions
11. describe two potential dangers of social network sites, eg sexting, grooming, including discussions on consent.
12. describe the possible implications for an individual if personal information is disclosed when using modern communication technology, eg identity theft, revenge porn (including laws on consent)
13. describe one method that can be used to protect personal information when using modern communication technology
14. describe what cyber bullying is and where support can be obtained for a victim of it
15. describe the support available from an organisation that gives advice on personal safety other than in the area of modern communication technology.

Year 11

In Year 11 students continue a series of AQA Level 2 certificates in PSHE, with Level 1 certificates available for those who did not meet the criteria for Level 2. Students will receive their Level 2 certificates at the end of Year 11, being awarded for each individual unit of work that they complete.

Unit 1 - Making Informed Career Choices

Students will be taught to

a. identify four sources of careers information, help and support

b. use the sources to identify four appropriate preferred careers
c. report on basic requirements of three of the selected careers using the headings: qualifications, training, skills and experience
d. name own career choice
e. produce a basic personal careers action plan for the selected career which includes targets, action points, review dates and summative review of progress
f. research requirements for entry into Further and/or Higher Education and produce a short summary of findings
g. describe at least three opportunities for lifelong learning beyond FE and/or HE.

Unit 2 - Applying for Jobs and Courses

Students will be taught to:

1. complete a standard job or course application form
2. produce a letter of application for a given job or course in an appropriate format and containing all relevant information
3. produce a CV which includes all relevant personal information plus details of education and experience, including the names and contact details of two referees
4. explain five 'do's' and/or 'don'ts' in completing application forms
5. evaluate two given letters of application for a job or course in terms of, content, presentation and grammar
6. produce a list of six questions which might be asked by an interviewer and provide appropriate answers to each
7. prepare three appropriate questions to ask the interviewer
8. describe and explain the personal presentation skills required by an interviewee
9. respond appropriately to questions asked in an interview
10. ask three appropriate questions of the interviewer
11. use appropriate body language
12. identify three important criteria which might be applied in shortlisting or making appointments to a given job
13. describe why each of the identified criteria is important.

Unit 3 - Personal Finance

Students will be taught to:

a. describe the difference between gross pay and net pay
b. identify two statutory and one non-statutory deductions from pay and describe what each deduction is for
c. produce, from given information, a realistic personal budget for living costs for one week or one month
d. research and report on ways to improve the value for money of the budget already produced
e. explain why pension planning is important for the individual
f. explain the meaning of annual percentage rate of interest (APR)
g. describe the main advantages and disadvantages of buying on credit
h. outline and compare at least three different ways of buying on credit
i. explain the difference between a credit card and a debit card

j. describe two personal state benefits or allowances and the circumstances in which each is paid.

SCIENCE

Year 7

A. Structure and function of body systems.

B. Reproduction.

Year 8

A. Health and Lifestyle

Appendix B: By the end of secondary school students should know, including the PSHE lesson audit KS3 and 4 completed by MI Dec 2022

		Statutory Guidance Sept 2021		Y7 and 8	Y9, 10 and 11
Relationships	Families	1	that there are different types of committed, stable relationships.	Y8 FR L1	Y10 RSE L10
		2	how these relationships might contribute to human happiness and their importance for bringing up children.	Y8 FR L1	Y10 RSE L10
		3	what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	Y8 FR L2	Y10 RSE L11
		4	why marriage is an important relationship choice for many couples and why it must be freely entered into.	Y8 FR L2	Y10 RSE L11
		5	the characteristics and legal status of other types of long-term relationships.	Y8 FR L1	Y10 RSE L11

and Sex Education		6	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Y8 FR L3	Y10 RSE L10
		7	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 to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed	Y8 FR L3 Y8 FR L4	Y10 EW L6 Y10 RSE L13 Y10 DPD L21 Y10 PS L27
	Respectful relationships, including friendships	1	the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict	Y7 RR L1	Y10 RSE L9
		2	reconciliation and ending relationships, this includes different (non-sexual) types of relationship	Y7 RR L2	Y10 RSE L14
		3	practical steps they can take in a range of different contexts to improve or support respectful relationships	Y7 RR L2 Y8 IR L5	Y10 EW L7 Y10 RSE L13
		4	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)	Y7 RR L5 Y8 IR L1	Y10 DPD L21
		5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	Y7 RR L3 Y7 RR L4 Y8 IR L4 Y8 IR L5	Y10 EW L7 Y10 DPD L23 Y10 PS L30
		6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Y7 RR L3 Y7 RR L4 Y7 RR L6	Y10 EW L7 Y10 PS L30
		7	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Y7 RR L3 Y7 RR L5	Y10 RSE L12 Y10 RSE L14

					Y10 RSE L15
		8	what constitutes sexual harassment and sexual violence and why these are always unacceptable	Y7 RR L5 Y8 IR L4	Y10 RSE L12 Y10 RSE L15
		9	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	Y7 RR L1 Y8 IR L8	Y10 DPD L22
	Online and media	1	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Y7 OR L4	Y10 PS L27
		2	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	Y7 OR L1 Y7 OR L3 Y7 OR L4 Y7 OR L5 Y7 OR L6	Y10 PS L27 Y10 PS L28
		3	not to provide material to others that they would not want shared further and not to share personal material which is sent to them	Y7 OR L3 Y7 OR L4 Y8 IR L7	Y10 PS L27
		4	what to do and where to get support to report material or manage issues online	Y7 OR L4 Y7 OR L5 Y7 OR L6	Y10 PS L28 Y10 PS L30
		5	the impact of viewing harmful content	Y7 OR L6 Y7 OR L5 Y8 IR L7	Y10 DPD L21 Y10 PS L31
		6	that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners		Y10 PS L31
		7	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail		Y10 PS L31

		8	how information and data is generated, collected, shared and used online	Y7 OR L7	Y10 PS L27
	Being safe	1	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	Y7 RR L5 Y7 OR L6 Y8 IR L4	Y10 RSE L12 Y10 RSE L16 Y10 PS L28
		2	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online	Y7 RR L5 Y7 OR L6 Y8 IR L4	Y10 RSE L16 Y10 PS L27
	Intimate and sexual relationships, including sexual health	1	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship		Y10 RSE L12 Y10 RSE L16
		2	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing		Y10 RSE L18
		3	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause		Y10 RSE L17
		4	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others		Y10 RSE L16
		5	that they have a choice to delay sex or to enjoy intimacy without sex		Y10 RSE L16
		6	the facts about the full range of contraceptive choices, efficacy and options available		Y10 RSE L17
		7	the facts around pregnancy including miscarriage		Y10 RSE L17

		8	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)		Y10 RSE L17
		9	how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing		Y10 RSE L18
		10	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment		Y10 RSE L18
		11	how the use of alcohol and drugs can lead to risky sexual behaviour		Y10 RSE L16
		12	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment		Y10 RSE L17
	The Law	1	marriage	Y8 FR L2	Y10 RSE L11
		2	consent, including the age of consent	Y7 RR L2 Y8 FR L2	Y10 RSE L15
		3	violence against women and girls	Y8 IR L4	Y10 EW L4 Y10 RSE L12 Y10 DPD L22
		4	online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)		Y10 RSE L15 Y10 PS L28 Y10 PS L29 Y10 PS L32
		5	pornography		Y10 RSE L12 Y10 PS L32

		6	abortion		Y10 RSE L17
		7	sexuality	Y8 IR L6	Y10 EW4 Y10 RSE L11 Y10 RSE L16 Y10 DPD L22
		8	gender identity	Y7 PW L7 Y7 PW L8 Y8 IR L2 Y8 IR L3	Y10 EW4 Y10 DPD L22
		9	substance misuse	Y7 DE L4	Y9 DE L19
		10	violence and exploitation by gangs	Y7 DE L6	Y9 DE L19 Y10 RSE L12
		11	extremism and radicalisation	Y7 OR L6	Y10 DPD L20
		12	criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)	Y7 DE L6	Y9 DE L12
		13	hate crime	Y8 IR L1	Y10 DPD L22
		14	female genital mutilation (FGM)	Y8 FR L14	Y10 RSE L12
Physical	Mental wellbeing	1	how to talk about their emotions accurately and sensitively, using appropriate vocabulary	Y7 PW L2	Y10 EW L1
		2	that happiness is linked to being connected to others	Y7 PW L2	Y10 EW L1 Y10 RSE L9 Y10 DPD L23
		3	how to recognise the early signs of mental wellbeing concerns	Y7 PW L3	Y10 EW L2 Y10 EW L3 Y10 EW L8

Health and Wellbeing		4	common types of mental ill health (e.g. anxiety and depression)	Y7 PW L3	Y10 EW L8
		5	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	Y7 PW L4 Y7 PW L5 Y7 PW L6 Y7 PW L6 Y7 PW1 L9	Y9 HL L3 Y9 HL L6 Y9 HL L7 Y9 HL L8 Y9 HL L9 Y9 DE L11 Y10 EW L2
		6	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	Y7 PW L5 Y7 PW1 L9	Y9 HL L5 Y10 EW L1 Y10 RSE L9
	Internet safety and harms	1	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	Y7 OR L1 Y7 OR L2 Y7 OR L3 Y7 OR L6 Y7 OR L7	Y10 PS L27
		2	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	Y7 OR L1 Y7 OR L2 Y7 OR L4 Y7 OR L5	Y10 PS L30
	Physical health and fitness	1	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	Y7 PW L5 Y7 PW L6	Y9 HL L4 Y10 EW L2
		2	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health	Y7 PW L5 Y7 PW L6	Y9 HL L1 Y9 HL L6
		3	about the science relating to blood, organ and stem cell donation	Science	Science

	Healthy eating	1	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	Y7 PW1 L4	Y9 HL L2
	Drugs, alcohol and tobacco	1	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	Y7 DE L2 Y7 DE L3 Y7 DE L5 Y7 DE L7 Y7 DE L8	Y9 DE L13 Y9 DE L14 Y9 DE L15 Y9 DE L16 Y9 DE L17 Y9 DE L18
		2	the law relating to the supply and possession of illegal substances	Y7 DE L5 Y7 DE L8	Y9 DE L18 Y9 DE L19
		3	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	Y7 DE L2	Y9 DE L11
		4	the physical and psychological consequences of addiction, including alcohol dependency	Y7 DE L2 Y7 DE L3 Y7 DE L4	Y9 DE L14
		5	awareness of the dangers of drugs which are prescribed but still present serious health risks	Y7 DE L1	Y9 DE L17
		6	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	Y7 DE L3	Y9 DE L15
	Health and preventio n	1	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	Science	Y10 PS L26 Science
		2	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist		Y9 HL L2
		3	(late secondary) the benefits of regular self-examination and screening		Y10 PS L26
		4	the facts and science relating to immunisation and vaccination	Science*	Y10 PS L26 Science
		5	the importance of sufficient good quality sleep for good health and how a lack of	Y7 PW L6	Y9 HL L9

			sleep can affect weight, mood and ability to learn		
	Basic first aid	1	basic treatment for common injuries	Drop down day w/ Red Cross tbc	
		2	life-saving skills, including how to administer CPR [footnote 2]	Drop down day w/ Red Cross tbc	
		3	the purpose of defibrillators and when one might be needed	Drop down day w/ Red Cross tbc	
	Changing adolescent body	1	key facts about puberty, the changing adolescent body and menstrual wellbeing	Y7 PW1 L7 Y7 PW1 L8	Y9 HL L1 Y10 RSE L16 Science
		2	the main changes which take place in males and females, and the implications for emotional and physical health	Y7 PW1 L7 Y7 PW1 L8	Y9 HL L1 Y10 RSE L16 Science

Unit Codes

Y7 PW = Personal Wellbeing
Y7 RR = Respectful Relationships
Y7 DE = Drugs Education
Y7 OR = Online Relationships

Y8 FR = Family Relationships
Y8 IR = Identity and Relationships
Y8 BP = British Politics (SMSC requirement)

Y9 HL = Healthy Lifestyles
Y9 DE = Drugs Education

Y10 EW = Emotional Wellbeing
Y10 RSE – Relationships and Sex Education
Y10 DPD = Diversity, Prejudice and Discrimination
Y10 PR = Personal Risk

Y11 MICC – Making Informed Career Choices
Y11 AJC = Applying for Jobs and Courses
Y11 PF = Personal Finance

Appendix C: Parent form: withdrawal from sex education within RSE

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

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