SJWMS

Relationships, Health and Sex Education (RHSE) Policy 2025/26

Date written: September 2025
Date of next review: September 2026

Contents

1. **Aims**

SJWMS aims to ensure students are well prepared for the wider world and today's society through a full and thorough Relationships, Sex & Health Education (RHSE) curriculum. The curriculum has been carefully collated and developed in order to provide pupils with knowledge that will enable them to make educated decisions on aspects of life including relationships, social media, drugs and physical and mental health, as well as to inform and educate them on issues such as consent, bullying, gangs and discrimination. This knowledge and guidance will allow students to make sound decisions regarding complex contexts throughout their time at SJWMS and beyond, as well as enabling our youngsters to develop healthy, nurturing relationships and developing their ability to remain safe and make informed decisions in, and outside, of school. Students are given the skills to express and explain their own opinions (where applicable supporting them with evidence and examples) and to be able to compare these opinions to those of other individuals and groups within society. The curriculum is aligned with the Government's Statutory guidance on Relationships and Sex Education (RHSE)and is LGBTQ+ inclusive. (September 2025).

2. **Statutory Requirements**

Under sections 2.3 and 3.6 of the National Curriculum, RHSE is compulsory for all pupils within Secondary Education. This is statutory guidance from the Department of Education, which has been issued under Section 80A of the Education Act developed in 2002, and section 403 of the Education Act 1996.

3. **Policy Development and Consultation**

This policy is reviewed annually, and changes may be made at other times in response to changes in legislation. The initial creation of this policy, and any changes, was made in consultation with staff, students and parents. It was reviewed in detail at a meeting of our parents' association (the RMSA) on 2nd March 2020, discussed by our Student Council and explored by our teachers at a whole staff meeting.

4. **Definition**

Relationships, Sex & Health Education (RHSE) provides learning opportunities that focus on the emotional, social and physical aspects of growing up, relationships, sexual health, sexuality, healthy lifestyles, diversity and identity. RHSE involves a combination of sharing information and exploring issues and values. The RHSE curriculum is not about the promotion of sexual activity.

5. **Delivery of Relationships and Sex Education**

SJWMS adopts a four-tiered approach to the delivery of RHSE.

Firstly, students in Year 7 to 13 follow a **Tutorials** Scheme of Work, in which RHSE is fully embedded (see Appendix A for details of Tutorials RHSE related SoW) and a wide range of RHSE related topics are delivered by the Form Tutor and discussed as a Form Group. The school's Tutorial programme for Year 7-11 aims to reinforce the RHSE teaching that occurs within Life Skills lessons at KS3 and KS4.

The Tutorials SoW underpins the **Life Skills** SoW, in which RHSE is entrenched, and is delivered by fully trained and experienced subject teachers (see Appendix B for details of Life Skills RHSE related SoW). Life Skills is taught within timetabled lessons at KS3, KS4 and KS5 (up to Y12), by a

comprehensive Tutorial programme, external speakers and compulsory conferences at KS5. Both the Tutorials and Life Skills SoW are developed by subject specialists with the respective ages of the students being carefully considered. Life Skills fosters an environment of tolerance and dialogue rooted in an understanding of ourselves and others. It is fully inclusive of various LGBTQ+ groups within our society.

The third element of our RHSE provision is through **External Speakers** – the school regularly books visits and talks from outside organisations and experts in order to deliver on RHSE topics such as LGBT+, Drugs, Racism, Mental Wellbeing and Physical Health.

The fourth element of SJWMS's delivery of RHSE is through **Awareness Weeks/Days**. The school observes any relevant national awareness weeks or days, including 'Safer Internet Day' and 'Mental Health Awareness Week'. Students, staff and parents will receive various resources and input (via targeted and focused emails, links, assemblies and specifically designed tutorials) on the theme/topic to ensure wider awareness and education. The school's commitment to educating our community on RHSE topics is demonstrated through our National Online Safety School status, our Wellbeing Award for Schools and our UNICEF Rights Respecting School Award.

The direct delivery of RHSE is supplemented through various other subjects at SJWMS, ensuring that all students leave with an understanding of the topics laid out in the Relationships and Sex Education Government Framework (see Appendix C). These subjects include; Science, Psychology, Computing and Physical Education.

Under the Equality Act 2010 and Schools (May 2014), the school is free to include a full range of 'ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination'. The Act also allows schools to take positive action where appropriate to deal with particular disadvantages affecting one group because of a protected characteristic.

6. Roles and Responsibilities

I. The Governing Body
As well as fulfilling their legal obligations, the Governing Body will approve and ratify the RHSE policy.

II. The Headteacher and Deputy Headteacher (Designated Safeguarding Lead)
The Headteacher and Deputy Headteacher (DSL) are responsible for the initial collation of the RHSE policy and overseeing the development of this in discussion with staff, students and parents. They are also responsible for overseeing the Heads of Life Skills' delivery of the RHSE curriculum, and ensuring it is taught consistently across the school, meeting the needs of all students. The Headteacher and Deputy Headteacher (DSL) are also responsible for ensuring all staff have access to the necessary training and support in order to effectively deliver the RHSE content through Tutorials.

III. The Heads of Life Skills and Teachers of Life Skills
The Heads of Life Skills are responsible for the delivery and development of the RHSE curriculum, as well as ensuring it is taught consistently across the school and is meeting the needs of all students. The Heads of Life Skills are also responsible for ensuring appropriate training is accessed by Teachers of Life Skills, and liaising with the Headteacher and Deputy Headteacher (DSL) regarding any curriculum changes and additions.

IV. SENCO
The SENCO is responsible for liaising with the Heads of Life Skills, Teachers of Life Skills and Form Tutors where required to ensure students with SEN or any additional needs have full access to the

RHSE curriculum and delivery, and any barriers to learning are removed where possible. Lessons and SoW are designed to be inclusive and to direct pupils towards additional support where this may be required, in accordance with the Equality Act 2010 and Schools (May 2014) and the DfE's 'Relationships Education, Relationships and Sex Education (RHSE) and Health Education', whereby schools must 'make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects'.

V. All Staff (including Form Tutors)
Staff are responsible for: Delivery of RHSE Tutorials and emphasising how to have sensitive discussions; Modelling positive attitudes towards RHSE; Providing quality first teaching, which emphasises high quality, inclusive teaching of all pupils in the class; Following the school's safeguarding policies when required; Engaging fully with training and CPD opportunities to support with RHSE delivery.
Staff do not have the right to opt out of teaching RHSE.
Staff who have concerns about teaching RHSE are encouraged to discuss this with the Headteacher or Deputy Headteacher (DSL).

VI. Pupils
Pupils are expected to fully engage in the RHSE curriculum provided. Students are aware of the need to treat others with respect and sensitivity.

7. Parent Right to Withdraw

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RHSE, but not Relationships or Health Education. These lessons are highlighted in yellow on **Appendix A - Relationships and Sex Education Curriculum for Tutorials.**

Please refer to the Government guidelines for further information regarding the right to withdraw using the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RHSE__and_Health_Education.pdf

Requests for withdrawal should be made in writing and addressed to the relevant Head of Year. Heads of Year will discuss requests with parents and take appropriate action. A copy of the withdrawal request will be placed on the pupil's record and students will be provided with alternative work during these sessions by the Life Skills teacher or Form Tutor. Content we regard as 'sex' education is highlighted within Appendix A and B.

8. Training

Staff receive training on the RHSE framework and the content throughout the year as required and it forms part of the Staff CPD provision at INSET Days. Outside agencies may be invited, such as school nurses, sexual health professionals and Mental Health professionals to provide support and training to staff teaching RHSE. Life Skills specialists are also supported in the delivery of lessons on radicalisation and extremism by interactive resources provided by the University of Kent and work closely with advisors from Medway Health Directorate to ensure the school is meeting the needs of our pupils at a local level. All staff receive regular, rigorous Safeguarding and Child Protection training to ensure the safety of our students and school community.

9. The United Nations Convention on the Rights of the Child

The school is a designated UNICEF Rights Respecting School. This means that we are committed to ensuring that all students achieve and learn about their legal rights which are set out in the UN Convention on the Rights of the Child. This Rights Respecting School designation is reviewed every 4 years. This Policy supports article 24 of the UN Convention by educating students about health and wellbeing so that children can stay healthy.

10. Monitoring Arrangements

The delivery of RHSE is monitored by the Headteacher, Deputy Headteacher (DSL) and Heads of Life Skills, in discussion with Pastoral Leads, as well as through formal Lesson Observations, Learning Walks and Work Scrutinies. At each review, the Governing Body and Headteacher will approve the policy created

11. Date for Review

This policy will be reviewed annually in consultation with students, staff and parents – next review due on:

1st September 2026

11. Appendix A - Relationships and Sex Education Curriculum for Tutorials	
Year 7	RHSE Content
Term 1	Becoming an organised student (including): - Where to go if I need help - Making friends - Dealing with change - Mindfulness - Trustworthiness and respectful relationships - Healthy Friendships and banter (SG) - Attacking others to protect ourselves (AT) - Safe and respectful digital communication (SG)
Term 2	- Online Radicalisation - Physical Punishment (parenting) - Social Media - Cyber Bullying
Term 3	Positive/Growth Mindset (including): - Personal Strengths - Helpful Feedback v Unhelpful Criticism - Healthy coping strategies - Bullying and Social Media
Term 4	Families (including): - Different types of Family inc LGBTQ+ - Marriage - Religion and Marriage - Parents and Children

	- Bereavement - Homophobia (SG) - Influencers (SG) - Cyber Crime & Security - Vaping
Term 5	- First Romantic Partners - Online privacy & grooming (SG) - Childline (SG) - Grooming
Term 6	- Pride Awareness Month - Positive bystanders (SG) - Questioning our identity (SG) - Oral Hygiene - Managing Emotions - Deepfakes - Consent (property) - Skin gambling
Year 8	RHSE Content
Term 1	- Disability Discrimination (SG) - Seeking support - Online behaviours - cyberbullying & trolling - Conflict reconciliation - Overt & Covert racism - Public Perception of Ourselves & Others
Term 2	- Anti Bullying Week - Mental Health & Self Esteem (SG) - Eating Disorders (AT) - Online relationships with friends (SG) - Dealing with rejection (SG) - Damaging Stereotypes - Physical Punishment
Term 3	Health (including): - Smoking - Alcohol - Drugs - Healthy Eating - Exercise and Personal Hygiene - Leisure Time - Mental Health - Mob mentality
Term 4	Fundamental British Values (including) - Protected Characteristics - Respectful Relationships - Online Hate - Eating disorders - Fake News - Snapchat, AI & social media
Term 5	Social Media (including):

	- Advantages - Dangers - Body Image and use of sex in advertising - Radicalisation inc incels - Inappropriate Images - Self-Harm and Social Media - Waiting for intimacy - Healthy Friendships (SG) - Body Dysmorphia (SG) - Managing screen time - Sexually coerced extortion
Term 6	- Positive Bystanders (SG) - Sexual Harassment and Consent (SG) - Knife Crime - Deepfakes x2
Year 9	RHSE Content
Term 1	- Trangender & Transphobia - Youth Mental Health Day (SG) - ADHD Awareness Month (AT) - Fake News
Term 2	Religion and Identity (including): - Gangs and county lines - Circumcision - Cyber Bullying and Mental Health - Domestic Violence (SG) - Homelessness (SG) - Physical punishment
Term 3	Health (including): - Sleep - Relaxation - Vaccinations - Risk of Obesity - Cancer - Safer Internet Day
Term 4	- Vaping & Cannabis Pens (SG) - County Lines & Trusting Friends (SG) - Online Romantic Relationships
Term 5	Relationships (including): - What does a positive relationship look like? - What does a positive relationship not look like? - Media portrayal of relationships and expectations - Different levels of intimacy - Being ready for intimacy inc LGBTQ+ - Sexual Harassment - Relationship Breakdown

	- Vaccination Information (AT)
	- Toxic friendships (SG)
Term 6	- Radicalisation including incels - Pride Awareness Month - Consent & Positive Bystanders (SG) - Catfishing (SG)
Year 10	**RHSE Content**
Term 1	- Seeking Support & Being a Bystander - Self Image (SG) - Online Misogyny - Toxic Masculinity - Sexual Health - Positive & Negative Relationships
Term 2	Living in the Wider World (including): - Helpful Feedback v Unhelpful Criticism - Identifying Personal Strengths and Weaknesses - Prejudice and Discrimination inc LGBTQ+ - Cults - Positive Relationships - Mental Health & Healthy Coping Strategies (SG) - Cyber Bullying & Trolling (SG) - Dealing with rejection and heartache (SG) - The positives of being online
Term 3	- Playing God inc fertility treatment inc LGBTQ+ - Stem cells - Shisha - Sexism Awareness (SG) - Money laundering
Term 4	Health and Safety (including): - Assessing Risk - Choking - Bleeding - Defibrillator - Child CPR - Muscle Strains - Gender Reassignment (SG) - Age Gap Relationships (SG) - Vaping & Unregulated Products (SG) - De-esculating potentially violent situations
Term 5	Religion, Life and Death (including): - Age Restrictions - Abortion - Fostering & Adoption - Pregnancy and Breast Feeding

	- Emotions and Feelings - Energy Drinks & Peer Pressure - Sexual Harassment (SG) Term 6 - Sexually coerced extortion - Sex and the Law - Nitrous Oxide
Term 6	Relationships (including): - Relationships inc LGBTQ+ - Controlling Relationships - Family inc LGBTQ+ - Visit to a sexual health clinic - STIs and Condoms inc LGBTQ+ - HIV inc LGBTQ+ and misconceptions - Pride Awareness Month - Body Image & Peer Pressure (SG) - Sexual Harassment (SG) - Transplants & Donations
Year 11	RHSE Content
Term 1	- Everyday consent (SG) - Positive Relationships (SG) - Youth Mental Health Day (AT) - Positive Role Models (SG) - World Mental Health Day (AT) - Body Image & Modification - Analysing information for reliability
Term 2	Adult Issues (including): - Sexting - Drugs - HIV inc. LGBTQ+ and misconceptions - Homophobic Bullying - World of Work - Economic Wellbeing - Movember (SG) - Vaping (SG) - Grief Awareness (SG) - Mental Wellbeing (SG) - Online Dangers
Year 12	RHSE Content
Term 1	Transition and Independent Study Skills (including): - Cognitive Load and Retrieval Tasks - Retrieval tasks continued and Mental Health - Managing Workload - Youth Mental Health Day (SG) - Breast Cancer Awareness Month (SG) - Dealing with Rejection & Heartache (SG)

Term 2	- Toxic Friendships (AT) - Anti Bullying Week - Movember (SG) - Sexual Harassment in School (SG) - Domestic Violence Against Men
Term 3	Relationships (including): - Peer Respect - Toxic Friendships - Respecting other relationships inc. LGBTQ+ - Trust - Snus / Nicotine Pouches (SG) - Sexual Harassment in the wider community (SG) - Ending Relationships (SG)
Term 4	Lifestyle Choices (including): - Healthy Eating - Sleep Patterns – how to ensure quality rest - Body Language – sending mixed messages - Drugs and Alcohol - Gender Reassignment - Peer Pressure (SG)
Term 5	Employability + Lifestyle Choices (including): - Safety on the roads - Effects of Smoking - Sexism Awareness x2 (SG) - Stress (SG) - Mental Health Awareness Week - Reframing Negative Thoughts (SG) - Relaxation Techniques (AT)
Term 6	Post 18 Next Steps (including): - Post 18 Options Research - Age Gap Relationships (SG) - Consent (SG) - Cyber Crime - Methanol Poisoning
Year 13	**RHSE Content**
Term 1	POST 18 Next Steps (including): - Student finance + Next Steps - Mental Health - International Stress Awareness Week (AT)
Term 2	- Movember (SG) - Catfishing (SG) - Safe Dating (SG)
Term 3	Life after The Math (including): - Peer Pressure as you get older (SG) - Staying safe when drinking (SG) - Gambling - Online Awareness
Term 4	The 'Run-In' (including): - Healthy Eating - Cooking for Yourself - Food Hygiene - Prepping for Final Exams

	- What Failure Looks Like
	- Quitting Vaping (SG)
	- Calm / Mental Health (SG)
	- Nitrous Oxide (SG)
	- Sharing Nudes
Term 5	Theme: Finals exams and leaving school
	- Confidence
	- Managing stress of final exams
	- Life Plan
	- What to do on Results Day
	- Clearing/Adjustment
	- Mental Health Awareness Week (SG)
	- End of Relationships (SG)

12. Appendix B - Relationships and Sex Education Curriculum for Life Skills	
Year 7	**RHSE Content**
Term 1	Belief and Influences (including):
	- Where to go if you need help in areas relating to Life Skills
	- To consider who we are and what influences we have
	- Strategies to improve our learning using our knowledge of the brain
Term 3	Health and Community (including):
	- Examine what influences us and the decisions we make
	- -Discussion of protected characteristics including sexual orientation and gender reassignment.
	- Discuss some of the main issues which affect our school community
	- Staying healthy, looking at the importance of diet, exercise, health and personal hygiene.
	- To be able to understand the effects of smoking and vaping and how to quit.
	- To understand the physical effects of alcohol abuse including the potential impact on obesity.
	- Understand the wider effects of alcohol abuse
Term 4	Health and Children's Rights (including):
	- To consider how healthy our lifestyles are and be able to suggest we could do to improve them and where we can seek help and support
	- To be able to suggest and explain different ways in which we can keep ourselves safe including how to make an emergency 999 call.
	- How to identify situations where we may be at risk and how to manage these situations.
	- To be able to explain the physical and emotional changes that occur during puberty inc. LGBTQ+ and how this links to sexual feelings
	- To be able to define the Universal Declaration of Human Rights and UNCRC, be able to discuss why rights are important and be able to explain why the rights of children need to be protected
	- To be able to analyse a range of different viewpoints on bullying including the importance of reporting bullying and where to go for support.
	- To be able to identify and explain a number of ways to tackle anxiety and recognise that these feelings can be normal and important in everyday life.

	- To be aware of self harming and other alternatives to managing emotions. - To be able to give ways to build self-esteem
Year 8	**RHSE Content**
Term 1	Rules and Laws (including): - To understand the relevance of rules in school and be able to argue for the relevance of certain rules - To be able to describe how difficult it is to decide what is right and wrong - To be able to show our understanding of how laws can affect society - The Five Precepts, including 'Avoid harmful sexual activity' including upskirting, sexting, sexual harassment etc
Term 2	Systems of Government (including): - To be able to explain the system of government that we follow in the UK and to be able to give some advantages and disadvantages compared to other possible systems - Discussion of protected characteristics related to prejudice, discrimination and employment law. LGBTQ+ issues discussed.
Term 4	Leadership (including): - To explore what makes a good leader using examples from history
Term 5	Human Values and Society (including): - To consider how we can be active citizens within the UK - Radicalisation – Lesson on Radicalisation & The Law - Radicalisation –Lesson on Radicalisation & Grooming - Awareness of conspiracy theories. - To show understanding on how important events affect people's lives
Term 6	Buddhism - discussion of human values and character. - Links made to meditation, mindfulness and wellbeing -
Year 9	**RHSE Content**
Term 1	Suffering (including): - To be able to explain what suffering is and what causes it - To be able to give a variety of responses to suffering - Persecution due to protected characteristics discussed during lesson on genocide.
Term 2	Contraception and Careers (including): - To be able to give ideas about how we can have positive relationships with our friends and family - To be aware of different types of families and that these may change over time, for example as a result of separation - To be able to describe and explain the advantages and disadvantages of a variety of different methods of contraception inc. LGBTQ+ - To be able to explain some different types of sexually transmitted infections, the stigma attached to them and how they can be caught and treated including the use of PrEPs for HIV. Pupils will be aware

	of local services and how to access them as well as the importance of doing so when sexually active
	- Consent, Dealing with Rejection and sexual harassment
Term 4	Drugs (including): - To know what is meant by the term 'drug'. Understand how drugs can be classified and a have a brief knowledge of the law on drugs - To understand and explain the reasons for drug abuse and the impact drug abuse can have on people's lives - To be aware of the impact drugs can have on decision making, potentially increasing risky or undesirable behaviours - The impact of knife crime and bereavement and the benefits forgiveness can provide to mental health
Term 5	Rights (including): - To be able to discuss whether we should have the right to privacy and why the right to education (Article 24 of UNCRC) is important across the world - To be able to debate a variety of ethical situations and use moral decision-making tools to decide the correct actions. - Ethics and morals relating to the use of AI
Term 6	Religion, Crime and Law (including): - To be able to categorise different types of crimes including hate crimes. - Specific link to protected characteristics made during discussion of hate crimes. - To be able to debate different views, including religious views on capital punishment
Year 10	RHSE Content
Term 4	Relationships (including): - To be able to discuss what makes a relationship healthy or unhealthy - To be aware of the legal requirements in relation to marriage and civil partnerships, including age and the need for it to be freely entered into, the potential benefits of marriage compared to cohabitation or other options and misconceptions surrounding 'common law' marriage - To be able to suggest what makes a strong family inc. LGBTQ+ and the importance of this - To be able to discuss how to support a healthy pregnancy including avoidance of alcohol, balanced diet etc. - To be able to consider the challenges and skills needed to be an effective parent at various stages of childhood and the importance of parenting skills for child development. - To be able to discuss the advantages and disadvantages of different methods of contraception and why the use of contraception is important inc. LGBTQ+

	- To discuss the impact of drugs and alcohol on sexual relationships including the impact on consent, decision making and contraception use. - To be able to discuss the concepts of gender equality and consent - Gender Inequality and Sex Crimes inc. LGBTQ+ - Sexual Harassment and Dealing with Rejection
Term 5	Life and Death (including): - To be able to explain reasons for fertility treatments, different fertility treatments inc. those used by LGBTQ+ couples and lifestyle decisions that can impact fertility - To be aware of the meaning of menopause and perimenopause and the impact this might have - To be able to debate the topic of abortion and be aware of a variety of pregnancy options. - The impact of stereotypes surrounding age - Making medical decisions around end of life care
Term 6	Moving Forward (including): - To consider how to deal with the stress of exams and the run up to result day and what to do if things don't go to plan - To know how to make a 999 call - To learn basic first aid in order to be able to help in an emergency situation including CPR and the use of defibrillators.
Year 11	RHSE Content
Term 1	Health (including): - To be able to suggest and explain relevant mental health conditions and ways to protect our mental health - To be able to suggest reasons why people may self-harm, the risks of witnessing this online and how we can identify and support this issue - To be able to explain why some young people may suffer with eating disorders and to suggest ways in which society could help to prevent this - To be able to use a visit from or lesson on the Samaritans to explain their work and the importance of this, particularly in relation to suicide prevention. - To be able to explain the health consequences of taking a variety of illegal drugs - To be able to explain the legal and social consequences of taking illegal drugs and suggest options for helping addicts - To be able to explain the impact drugs and alcohol can have on decision making and wellbeing
Term 3	Social Pressures (including): - To be able to suggest some reasons why people join gangs and why gangs can be problematic for society - To be able to explain how some people are recruited into extremist groups and the social issues this can cause.

	- Specific links made to extremism and protected characteristics. - To be able to show understanding of the impact of a person's online profile - To be able to recognise concerns in relation to the viewing of pornography including that what young people might view might be done so accidentally, may result in unrealistic expectations in relation to real sexual relationships, that some content, including strangulation and suffocation, may be illegal and that pornography can be harmful to some groups in society and is in some cases regarded as ethically wrong. - To be aware that the creation, possession or distribution of sexually explicit images, of or to people under 18 (regardless of consent), or of people over 18 without their consent is a criminal act which can result in severe penalties - To be aware of how to report concerns in relation to concerning or upsetting sexual images of themselves (real or AI generated) or others online. - To be able to identify some different ways in which young people could be exploited. - To be able to explain how and why gambling can become an addiction and the consequences of having a gambling addiction and the impact of gambling on mental health as well as religious responses to gambling - Use of online platforms to Radicalise and recognition of misinformation online and the impact of algorithms - Extremism/Extremist Groups (including Incels) - FGM including the law surrounding it and the physical and mental impacts which occur as a result. - Virginity testing & hymenoplasty
Term 5	Preparing for the Future (including): - To recap how to stay healthy and focussed and get the most out of the revision period - Identify signs of exam stress in yourself and spot the signs of it in others - Know who to ask for advice and where to look for guidance on exam stress, including on the Rise Above website - Select and use strategies to help them manage exam stress, including revision techniques - To recognise some possible courses of action for when things don't go to plan - To be able to recognise the difference between a feeling of anxiety that can be difficult but positive and an anxiety disorder
Sixth Form	**RHSE Content**
Term 1	- Working together productively - healthy relationships - Being assertive vs aggressive - Relationships and consent incl LGBTQ+ - Qualities of a healthy relationship

	-	The law surrounding consent and importance of ethical behaviour in sexual relationships
	-	The impact of different power dynamics within relationships
	-	Pressures and expectations
	-	Domestic abuse and honour based abuse including where and how to get support
	-	Sexuality and gender including an understanding of terms as well as protection under the 2010 Equality Act
Term 2	-	Contraception incl focus on LGBTQ+
	-	Gynaecological health and conditions including PCOS and endometriosis
	-	Issues linked to fertility including lifestyle factors and when to seek medical support
	-	Drugs alcohol and tobacco - links to mental health and positive choices
	-	Drugs alcohol and tobacco: the law and dealing with emergencies
Term 3	-	Emotional wellbeing and stress - links to healthy choices and causes of stress including sexuality
	-	Emotional wellbeing: strategies and support
	-	Physical health and nutrition incl disordered eating, with links to the impact social media and influencers have on generating unrealistic body images.
Term 4	-	Risk and safety 1 - healthy risk taking, including foreign travel
	-	Risk and safety 2 - healthy risk taking
	-	Personal identity incl protected characteristics
Term 5	-	Communities incl protected characteristics
	-	Independence - choices
	-	Independence in relation to making medical decisions.
	-	You as a worker - choices
Term 6	Year 12 Life skills and Post 18 destinations day: Outside speaker - Christian prison chaplain (ex Buddhist) featuring discussion of misogyny, crime, forgiveness and rehabilitation.	
	-	Misogyny/sexism workshop
	-	UCAS and careers
External Speaker	STIs and chlamydia screening	
External Speaker	Sex Education	
External Speaker	Cancer	
External Speaker	Road Safety	
EXternal Speaker	Radicalisation	
External Speaker	Drugs	

13. Appendix C - Relationships and Sex Education as per Government Framework
By the end of secondary school:

Families	Curriculum content: 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.8 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful Relationships,	Curriculum content: 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should

	understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	Curriculum content: 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.

	7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11.That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13.That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sexually coerced extortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sexually coerced extortion. 15.That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being Safe	Curriculum content: 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should

	understand that in some situations a person might appear trustworthy but have harmful intentions.
	5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
	6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
	7. The concepts and laws relating to sexual violence, including rape and sexual assault.
	8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
	9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
	10.That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
	11.The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
	12.The concepts and laws relating to forced marriage.
	13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
	14.That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
	15.That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
	16.How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and Sexual Relationships, including Sexual Health	Curriculum content:
	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
	2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
	3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
	4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

	5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10.How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11.How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12.How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
Mental Wellbeing	Curriculum content: 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger

	mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing Online	Curriculum content: 1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical Health and Fitness	Curriculum content: 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy Eating	Curriculum content: 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain
Drugs, Alcohol , Tobacco and Vaping	Curriculum content: 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

	5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	Curriculum content: 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal Safety	Curriculum content: 1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

	5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic First Aid	Curriculum content: 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing Bodies	Curriculum content: 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.