



**Greys
Education
Centre**
Aspirational • Collaborating



**Bedford Inclusive Learning
and Training Trust**
Achieving • Believing • Collaborating

Relationships, Sex and Health Education (RSHE) Policy

Greys Education Centre

Policy Status: Recommended

Review Cycle: Annually

Owner: Catherine Assink

Date: July 2025

Approved by: Trust Board

Date: July 2025

Review Date: July 2026

Our commitment

All BILTT schools are committed to equipping all of our pupils with the character and knowledge they need for a happy and successful life. We teach pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships and build their self-efficacy. We do this by ensuring that:

- High quality, evidence-based and age-appropriate teaching of RSHE effectively helps prepare pupils for the opportunities, responsibilities and experiences of adult life.
- The teaching of these subjects also promotes the spiritual, moral, social and cultural development of our pupils. For example, we help pupils learn and remember more through the exploration of age and cognitively appropriate moral dilemmas.
- RSHE education is accessible for all our pupils. We refer to the guidance for preparing for adulthood, as set out in the SEND Code of Practice when designing RSHE.

Our relationship, sex and health education leaders

Every BILTT school has their own allocated RSHE Leader who works closely with their Safeguarding Lead as well as the ICT Teacher to ensure that all aspects of the curriculum are covered in an appropriate, engaging and meaningful way.

Legislation and statutory guidance

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education compulsory for all pupils receiving secondary education up to the age of 16.
- This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of children's learning including:
 - Statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.
 - The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.
 - Keeping Children Safe in Education (Updated September 2024).
 - The Equality Act 2010, particularly the Public sector equality duty (PSED) (s.149 of the Equality Act).and the Special educational needs and disability (SEND) code of practice: HM Government 2014.
 - The Data Protection Act 2018 and General Data Information Protection Regulations.
 - Introduction to requirements – GOV.UK
 - Plan your relationships, sex and health curriculum - GOV.UK
 - Teaching about relationships, sex and health - GOV.UK
 - Relationship Education, Relationship and Sex Education and Health Education guidance
 - Inspecting teaching of the protected characteristics in schools – GOV.UK

Definitions

Through designing and delivering the RSHE curriculum we take into account the age and religious background of all pupils and ensure that their teaching is appropriate and that the topics outlined in the statutory guidance are appropriately handled. We ensure that the content and materials used to support teaching are appropriate for the age and cognition of pupils and sensitive to their needs. As a result, the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect. With cognition and maturity in mind, during

the secondary phase we include time for open discussion of topics that children and young people may find particularly difficult, such as consent and the sending of 'nudes'

Relationships and health education (RHE) for primary phase pupils means:

- Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. This means that by the end primary, our children have a secure understanding of:
 - Families and people that care about them;
 - Caring friendships;
 - Respectful relationships;
 - Online relationships;
 - Staying safe. Please also refer to our safeguarding policy and online safety policy

Relationships, sex and health education (RSHE) for secondary phase pupils means:

We build upon the foundations of relationship education from primary school and ensure that by the end of key stage 4 we:

- Make explicit that that sexual violence and sexual harassment (including online) are not acceptable, will never be tolerated, and are not an inevitable part of growing up
- Give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We ensure that lesbian, gay, bisexual and transgender specific content is included within the delivery of our programme.
- Provide information on contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)
- Focus also on teaching pupils what is acceptable and unacceptable behaviour in relationships. This helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Accordingly, by the end of secondary phase education our pupils have a secure understanding of:
 - Families and respectful relationships including friendships;
 - Online and media;
 - Staying safe;
 - Intimate and sexual relationships including sexual health.
 - Specific teaching of what is meant by consent and implications for young people beginning to have relationships

The aim of our RSHE programme is to specifically support pupils in:

- Understanding human sexuality and to respect themselves and others. It does not encourage early sexual experience or experimentation.
- Developing safe, fulfilling and healthy sexual relationships at the appropriate time.
- Understanding the law, taking into account age, physical and emotional maturity, cognition, religious background and developmental differences when planning and delivering our learning.
- Developing pupils resilience and nurturing their positive values through planned opportunities for social interaction within the community.
- Feeling that the content is relevant to them and is clear, sensitive and respectful, and recognising that they may be coming to terms with their own sexual orientation or identity.
- Becoming well informed about the range of aspects of the law which relate to sex

including: the age of consent, what consent is and is not, the definitions of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

- Building awareness of grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Understanding the physical and emotional damage caused by female genital mutilation (FGM) and the context of the law surrounding this and other forms of 'honour based violence'.
- Understanding the rules and principles of staying safe online and having a strong understanding of how data is generated, collected, used and shared online.

All BILTT schools deliver some aspects of the National Curriculum for science at an appropriate level. This includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

- There is no right for parents to withdraw children from the National Curriculum for science.
- Our curriculum for teaching science can be viewed online on our school websites

The RSHE curriculum:

Our RSHE curriculum is founded on the following:

- Our intention to ensure that all pupils can access RSHE and to achieve the goals as outlined in each school's curriculum plan
- Our implementation of this curriculum enables all pupils to receive this learning in the most appropriate way that enables teachers to accurately assess pupils' progress towards the end of phase goals.
- The impact of this curriculum is evident within pupils' attitudes, positive behaviour and increased confidence in managing relationships with others.

We will ensure that our parents and carers are fully informed about the RSHE curriculum through updates on our website. We will review and evaluate the effectiveness of this curriculum once per year.

Delivery of the RSHE curriculum:

- Our RSHE curriculum is taught within classes by school staff.
- This delivery is enhanced by visits from external organisations and guest speakers where appropriate.
- We will also provide opportunities for parents and carers to attend information evenings.
- In teaching sex education, we provide a non-judgemental, factual approach within a safe environment that allows scope for young people to ask questions in confidence. Our teachers are trained to use distancing techniques, to set ground rules and anonymous question boxes to help manage sensitive discussion and receive responses to these questions.
- It is important that responses are given that satisfy pupils' curiosity in order to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content, and encourage contact and conduct that is unsafe.
- Our online policy applies to all aspects of RSHE.

Equality statement

- We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010.
- We ensure that there is no discrimination towards pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).
- In planning for delivery of Relationship, sex and health education, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.
- We are also aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, Relationships education is especially important for those pupils, for example those with social, emotional and mental health needs or learning disabilities. This is reflected within our planning for this subject.

Roles and responsibilities

Relationship, sex and health education leaders in our academy

Every school has their own nominated RSHE Lead who holds the responsibility for collaborating with parents and external agencies on planning the curriculum for RSHE. In collaboration with other senior staff, the RSHE lead has responsibility for:

- Implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate;
- Providing or sourcing appropriate training for colleagues as appropriate.
- Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects;
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND;
- Ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn through regular consultation.

Headteachers

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing any requests to withdraw pupils from non-statutory components of RSE. They are also responsible for ensuring that staff have appropriate training and are given opportunities to keep up to date with local and national guidance.

The right to be excused from sex education (the right to withdraw)

- We appreciate that some parents/carers may wish to exercise their right to withdraw their child from some or all of the sex education that is delivered as part of statutory RSHE.
- When a parent / carer advises the academy that they wish to withdraw their child, our Headteacher will meet with the parents/carers and the child to understand the reasons for the withdrawal request. This discussion will also focus on the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.
- For most pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the Headteacher in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Headteacher will want to take a pupil's SEND into account when making this decision.
- When a pupil is excused from sex education, we will ensure that this pupil receives appropriate, purposeful education during the period of withdrawal.

Working with parents, carers and the wider community

- We recognise that the role of parents in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- We provide opportunities for parents to collaborate with the academy on planning and delivering RSHE.
- We ensure that parents are advised what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.
- We provide parents/carers every opportunity to understand the purpose and content of RSHE through the content on our website, parents' consultations and personal communications.
- We welcome any questions about the school's approach to RSHE from parents/carers to help increase confidence in the curriculum. We will also provide opportunities for parents to discuss what their children will be taught, address any concerns and help support parents in managing conversations with their children on these issues.
- In order to provide an RSHE curriculum which is appropriate to the needs of all pupils with SEND, closer collaboration with some parent/carers may be required. This may also involve partnership with outside agencies. All BILTT schools are committed to providing the highest quality learning, so that all pupils, including those with SEND, make outstanding progress in RSHE.

The Local Governing Body

Our local governing body (LGB) ensure that:

- All pupils make progress in achieving expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teachers explore how new pedagogies and technology can be fully utilised to support the subjects;
- Teaching is delivered in ways that are accessible to all pupils with send;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations with regards to relationships, sex and health education.

Working with external organisations or visitors

- Agree in advance, how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Please refer to our Child Protection and Safeguarding policy.
- Any information provided for visitors is in line with the Data Protection Act 2018 and GDPR regulations.
- Where we use an external organisation or visitor to deliver sessions, the aim will be to supplement learning provided by the teacher, not to replace it: Where we use an external agency or visitor to deliver a session or sessions for pupils, we will follow our usual process for checking credentials.
- We will ensure that the proposed teaching fits in with our planned programme and published policy and will enhance the teaching of that topic.
- We will discuss how the visitor will deliver their sessions and ensure that the content is

- age and cognition appropriate and accessible for pupils.
- We will request to view the materials visitors will use in the sessions as well as a session plan in advance, so that they can co-plan, including ensuring that it is well differentiated to meet the full range of pupils' needs

Review process

This policy will be reviewed annually by RSHE leads and Designated Safeguarding Leads. At every review, it will be approved by the BILTT Board of Trustees and individual Academy LGB.

Links with other policies

This policy also links to other policies and procedures which can be accessed via the school's website.

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Code of Conduct
- Equal Opportunities
- Online Safety Policy

Appendix 1: Relationship education outcomes for pupils at end of the primary and secondary phase

Personal Development Overview – GEC Primary						
	Autumn 1 Family and Relationships	Autumn 2 Family & relationships/ Health and wellbeing	Spring 1 Health & wellbeing/ Safety and changing body	Spring 2 Safety & changing body/ Citizenship	Summer 1 Citizenship/ Economic wellbeing	Summer 2 Economic wellbeing/ Transition Yr 6- identity

9 protected characteristics

Families and Relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
Religion and belief Pregnancy and maternity Marriage and civil partnership Race	Age Gender Race Disability Religion or belief Sexual orientation Transgender Marriage or civil partnerships Pregnancy and maternity	Gender Transgender Sexual orientation Religion or belief Pregnancy and maternity	Age Gender Race Disability Religion or belief Sexual orientation Transgender Marriage or civil partnerships Pregnancy and maternity	Disability Age Race Gender	Gender Identity Transgender Sexual orientation

Greys Education Centre uses terms from the Equality Act 2010 in policy.

To meet the legal requirements whilst using the appropriate and preferred language in the main body, we use the following definition:
 Trans: A person whose gender identity does not match the one assigned at birth; in the Equality Act 2010, recognised under the protected characteristic of “gender reassignment”.

Year 1

Families and relationships

Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair

Health and wellbeing

Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.

Safety and the changing body

Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.

Citizenship

Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.

Economic wellbeing

Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.

Year 2

Families and relationships

Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.

Health and wellbeing

Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.

Safety and the changing body

Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.

Citizenship

Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.

Economic wellbeing

Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.

Year 3

Families and relationships

Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.

Health and wellbeing

Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.

Safety and the changing body

Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.

Citizenship

Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.

Economic wellbeing

Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes.

Year 4

Families and relationships

Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.

Health and wellbeing

Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.

Safety and the changing body

Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma

Citizenship

Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.

Economic wellbeing

Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.

Year 5

Families and relationships

Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.

Health and wellbeing

Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.

Safety and the changing body

Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.

Citizenship

An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.

Economic wellbeing

Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace.

Year 6

Families and relationships

Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.

Health and wellbeing

Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.

Safety and the changing body

Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.

Citizenship

Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.

Economic wellbeing

Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.

Identity

Two lessons on the theme of personal identity and body image

Personal Development Overview – GEC Secondary

	Autumn 1 Being Me in my world	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Year 7	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative). Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid	Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices, physical illness and medicine, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse Drugs	Gangs/Youth Violence Exploitation Drugs	Gangs/Youth Violence Exploitation Drugs	Domestic Abuse Drugs	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Domestic Abuse
Links to 9 PC	Age Disability Gender Transgender Race Sexual orientation	Age Disability Gender Transgender Race Religion and belief Sexual orientation		Age	Age Gender Sexual orientation	Gender Transgender Religion and belief
Year 8	Self-identity, influences, family and	Positive change made by others,	Long-term goals, skills, qualifications,	Types of health, nutrition and	Positive relationship with self, social	Types of close intimate

	identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening	how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with unwanted messages. Alcohol and the law
Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Domestic Abuse	Exploitation Domestic Abuse Drugs	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Exploitation Domestic Abuse Drugs
Links to 9 PC	Disability Gender Transgender Marriage and civil partnerships Sexual orientation Race Religion and belief	Disability Transgender Race Religion and belief Sexual orientation	Age	Disability	Gender Marriage and civil partnerships Sexual orientation	Age Gender Transgender Marriage and civil partnerships Sexual orientation
Year 9	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent,	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health,

	experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in	and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support, mental health first aid	assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services d advice services	reflection on changes, benefits of relaxation, self expression, influences, body image
Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Gangs/Youth Violence Exploitation	Exploitation Domestic Abuse Drugs	Exploitation Drugs	Online Safety Exploitation Domestic Abuse Gender	Exploitation Domestic Abuse Drugs
Links to 9 PC	Age Disability Gender Pregnancy and Maternity Sexual orientation Transgender Race Religion and belief	Age Disability Gender Transgender Marriage and civil partnerships Race Religion and belief Sexual orientation	Disability	Disability	Age Transgender Pregnancy and Maternity Religion and belief Sexual orientation	
Year 10	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child abuse, social media and culture,	Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities,	Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation,	Improving health, mental health, sexual health, blood-borne infections, selfexamination. Diet and long-term health, misuse of prescription drugs, substances and the	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, and lust. Relationship choices, ending relationships safely, consequences of relationships ending,	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, stereotypes in

	use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media risk and emergency contacts, positive and negative relationships, GDPR, managing screentime, sharing/enhancing of images, managing different types of relationships	power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health	benefits of helping others. Online profile and impact on future goals and employability	body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells	pornography vs real life, relationships and the media, discernment, healthier and less healthy relationships, coercion, abuse and the law, acceptable and unacceptable behaviours	romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport
Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Gangs/Youth Violence Exploitation Domestic Abuse Marriage and civil partnerships	Online Safety Drugs	Domestic Abuse Drugs	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse
Links to 9PC	Disability Race Religion and belief Sexual orientation	Disability Transgender Pregnancy and Maternity Race Religion and belief Sexual orientation			Gender Marriage and civil partnerships Pregnancy and Maternity Sexual orientation	Disability Gender Transgender Religion and belief Sexual orientation

Year 11	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, honour-based, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs. The law on internet use and pornography, social media concerns, sexting keeping safe, emergency situations, key advice, first aid, scenarios and consequences.		Anxiety, solution focused thinking, sleep, relaxation, aspirations on; career, finances, budgeting, borrowing. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.	Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health. Relationships and consent, being ready for sex, coercion, sexual harassment and violence. Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF. Contraceptives and sexual health. Pregnancy choices including adoption, abortion, bringing up a baby. Health choices, mental, physical, sexual health.	Stages of intimate relationships, positive and negative connotations of sex. Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes. Balance of power in relationships, FGM, breast ironing, challenging harmful social and cultural norms. Staying true to yourself in a relationship	
Links to SFG	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse		Online Safety Exploitation Domestic Abuse	Online Safety Exploitation Domestic Abuse Drugs	Online Safety Gangs/Youth Violence Exploitation Domestic Abuse	
Links to 9PC	Age Marriage and civil partnerships Pregnancy and Maternity Religion and belief Sexual orientation		Online Safety	Gender Pregnancy and Maternity	Gender Transgender Marriage and civil partnerships Race Religion and belief Sexual orientation	

Appendix 2: Physical health and mental wellbeing

In addition to learning about relationships, by the end of primary school pupils need to understand the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The RSHE curriculum will be complemented by teaching pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

By the end of Year 6 pupils will:

Mental wellbeing	Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying and LGBTQ+ abuse) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	Pupils should know: • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing 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 • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	Pupils should know: • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating	Pupils should know: • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	Pupils should know: • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	Pupils should know: • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	Pupils should know: how to make a clear and efficient call to emergency services if necessary concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle