

Trust Policy

Relationships Education, Relationships and Sex Education (RSHE) and Health Education Policy

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Trust Board Ratification:	School Improvement Committee	
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1. Introduction

1.1 The aims of relationships and Relationships Education, Relationships and Sex Education (RSHE) and Health Education across the Raleigh Education Trust's academies are to:

- (a) Support the development of confidence, challenge, curiosity, character and creativity
- (b) Provide a framework in which sensitive discussions can take place
- (c) Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- (d) Create a positive culture around issues of sexuality and relationships
- (e) Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements/framework

2.1 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025 makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSHE) compulsory for all pupils receiving secondary education.

2.2 Other linked statutory guidance/policy:

- (a) Children and Social Work Act 2017
- (b) Education Act 1996
- (c) Equality Act 2010

3. Policy Development

3.1 This policy was developed in consultation with stakeholders.

- (a) A draft of the policy was shared with academy staff and the School Improvement Committee, where feedback was invited
- (b) Parent/carers were consulted during the early stages of the policy development. A further consultation review is scheduled to take place in Summer 2026.
- (c) Schools engage in ongoing dialogue with pupils and parents regarding the RSHE curriculum and delivery.
- (d) All feedback received is considered, and changes are made to curriculum delivery if deemed appropriate.
- (e) As a result of stakeholder consultation, a 'Family-Friendly' version of this policy (Appendix One) was developed. Please note that this should be read in conjunction with this policy.

4. Definitions

- (a) RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity
- (b) RSHE involves a combination of sharing information and exploring issues and values
- (c) RSHE is not about the promotion of sexual activity

Note: It is only statutory for primary-aged pupils to be taught relationship education.

5. Curriculum

- 5.1 Each academy within the Trust follows the Jigsaw – ‘the mindful approach to PSHE/RSHE’ Programme, where at least one session per week of Jigsaw is taught as part of the academy’s curriculum.
- 5.2 Our academies will adapt and modify the programme in order to meet the needs of the pupils. For further information, please contact the academy or visit the website.
- 5.3 As noted above, primary sex education is not compulsory in primary schools, and it is up to the individual academy to determine whether any additional context on sex education is required, to meet the needs of the pupils. Parent/carers will be informed and have the opportunity to opt their child out of these sessions (see section 9).

6. Delivery of RSHE

- 6.1 RSHE is taught within the academies in a combination of ways, including:
 - (a) Through a topic and a thematic curriculum
 - (b) Within the personal, social, health and economic (PSHE) education curriculum
 - (c) Biological aspects of RSHE may be taught within the science curriculum, and other aspects are included in religious education (RE)
 - (d) Pupils may also receive stand-alone sex education sessions delivered by a trained health professional

7. What is covered (statutory)

7.1 Primary-aged pupils

- 7.1.1 Relationships Education and Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:
 - (a) Families and people who care for me
 - (b) Caring friendships

- (c) Respectful, kind relationships
- (d) Online safety and awareness
- (e) Being safe
- (f) General wellbeing
- (g) Wellbeing online
- (h) Physical health and fitness
- (i) Health eating
- (j) Drugs, alcohol, tobacco and vaping
- (k) Health protection and prevention
- (l) Personal safety
- (m) Basic first aid
- (n) Developing bodies

7.1.2 Sex Education is not compulsory in primary school, but the DfE recommends that schools teach sex education in Years 5 and 6. It must be noted that within the Science curriculum, children will learn about conception and birth, and this is separate from sex education taught as part of the RSHE programme of study.

7.1.3 See Appendix Two for further explanation of what pupils should know and understand by the end of primary education.

7.2 Secondary aged pupils

7.2.1 The curriculum focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- (a) Families
- (b) Respectful relationships
- (c) Online safety and awareness
- (d) Being safe
- (e) Mental wellbeing
- (f) Wellbeing online
- (g) Physical health and fitness
- (h) Healthy eating
- (i) Drugs, alcohol, tobacco and vaping

- (j) Health protection and prevention, and understanding the healthcare system
 - (k) Personal safety
 - (l) Basic first aid
 - (m) Developing bodies
 - (n) Changing adolescent body
 - (o) Intimate and sexual relationships, including sexual health
- 7.2.2 See Appendix Three for further explanation of what pupils should know and understand by the end of secondary education.
- 7.2.3 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- 7.3 Pupils with SEND:
- 7.3.1 Individual needs and a pupil's developmental age will be taken into consideration when teaching RSHE. This could mean delivery may have to be bespoke for pupils with SEND.

8. Roles and responsibilities

8.1 The School Improvement Committee/Local Governing Body

- (a) The School Improvement Committee approve the RSHE policy
- (b) The Local Governing Body hold the Principals accountable for its implementation.

8.2 The Principal

- 8.2.1 The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see paragraph 9.1/9.2)

8.3 The workforce

- (a) Delivering RSHE in a sensitive way
- (b) Modelling positive attitudes to RSHE
- (c) Monitoring progress.
- (d) Responding to the needs of individual pupils
- (e) Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

- (f) Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal

8.3.1 Due to the nature of the settings within the trust, all teaching staff could be required to teach RSHE.

8.4 Pupils

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

9. Parents' right to withdraw

9.1 Primary-aged pupils

- (a) Parents do not have the right to withdraw their children from relationship education.
- (b) Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE
- (c) Requests for withdrawal should be put in writing using the form found in Appendix Four of this policy and addressed to the Principal
- (d) Alternative work will be given to pupils who are withdrawn from sex education

9.2 Secondary-aged pupils

- (a) Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this
- (b) Requests for withdrawal should be put in writing using the form found in Appendix Four of this policy and addressed to the Principal
- (c) A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action
- (d) Alternative work will be given to pupils who are withdrawn from sex education

10. Training

10.1 Staff are trained on the delivery of RSHE through the individual academies' continuing professional development calendar.

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

11. Monitoring arrangements

11.1 The delivery of RSHE is monitored by School Leaders through:

- (a) Learning/enquiry walks
- (b) Lesson observations
- (c) Work scrutiny
- (d) Pupil, parent/carers voice
- (e) Staff voice

11.2 Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

12. Policy Review

12.1 This policy will be reviewed annually.

13. Appendices

Appendix One – Family Friendly Policy

[Family Friendly Policy](#)

Appendix Two – by the end of primary school aged pupils should know

Families and People Who Care for Me	<ol style="list-style-type: none"> 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	<ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, Kind Relationships	<ol style="list-style-type: none"> 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

	<ol style="list-style-type: none"> 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online Safety and Awareness	<ol style="list-style-type: none"> 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated, there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	<ol style="list-style-type: none"> 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
General Wellbeing	<ol style="list-style-type: none"> 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

	<p>9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).</p> <p>10. That it is common to experience mental health problems, and early support can help.</p>
Wellbeing Online	<p>1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</p> <p>2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</p> <p>3. 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.</p> <p>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</p> <p>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</p> <p>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</p> <p>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</p> <p>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p> <p>10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>11. Where and how to report concerns and get support with issues online.</p>
Physical Health and Fitness	<p>1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.</p> <p>3. The risks associated with an inactive lifestyle, including obesity.</p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy Eating	<p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. Understanding the importance of a healthy relationship with food.</p> <p>3. The principles of planning and preparing a range of healthy meals.</p> <p>4. 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).</p>
Drugs, Alcohol, Tobacco and Vaping	<p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</p>
Health Protection and Prevention	<p>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p> <p>4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.</p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>

	6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	<ol style="list-style-type: none"> 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	<ol style="list-style-type: none"> 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	<ol style="list-style-type: none"> 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes. Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix Three – By the end of secondary school aged pupils should know

General wellbeing	<ol style="list-style-type: none"> 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	<ol style="list-style-type: none"> 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. 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.

	<ol style="list-style-type: none"> How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. How to understand the information they find online, including from search engines, and know how information is selected and targeted. That they have rights in relation to sharing personal data, privacy and consent. Where and how to report concerns and get support with issues online.
Physical health and fitness	<ol style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 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	<ol style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. 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, tobacco and vaping	<ol style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	<ol style="list-style-type: none"> 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and 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 scientific evidence relating to vaccination and immunisation.
Personal safety	<ol style="list-style-type: none"> About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	<ol style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<ol style="list-style-type: none"> About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

	<ol style="list-style-type: none"> 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
Families	<ol style="list-style-type: none"> 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. 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	<ol style="list-style-type: none"> 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. 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. 11. How pornography can negatively influence sexual attitudes and behaviours. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics.
Online safety and awareness	<ol style="list-style-type: none"> 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. 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.

	<ol style="list-style-type: none"> 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. That keeping or forwarding indecent or sexual images of someone under 18 is a crime. What to do and how to report when they are concerned about material that has been circulated. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously, and how to identify them. That the internet contains inappropriate and upsetting content, some of which is illegal. That social media can lead to escalations in conflicts. How to identify when technology and social media is used as part of bullying or abuse. That pornography and other online content often present a distorted picture of people and their behaviours. How information and data is generated, collected, shared and used online. That websites may share personal data about their users for commercial purposes. That criminals can operate online scams and sextortion. That AI chatbots are rapidly developing and can pose risks.
Being safe	<ol style="list-style-type: none"> How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. How to increase their personal safety in public spaces. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable. 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. The concepts and laws relating to sexual violence, including rape and sexual assault. The concepts and laws relating to harmful sexual behaviour. The concepts and laws relating to domestic abuse. That fixated, obsessive, unwanted and repeated behaviours can be criminal. The concepts and laws relating to harms which are exploitative. The concepts and laws relating to forced marriage. The physical and emotional damage which can be caused by FGM, virginity testing and hymenoplasty. That strangulation and suffocation are criminal offences. That pornography presents some activities as normal which can be harmful. How to seek support for worrying or abusive behaviour.
Intimate and sexual relationships, including sexual health	<ol style="list-style-type: none"> That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. The law about the age of consent. Sexual consent and their capacity to give, withhold or remove consent at any time. That all aspects of health can be affected by choices they make in sex and relationships. That some sexual behaviours can be harmful. The facts about the full range of contraceptive choices. That there are choices in relation to pregnancy. How the different STIs, including HIV, are transmitted. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. How and where to seek support for concerns around sexual relationships including sexual violence or harms. How to counter misinformation, including signposting towards medically accurate information.

Mental wellbeing	<ol style="list-style-type: none"> 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. 4. That worrying and feeling down are normal and not necessarily signs of a mental health condition. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information. 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 enjoyable activities. 8. That gambling can lead to serious mental health harms. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and bi-directional.
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** It must be noted pupils with SEND may experience a bespoke RSHE curriculum that is considerate to their needs and development age.

Appendix Four – Parent Form – Withdrawal from Sex Education within RSHE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

Please return this to your child's school