Westcliff High School
for Boys

RELATIONSHIPS AND SEX EDUCATION POLICY

REVIEWED:	**Autumn 2026**
COMMITTEE:	**Teaching Quality & Pastoral Care**
DATE OF NEXT REVIEW:	**Autumn 2027**

SCHOOL CONTEXT AND CURRICULUM APPROACH

Westcliff High School for Boys is an Academy Grammar School, with admission determined by an entrance examination administered by the Consortium of Selective Schools in Essex (CSSE).

Relationships and Sex Education is delivered primarily through the School's Personal, Social, Health and Economic Education (PSHEE) curriculum. The curriculum is designed as a spiral programme, revisiting and building upon key themes introduced in primary education and earlier secondary years and developing pupils' knowledge and understanding in line with their maturity and progression.

The PSHEE curriculum is reviewed annually to ensure it remains relevant, responsive, and reflective of the needs of pupils and the wider world. Where appropriate, updates and revisions are made following consultation with pupils, parents, and staff.

KEY CONTACTS

Role and Responsibility	**Name**
Head of PSHEE	Mr Richard Barber
Deputy Headteacher with Oversight of Personal Development	Miss Gail Fairfax
Deputy Headteacher and Designated Safeguarding Lead	Mr Wayne Williams
Headmaster	Mr Mike Skelly
Designated Governors for Personal Development	Dr Paul Guyler Dr Thuraih Nageh
Designated Governor for Safeguarding	Mr Keith Luxon

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INTRODUCTION:

The Nature of *Relationships and Sex Education* at Westcliff High School for Boys:

1. Personal relationships are at the heart of human life and pupils, through their education at Westcliff, need to understand more about those relationships in their physical, emotional, moral, and spiritual dimensions. *Relationships and Sex Education* will enable pupils to understand the different kinds of relationships people develop from acquaintance to friendship, to intimacy, and to those enduring relationships characterised by mutual respect, love and support of which marriage and civil partnership are salient examples.

2. *Relationships and Sex Education* is about our lives within relationships today: about sexuality and sexual health, but also about the attitudes and values we bring to these elements within relationships and the knowledge and understanding we develop of relationships in different forms which will inform the life choices we make.

3. *Relationships and Sex Education* concerns issues of stability and transience and use and abuse in personal relationships. Trends relating to marriage, divorce, and cohabitation will be considered along with illegal and inappropriate sexual behaviour within the context of those circumstances in which, today, children grow into adult life.

1. AIMS AND OBJECTIVES

The aim of *Relationships and Sex Education* is to support and guide our young people in their physical, emotional, and moral development through adolescence and puberty enabling pupils to understand, consider, and reflect upon:

- The nature of human relationships and the different levels of personal responsibility implicit within them. The importance of honesty, trustworthiness, integrity, tolerance, and respect for the opinions, beliefs, and interests of others.

- The different kinds of relationships which people can have with those of the same sex and with those of a different sex and the range of sexual attitudes found in contemporary society in order to combat ignorance and increase understanding.

- The exploitation of individuals.

- The importance of challenging sexism.

- The importance that needs to be accorded in all relationships to the feelings of other people within the pursuit of a happy and meaningful life. The need to see other human beings as ends in themselves and not as means.

- The importance of recognising the characteristics of positive and healthy relationships, including friendships, family, working relationships as well as between romantic partners.

- The importance that a strong relationship should be a pre-requisite for sexual activity – that sexual intimacy should not be a matter of personal gratification alone but should be a mutual experience that follows the building of a positive relationship.

- The importance of self-restraint, respect for the health and safety of others, and personal responsibility under the law within our sexual and other relationships, including the issues of consent and statutory rape.

- The nature of sexual intimacy including intercourse, the facts relating to human reproduction, contraception, the avoidance of sexually transmitted infections, and the issue of personal responsibility within human relationships.

- The physical, emotional, and moral risks attendant upon promiscuous sexual behaviour.

- The benefits of stable family relationships and the responsibilities of parenthood. Parenthood will be considered as self-indulgence on the one hand, or as the careful investment of one generation in the next on the other.

2. APPROACH

The Provision of *Relationships and Sex Education*

- The School will endeavour to provide a safe and secure environment within which matters relating to *Relationships and Sex Education* may be considered.

- *Relationships and Sex Education* will be addressed through the general ethos of the School, through the School's corporate life, through specific provision in PSHEE, and through other subjects of the curriculum (including Science) as appropriate.

- The School will give particular attention to the manner and context in which sexual issues are considered and distinctions will be made between physical aspects of the subject and the emotional and moral dimensions.

- The School will address directly the issues of personal relationships and personal responsibility in relation to, for example, sex outside marriage, contraception, abortion, sexually transmitted infections, and homosexuality. The School's treatment of these issues will be balanced, and

factual information will be presented in as objective a manner as possible. Pupils will consider the complexity of issues such as abortion within the context of *rights* and the arguments of both the pro- and anti-abortion lobbies will be presented.

- The School will actively avoid approaching the teaching of RSE as an 'instruction manual' approach, rather it will teach about sexual activity in the context of strong relationships.

- The School will emphasise the potential risks to health involved in casual sex but it will go beyond a *condom culture* mentality. The nature of AIDS and other sexually transmitted infections and the manner in which they may be transmitted will also be explained.

- The School will reflect in its teaching the range of sexual preferences in society and will acknowledge the reality of personal choice. The School will promote equality in relation to sex, sexual orientation, gender identity, marriage or civil partnership, maternity and parenthood and will not tolerate bullying or targeting of individuals because of any of these or other legally protected characteristics.

- The School will also take into account the age and religious background of all pupils and ensure that its teaching of these legally protected characteristics is appropriate to their age and religious background and ensure that the topics outlined in the statutory guidance are appropriately handled.

The Delivery of *Relationships and Sex Education* and Recourse to External Professionals

- Although (as the table below indicates) provision will be predominantly through lessons in PSHEE, the whole-School dimension in *Relationships and Sex Education* provision and specific departmental contributions remains important.

- The School will not approach *Relationships and Sex Education* from a wholly relativist position and will see its provision within the context of pupils' spiritual, moral, social, and cultural development.

- Where appropriate, the School will make provision for pupils to receive personal advice and guidance on relationships within their own lives and teachers will ensure that pupils are aware of contraception and of where advice may be found. Teachers will advise pupils that they can neither offer nor guarantee absolute confidentiality in relation to personal disclosures.

- The School Nursing Team will (provided that the parents of pupils under 16 have been informed and have given consent) give advice on contraception.

- Where appropriate, the School will draw on the assistance of external professionals to provide guidance on particular issues such as contraception, sexually transmitted infections, and the services/support available to young people. Those persons will work within the

framework of this policy and of national guidelines in their work in School. Pupils will be able to make an appointment to see the School Nursing Team to discuss personal circumstances or may be invited to do so (with the co-operation of their parents) following discussions with pastoral staff.

- The School will not in its provision of *Relationships and Sex Education* use irresponsibly material that is sexually explicit, and neither will it allow inappropriate language to be used in considering sexual matters. The meaning of sexual terms will be explained in a sensible and factual way.

- In its provision in relation to *Relationships and Sex Education*, the School will consider pupils' physical and emotional maturity and judge provision accordingly. No person (teacher or pupil) will be expected to answer questions of a personal nature and no person will be required to participate in a discussion when they would prefer to remain silent.

- The School understands that pupils with special educational needs and disabilities (SEND) are entitled to learn about *Relationships and Sex Education*, and the programme is designed to be inclusive of all pupils.

3. USE OF RESOURCES

The School is committed to using high-quality resources to support the effective delivery of *Relationships and Sex Education*. All resources used within the RSE curriculum will be carefully selected to ensure they:

- Align with statutory requirements and guidance.

- Support pupils in applying their knowledge and understanding in a range of contexts and situations.

- Are appropriate to pupils' age, developmental stage, needs, and backgrounds.

- Are evidence-based and include accurate, reliable, and up-to-date information.

- Complement and support the planned curriculum.

- Are obtained from credible and reputable sources.

- Reflect effective teaching and learning approaches.

- Are sensitive to pupils' experiences and minimise the risk of causing distress or discomfort.

A range of teaching methods and resources may be used to support learning, including age-appropriate diagrams, videos, discussions, case studies, and practical activities.

All resources will be selected with due consideration for the age, maturity, religious beliefs, and cultural backgrounds of pupils. Materials that are inappropriate, inaccurate, or unsuitable for the intended age group will not be used.

Where digital resources and online content are used, schools will take appropriate measures to prevent pupils from accessing unsuitable material. Further information regarding online safety and internet filtering can be found in the School's Online Safety Policy and Acceptable Use Agreement.

4. STAFF TRAINING

- The School is committed to ensuring that all staff involved in the delivery of *Relationships and Sex Education* receive appropriate training and ongoing professional development. Training will be provided regularly to ensure staff remain informed about current best practice, curriculum developments, and statutory requirements.

- Additional training will be arranged as necessary in response to updates to statutory guidance, legislation, or the School's RSE policy and programme.

- Leaders with responsibility for *Relationships and Sex Education* will ensure that staff delivering the curriculum receive suitable training on RSE topics, including support for teaching sensitive or potentially controversial issues. They will also ensure that all relevant staff are familiar with current policies, procedures, and guidance relating to RSE.

- Staff delivering RSE will be equipped to provide pupils with accurate information and, where appropriate, signpost them to additional sources of advice, support, and guidance.

- The School may also engage external agencies, visiting speakers, and other suitably qualified professionals to enhance the delivery of RSE and to provide specialist training and support for staff.

5. STATUTORY REQUIREMENTS

The school is required to provide Relationships and Sex Education (RSE) to all pupils in accordance with Section 34 of the Children and Social Work Act 2017.

In delivering RSE, the school has regard to the statutory guidance issued by the Secretary of State, as required by Section 403 of the Education Act 1996 and the terms of our funding agreements.

The school also complies with relevant legal duties and responsibilities set out in:

- Sections 406 and 407 of the Education Act 1996; and
- Part 6, Chapter 1 of the Equality Act 2010.

In addition, the school fulfils its obligations under the Public Sector Equality Duty (Section 149 of the Equality Act 2010), which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster positive relationships between people from different backgrounds.

Our RSE curriculum is delivered in line with the Department for Education's statutory guidance, which became compulsory for all schools from September 2026.

Equality, Diversity and Inclusion

The School is committed to upholding the principles of the Equality Act 2010 and values the diversity of its pupils, staff, and wider community. We are dedicated to ensuring that all individuals are treated with dignity, respect, and fairness, regardless of any protected characteristic.

Relationships and Sex Education will be delivered in an inclusive, age-appropriate, and respectful manner. Teaching materials and discussions will promote equality, challenge discrimination, and avoid language or content that could be considered derogatory, prejudicial, or offensive.

When delivering *Relationships and Sex Education*, staff will maintain a professional and balanced approach. Any personal views or beliefs will not be presented as fact and will only be expressed in a manner that supports equality, respect, tolerance, and the rights of all members of the school community.

6. SAFEGUARDING

- Some of the issues discussed within the *Relationships and Sex Education* Curriculum need to be broadly considered with the context of Safeguarding.

- All teachers at Westcliff High School for Boys will (under the School's Child Safeguarding arrangements) know the procedures to be followed if they know or suspect a child has been the victim of abuse and regularly receive Safeguarding training in line with the latest government's Keeping Children Safe in Education guidance.

- Four members of staff are designated with responsibility for Safeguarding: Designated Safeguarding Lead, Mr Williams (First Deputy Headmaster), Deputy Designated Safeguarding Lead, Mr Barnett (Director of Middle School) and Deputy Safeguarding Officers, Mr Baggs (Director of Lower School) and Mrs Revell (Director of Sixth Form).

- The designated Governor with responsibility for liaising with the School over issues concerning Safeguarding is Mr Keith Luxon.

7. CONFIDENTIALITY AND RELATIONSHIPS AND SEX EDUCATION

- In matters relating to *Relationships and Sex Education*, the School will always act within a framework of law, and with the best interests of pupils in mind.

- Teachers at the School will never guarantee absolute confidentiality to a pupil but they will encourage pupils to discuss sensitive personal issues with their parents and they will facilitate such exchanges.

- Only in exceptional circumstances (where there are grounds for serious concern over the safety of the pupil) will the School handle issues relating to a pupil and his/her sexual relationships without parental knowledge.

- Pupils will be assured that if confidentiality has to be broken in relation to a piece of information imparted by a pupil then, first, the pupil will be advised that that position has been reached and, second, the pupil will be appropriately supported in subsequent conversation with parents and others.

- If a pupil makes known his/her wish for confidential help whether from the School Nursing Team, a counsellor, a general practitioner or a local young persons' advice service, the School will facilitate such exchanges. Pupils will be advised that the law does allow health professionals to see and (if appropriate) to treat young people confidentially.

- Where a pupil discloses at an inappropriate place or time some matter relating to sex or relationships, the teacher will if appropriate speak to the pupil again individually before the end of the day, or refer the matter swiftly to the appropriate Pastoral Office. Teachers and non-teachers will record (for the School to hold centrally) a note on MyConcern instances in which personal matters of a sexual nature have been raised, and the relevant Pastoral Office will be informed. Parents will be contacted if the Progress Leader/Director of School deems it appropriate.

- Where, in dealing with personal issues relating to *Relationships and Sex Education*, the School feels there is a possibility of abuse, the School's Child Safeguarding procedures will be followed and the concerns will be logged on MyConcern, the School's dedicated Safeguarding software.

8. POLICY AND CURRICULUM DEVELOPMENT

- This Policy has been developed in consultation with teaching staff, the Governing Body, and representatives of parents and pupils. It is made available to all parents and their views and those of pupils will be considered as this Policy is kept under review.

- This Policy will be monitored and evaluated regularly and both teachers and pupils who have given or received aspects of the programme will be asked to offer their judgments on it. Adjustment will follow where the case for that is persuasive.

Working with Parents

- Parents and carers play a fundamental role in supporting their children's understanding of relationships, health, and wellbeing. As a child's first educators, they have a significant influence on their development and their ability to form positive, healthy relationships.

- The school is committed to working in partnership with parents and carers by providing clear and accessible information about the *Relationships and Sex Education* Curriculum. Where appropriate, parents and carers may be consulted on curriculum development and will be given opportunities to understand the aims, content, and delivery of the RSE programme.

- The School may use a variety of methods to communicate information about RSE, including school websites, newsletters, parent evenings, workshops, direct communication, and parent or pupil surveys.

- Parents and carers are encouraged to engage with the School, ask questions, and seek further information about the curriculum to support their understanding and confidence in the education their child receives.

- These opportunities help to strengthen the partnership between home and School and enable constructive discussions about how *Relationships and Sex Education* contributes to pupils' personal development, wellbeing, and safety.

9. PARENTS' RIGHT TO WITHDRAW

- While the School hopes that all parents will wish their children to participate in the programme of *Relationships and Sex Education*, parental requests to have their children withdrawn from those aspects of the programme offered within PSHEE in the programme below will be respected. Such requests must be made in writing to the Headmaster. However, parents do not have the right to withdraw their children from the biological aspects of human growth and/or reproduction necessary under the Science Curriculum.

- Parents and guardians, have the right to withdraw their children from the non-statutory components of sex education within RSE 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.

PERSONAL DEVELOPMENT CURRICULUM MAP 2026 - 27

Westcliff High School for Boys

Key:

L = Delivered via PSHEE Lesson Time	**A = Delivered via Year Assembly**	**T = Delivered via Tutor Time**
O = Delivered via Another Subject **Key:** Art (AR), Biology (BIO), Computer Science (CS), Design Technology: Food (DT), English (EN), Geography (GE), History (HI), Maths (MA), Modern Foreign Languages (MFL), Music (MU), Physical Education (PE) and Religious Studies (RS)		**E = Delivered via Enrichment Days / Activities**

	Key Content: Personal Development Overview	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Careers, Enterprise Education and Preparation for Working Life: support readiness for the next phase of education, training or employment so pupils are equipped to make the transition successfully.	L, E, T	L, E, T	L, E, A	L, E, A	L, E	L, E, A, T	E, T
	Citizenship: develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.	L, A, T O-HI, RS	L O-GE, HI, RS	L O-AR, GE, HI, RS	L O-RS	L O-RS	L, E, A	L
	Equality and Diversity: promote equality of opportunity, understanding difference is a positive, not a negative, and that individual characteristics make people unique.	L, A, T O-HI, MFL, RS	L, A, T O-HI, MFL, MU, RS	A, T O-HI, MFL, MU, RS	L, A, T O-MFL, RS	L, A, T O-MFL, RS	L, A, T	A, T
	Fundamental British Values: develop and deepen pupils' understanding of democracy, individual liberty, the rule of law and mutual respect and tolerance.	L, T O-CS, GE, HI, MFL, MU, RS	L, A, T O-CS, HI, MFL, MU, RS	L, A O-AR, CS, HI, MFL, MU, RS	L, A, T O-RS, MFL	L, A, T O-RS, MFL	L, A,	L, A
	Mental Health Education: develop pupils' confidence, resilience and knowledge so that they can keep mentally healthy.	L, A O-CS, HI, MU, PE, RS	L, A O-HI, MU, PE, RS	L, A O-CS, HI, MU, PE, RS	L, A, T O-, MFL, PE	L, A, T O- MFL, PE	L, A	L, A, T
	Physical Health Education: develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.	L, A O-DT, BIO, PE	L, A O-DT, BIO, MFL, PE	L, A O-DT, MFL, PE	L, A O-MFL, PE	L, T O-, MFL, PE	L, A	A, T
	Relationships and Sex Education and Staying Safe: enabling pupils to recognise online and offline risks to their well-being including risks from criminal and sexual exploitation, domestic abuse, FGM, forced marriage, substance misuse, gang activity, radicalisation and extremism, and making them aware of the support available to them.	L, T O-CS	L, T O-RS	L, T O-CS	L, A, T	L, T	L, T, A	L
	Relationships and Sex Education and Staying Safe Online: enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media.	L, T O-CS	L, T	L O-CS	L, A, T O-MFL	L O-MFL	L, A, T	

	Key Content: RSE – Families	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Know that there are different types of committed, stable relationships.	T	L	T	L, T O-EN, MFL, RS	O-EN, MFL		
	Know how these relationships might contribute to human happiness and their importance for bringing up children.	T	L O-EN	T	L O-EN, RS	O-EN		
	Know what marriage is, including its legal status, for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony (non-legally binding).	T	A, T	T	L O-EN, RS			
	Know why marriage is an important relationship choice for many couples and why it must be entered into freely, knowing that forced marriage is illegal and marrying under the age of 18 is also illegal.	T	A, T	T	L O-EN, RS			
	Know the characteristics and legal status of other types of long-term relationships e.g. cohabitants do not obtain marriage-like status or rights from living together / having children.	T O-EN		O-EN	L O-EN, RS			A
	Know the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	T O-CS	O-EN	O-EN	0-EN, RS	L		A, T
	Know how to determine whether other children, adults or sources of information are trustworthy. Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships) and how to seek help or advice, including reporting concerns about others, if needed.	L O-CS	L O-EN	L O-CS, EN	L O-EN	L	A	A, T

	Key Content: RSE – Respectful Relationships Including Friendships	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Know the characteristics of positive and healthy friendships, in all contexts including online, such as: • trust, respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, consent and the management of conflict; and • reconciliation and ending relationships, this includes different (non-sexual) types of relationship and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	L, T O-CS, EN, HI	L, A O-CS, EN, HI	L O-EN, HI	T O-EN, MFL	L, T	A, T	A
	Know practical steps they can take in a range of different contexts to improve or support respectful relationships.	L, T	L, A	L	T	L, T	L, T	T
	Understand the importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others.	L	L	L	L	L	L	L
	Know how stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).	L, A, T O-EN	L, A, T O-CS, EN, MU	A, T O-EN, MU	L, A, T O-EN, MFL, RS	L, A, T O-EN, MFL, RS	L, A, T	A, T
	Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	L, A, T O-CS, EN, PE, RS	L, A, T O-CS, EN, MU, PE, RS	A, T O-CS, EN, HI, MU, PE, RS	O-EN, PE, RS	L O-EN, PE, RS	L, T	T
	Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	A, T	L, A	T	L	A	A, T	
	Know that some types of behaviour within relationships are criminal, including violent behaviour, coercive control, emotional, sexual, economic or physical abuse.		L O-CS, RS	L, T O-EN, HI	A O-EN	L O-EN	L	L
	Know what constitutes sexual harassment (including fixated, obsessive, unwanted and repeated behaviours) and sexual violence and why these are always unacceptable, as is the use of age-inappropriate sexual language.			T	A	L	L	
	Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	L A, T	L, A, T O-MU, RS	T O-EN, HI, MU	L, A, T O-EN, RS	L, A, T O-EN, RS	L, A	A

	Key Content: RSE – Online Media	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts.	L, A, T O-CS	L, T	L O-CS, MFL	L	L	L	A
	Know about online risks, including that any material someone provides to another has the potential to be shared online, and the difficulty of removing potentially compromising material placed online.	T O-CS	L, T	L O-CS	L	L	A, T	
	Know not to provide material to others that they would not want shared further, and not to share personal material which is sent to them.	E O-CS	L, T	L O-CS	L	L	A, T	
	Understand the importance of using privacy and location settings appropriately to protect information online and the difference between public and private online spaces.	O-CS		O-CS	L	L		
	Understand 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.			L	L			
	Know that criminals can operate scams (using fake websites or emails) to extort money or valuable personal information, and understand the risks of sextortion, how to identify online scams relating to sex and how to seek support if they have been scammed or involved in sextortion.		L	L		L		
	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.		L	L	L			
	Understand 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.		L	L		L		A
	Know what to do and where to get support to report material or manage issues online.	L, E O-CS	L, T	L O-CS	L, T	L	L, T	
	Know the impact of viewing harmful content.	E O-CS	L		L		L	
	Know that sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others, negatively affect how they behave towards sexual partners and can include unacceptable content that encourages misogyny, violence or use of weapons.		L		L		L	
	Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail even if the image was created by the child and / or using AI generated imagery.		L	L	L	L	L, T	

	Know how information and data is generated, collected, shared and used online.	L, T O-CS	T O-CS	O-CS	L, T	L		

	Key Content: RSE – Being Safe	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, upskirting, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	L, E	L, T	L, T O-HI	L, A, T O-EN	L, T	L, T, A	L
	Know how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.	L, E O-CS	L, T	L, T O-HI	A, T	L, T	L, T	

	Key Content: RSE – Intimate and Sexual Relationships Including Sexual Health	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include equality of power, mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	L	L	L	A, T	L, T	L, T	
	Know that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.		L	L	T	L		L
	Know the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.	L			A, T	L		L, A, T
	Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	L	L		A, T	L	L	
	Know that they have a choice to delay sex or to enjoy intimacy without sex.			L	T	T		L
	Know the facts about the full range of contraceptive choices, efficacy and options available.		L	L	O-RS	L		L
	Know the facts around pregnancy including miscarriage.	O-BIO				L		L
	Know that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).					L O-RS		A, T
	Know how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.			L O-BIO		L		L
	Know about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment, including the use of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP).			L O-BIO		L		L
	Know how the use of alcohol and drugs can lead to risky sexual behaviour.		L			L	L	
	Have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by incels or online influencers.		L		L		L	L
	Know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	L	L	L		L		L

	Key Content: RSE – The Law (including the age of criminal responsibility)	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:							
	Marriage, including forced marriage and civil partnerships	T	T	O-HI	L O-RS			
	consent, including the age of consent	L	L	L, T	A, T	L, T	L, T	L
	violence against women and girls, including rape and sexual assault		O-CS	T O-HI	L, A O-EN	L O-EN	L, T	
	online sexual harassment and online sexual abuse including grooming and sextortion		L	L		L		L
	the Online Safety Act		L		L		L	
	strangulation and suffocation (applying pressure to the neck) is an offence, regardless of whether it causes injury and that covering someone's nose or mouth is dangerous and can lead to serious injury or death)				L	L	L	
	online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc, and AI-generated sexual imagery and deepfakes)	E O-CS	L, T	L O-CS	L	L	L, T	
	pornography				L		L	
	abortion					L O-RS		T
	protected characteristics	L	L O-RS	L O-HI	L	L, A O-RS	L, T, A	
	substance misuse	L	L	L		L	L	
	gambling				T, A	T, A	T, A	T, A
	violence and exploitation by gangs, including carrying knives and weapons	L	L, T	T	A, T		A, T	
	extremism and radicalisation	T	O-EN	L O-HI	L, T O-EN, RS	T O-RS		

	criminal exploitation (for example, through gang involvement or 'county lines' drugs operations), sexual exploitation, abuse and grooming.	L, T	L, T	L, T	L, A, T	L	A, T	
	hate crime	L	O-EN	O-HI, MU	A, T O-EN, RS	T O-EN, RS	T	
	female genital mutilation (FGM), virginity testing and hymenoplasty.	L			L		A	

	Key Content: Secondary health and wellbeing	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Mental Wellbeing: emotions; the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness; happiness; loneliness; that worrying or feeling down are normal; common types of mental ill health; overcoming anxiety; and the impacts of gambling, smoking, alcohol and drug use.	L O-PE	L O-PE	L O-PE	T, A O-PE	T, A O-PE	L, T, A	L, T, A
	Wellbeing Online: managing time spent online; the impact of positive and negative content online; the similarities and differences between the online world and the physical world e.g. body image, highlight reels, relationships; identifying harmful behaviours including bullying, abuse or harassment; the risks relating to gambling and gaming including accumulation of debt; understanding the prevalence of misinformation and disinformation online, including conspiracy theories; the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online; and the serious risks of viewing online content that promotes self-harm, suicide or violence.	L	L	L	L, T, A	L, T, A	L, T, A	L, T, A
	Physical Health and Fitness: the characteristics of a healthy lifestyle; factual information about the prevalence and characteristics of more serious health conditions; combatting stress; and the science relating to blood, organ and stem cell donation.	L O-PE	L O-PE	O-PE	O-BIO, PE	O-PE	L	L
	Healthy Eating: how to maintain healthy eating and the links between a poor diet and health risks; the risks of unhealthy weight gain; and the impacts of alcohol on diet and unhealthy weight gain.	O-DT, PE	L O-DT, PE	O-DT, PE	O-PE	O-PE	L	
	Drugs: illegal drugs and associated risks; the law; the increased risk of potent synthetic drugs being added to illegal drugs; and the link to poor mental health.		L	L	L	L	L	
	Drugs: the dangers of misuse of prescribed and over-the-counter medicines.				L		L	
	Alcohol: the law; the physical and psychological risks associated with alcohol consumption; what constitutes low alcohol consumption; understanding how to increase personal safety, including how to decrease the risk of having a drink spiked; and poisoning from potentially fatal substances such as methanol.	L	L	O-BIO		L	L	
	Tobacco: the facts about the multiple serious harms from smoking; and the benefits of quitting and accessing support.	L	L				L	
	Vaping: the harms posed to young people; the role that vapes can play in helping adult smokers to quit; and the risks of illicit vapes containing drugs.	L	L	L	L		L	
	Health Protection and Prevention, and Understanding the Healthcare System: personal hygiene including bacteria and viruses; dental health and the benefits of good oral hygiene; self-care for minor ailments and the role of pharmacists; the benefits of regular	L O-PE	L, T O-PE	T O-BIO, PE	O-PE	L O-PE	L	L

	self-examination and screening; vaccination, immunisation and antimicrobial resistance; good sleep hygiene; healthy behaviours before and during pregnancy, pelvic floor health; miscarriage and pregnancy loss; navigating their local health system (GP, A&E, Sexual Health and Family Planning Clinics); and the concept of Gillick competence (16 being the legal age of medical consent).							
	Personal Safety: identifying risk and managing personal safety (roads, railways, water, unfamiliar social or work settings); recognising and managing peer influence in relation to risk-taking behaviour; developing key social and emotional skills to increase safety e.g. responsible decision making, managing peer pressure; the law relating to knives and violence and the local context; the risks and signs that they might be at risk of grooming or exploitation.	E L	L		L	E		L
	Basic First Aid: treatment for common injuries and ailments; life-saving skills and CPR; and the purpose of defibrillators.			L	E			
	Developing Bodies: the main changes which take place in males and females; puberty and the changing adolescent body; menstrual and gynaecological health (PMS, endometriosis and polycystic ovary syndrome; and reproductive health including fertility and menopause.	L O-Bio				L		L

	Key Content: Citizenship	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
KS3	Teach about the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.	L O-HI	O-HI	O-HI				L
	Teach about the operation of Parliament, including voting and elections, and the role of political parties.	L O-HI	O-HI	O-HI				L
	Teach about the precious liberties enjoyed by the citizens of the United Kingdom.	L O-HI	O-HI, MU	L O-HI, MU			L	
	Teach about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.		L				A	L
	Teach about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.	L, A, T	L				E, A	E
	Teach about the functions and uses of money, the importance and practice of budgeting, and managing risk.	L O-MA	O-MA	L	O-MA	O-MA		L
KS4	Teach about parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.	O-HI	O-HI	O-HI	L			L
	Teach about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.	O-HI	O-HI	O-HI	L			L,
	Teach about other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.	O-HI	O-HI	O-HI	L			L
	Teach about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	O-HI	O-HI	O-HI	L			L
	Teach about human rights and international law.			O-MFL		L		A
	Teach about the legal system in the UK, different sources of law and how the law helps society deal with complex problems.	O-HI	O-HI	O-HI		L	A	L, A
	Teach about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	T,	A O-HI,	A O-HI	A, T O-RS	A, T O-RS	L	

		AO-GE, HI	MU					
	Teach about the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.	A, T, E			A	A	L, E	E
	Teach about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	O-HI	O-HI	O-HI	A	A		L, A

	Key Content: Enterprise Education and Preparation for Working Life	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	A knowledge and understanding of the wide variety and types of work available.	L, E	L, E	E O-MFL	L, E	O-MFL	L, E	E
	An understanding of unemployment and why it may occur. An appreciation of the support systems available to those who are unemployed.							A
	Promote equality of opportunity in the workplace, understanding difference is a positive, not a negative, and that individual characteristics make people unique.	T	L	O-HI	A, L	A	L	
	The concept of changing skills in the workplace and the idea of Life-long Learning, including training options and career development. An understanding of the real meaning of redundancy.	E	E	E	E	E	E	A, E
	An awareness that particular skills are required for specific jobs and courses and how these can be acquired. A knowledge of where and how jobs and courses are advertised. An appreciation of the skills associated with applying for jobs and courses, to include completing application forms, writing covering letters, choosing suitable references and making relevant telephone calls. Skills associated with interview techniques, to include dress, preparation, presentation skills and the importance of body language.	E, T	L, E, T	E	L, E, T	E	L, E, A, T	E, T
	Economic and financial aspects of life. Different payment types for work. Understanding the difference between gross and net pay and voluntary and compulsory deductions.	O-MA	O-MA		A, T	A, T		L, T
	The importance of money management, earning, spending, saving and the various forms of borrowing. The need for financial planning for the future. How to access financial guidance.	L		L	A, T	A, T		L
	An understanding of how business organisations are generally structured and operate with the role of key personnel and management levels within that structure. Mechanisms for staff development to include training, appraisal schemes, promotions, side-stepping mentoring and shadowing.	E	E	E	E	E	E, A, T	E
	Knowledge and understanding of the main features of legislation protecting the workforce to include Equal Opportunities, Health and Safety at Work Act 1974, the Disability Discrimination Act 1995, the Employment Equality (Age) Regulations 2006 and the National Minimum Wage Act.	T O-HI	O-HI	O-HI		L, A	A, E,	A
	Enterprise activities where pupils should be able to engage with ideas, challenges and applications from the business world. These should include a basic understanding of the enterprise concept, common skills, attitudes and qualities necessary for success in enterprise activities: leadership, imagination, planning, risk assessment, perseverance and enthusiasm.	E, A		E	E		E	E

	To identify and describe hazards to health and well-being in the workplace and suggest appropriate ways to eliminate or reduce them.	T		E O-HI			E, A	T