



## PSHE and RSE (Relationship and Sex Education) Policy

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## 1. Aims

PSHE and RSE (Relationships and Sex Education) is lifelong learning about the physical, moral, emotional, social, and cultural development of pupils. It involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity, safety online and offline, respect, love, puberty, and personal identity. The core aim of providing this education is to safeguard pupils.

During their time at The Wenlock School, pupils will learn key knowledge and skills to help them, and others stay safe and healthy, preparing them for the responsibilities of adult life. Our curriculum is designed to support pupils' diligence and resilience in the face of widespread sexual harassment and abuse, including online.

The three core aims of PSHE are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

The aims of RSE are to:

- Provide a framework for sensitive discussions.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To build foundations for positive relationships
- To safeguard children and promote safety
- To promote health and wellbeing.

## 2. Policy Development

This policy has been developed in consultation with staff, pupils, and parents. The process involves:

- Review: The Senior Leadership Team has reviewed relevant national and local guidance.
- Staff Consultation: Staff review the policy and make recommendations.

- Parent/Stakeholder Consultation: Parents and interested parties are invited to give feedback on the curriculum and policy. New government guidance now emphasizes transparency with parents, who should be updated if the school's RSHE provision shifts in ways that are not obvious from this policy.
- Pupil Consultation: Pupils' input on what they want from their RSE is gathered. The new RSHE guidance places "pupil engagement" at the top of its guiding principles.
- Ratification: Once amendments are made, the policy is shared with and ratified by the School Board of Governors.

This policy is written in accordance with Part 1, paragraphs 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii) and Part 2, of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations (2015).

### 3. Statutory Requirements

PSHE education is a necessary part of all pupils' education, and schools should teach it using good practice to develop the wider curriculum. It is our aim to use PSHE to equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions.

The school curriculum and statutory guidance on relationships education, sex education (RSE), drug education, and financial education will be used to build upon the statutory content outlined in the national curriculum. All compulsory content will be age- and developmentally appropriate, taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. It will always be provided with the aim of equipping pupils with the knowledge they need of the law.

The new statutory guidance on Relationships, Sex, and Health Education (RSHE) was published on July 15, 2025, and schools are given until September 1, 2026, to fully implement the changes.

As an independent school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are also required to teach the elements of sex education contained in the science curriculum. When teaching RSE, we will have regard to the new guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996, as well as the updated EHRC code of practice, noting that "sex" in the Equality Act 2010 refers to **biological sex** following the Supreme Court ruling.

In addition, The Wenlock School will:

- Ensure teaching is sensitive, inclusive, and age appropriate.
- Meet the needs of all pupils so they understand the importance of quality and respect.
- Work closely with parents and respect pupils' and parents' backgrounds and beliefs.
- Communicate the right to request withdrawal from some or all of the sex education.
- Ensure RSHE is accessible to all pupils.

- Teach about LGBT+ content at integrated and timely points.
- Model positive relationships within the staff and wider community.

The Wenlock School complies with the Equality Act 2010. We will not treat pupils with protected characteristics less favourably, make reasonable adjustments, and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice. An updated code of practice from the Equality and Human Rights Commission (EHRC) has been submitted to the government, which reflects the Supreme Court ruling that "sex" in the Equality Act 2010 refers to biological sex. Our Accessibility Plan will be regularly reviewed to ensure positive action toward inclusivity. If pupils ask questions outside the scope of this policy, teachers will respond appropriately so that pupils are fully informed and do not seek answers online. Staff will receive regular training on the PSHE and RSE curriculum and support strategies for effective and sensitive delivery.

## 4. Delivery of RSE

RSE is taught within the PSHE curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by experienced staff members and a trained health professional.

**Primary:** Relationships education focuses on teaching the fundamental building blocks of positive relationships, including families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe. The new guidance for 2025 specifically recommends that primary schools teach sex education in Years 5 and/or 6, however this is not compulsory. We believe children should participate in a programme of sex education before they transition into secondary school to enable them to be safe, have correct information and vocabulary, and make responsible choices about their health.

**Secondary:** RSE focuses on providing young people with the information they need to develop healthy, nurturing relationships. This includes families, respectful relationships, online and media safety, and intimate relationships, including sexual health. The new guidance from September 2026 adds content on misogyny, deepfakes, AI, and financial exploitation. It also provides new content on suicide prevention. These areas are taught within the context of family life, ensuring there is no stigmatisation of children based on their home circumstances. Special Educational Needs and/or Disabilities (SEND): All pupils at The Wenlock School have additional learning needs and an Education Health Care (EHC) Plan. Resources and curricula will be adapted as needed to ensure all pupils can fully access the PSHE and RSE curriculum.

## 5. Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education. The new guidance states that parents have the right to be able to view all curriculum materials upon request.

Primary: Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Secondary: Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE until three terms before the child turns 16. After this point, if the child wishes to receive sex education, the school will arrange this. Requests for withdrawal should be put in writing using the form in Appendix 3.

## 6. Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and through the continuing professional development calendar. The government has announced that schools can apply for training grants from early 2026 to help staff tackle these subjects with confidence.

## 7. Monitoring Arrangements

The senior leadership team monitors the delivery of PSHE and RSE through comprehensive curriculum planning and quality assurance processes. Pupil progress is monitored by class teachers as part of the internal assessment system SOLAR. This policy is monitored on an annual basis.

## Appendix 1: Curriculum Overview

### Primary topic overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships	Health and well-being	Health and well-being	Relationships	Living in the wider world.	
<b>Year 3 Topic overview</b>	<b>Families and Friendships</b> Me, my friends and I	<b>Mental Health and Wellbeing</b> Squashing the worry monster	<b>Building healthy habits</b> Food for thought	<b>Making choices online</b> Cyber sprinters	<b>Keeping safe out and about</b> Sun, sea and sand safety!	<b>Looking out for each other</b> First Aid Heroes
<b>Year 4 Topic overview</b>	<b>Families and growing together</b> Marriage and partnership.	<b>Mental Health and Wellbeing</b> Developing coping strategies.	<b>Continuing healthy habits</b> Personal hygiene, menstruation and emotions and feelings.	<b>Forming respectful relationships</b> Online and in person.	<b>Exploring ways to manage risk.</b> Road, rail and online risks.	<b>Money matters and news literacy</b> Fake or real?
<b>Year 5 Topic Overview</b>	<b>Friendships, stereotypes and bullying</b> Addressing bullying and its impact.	<b>Mental health and Wellbeing.</b> Changing thinking habits.	<b>Embedding healthy habits and learning first aid</b> Sun guarding schools safely.	<b>Respecting boundaries</b> Saying no and meaning it.	<b>Safe connections online</b> Respectful online relationships	<b>Positively engaging with our world</b>  Healthy ways of engaging with the news.

<b>Year 6 Topic overview</b>	<b>Changes in puberty</b> Changing and growing up	<b>Mental health and wellbeing</b> Managing stress	<b>Drug education</b> Assessing risk and managing influences	<b>Managing money and online spending</b> Critical consumers.	<b>Developing our AI literacy</b> The impact and ethics of AI.	<b>Looking to the future</b> Embracing change and new futures.
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### Secondary topic overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit: Y7</b>	<b>Emotional wellbeing:</b> Managing change and transition	<b>Friendship and bullying</b>  Recognising healthy and unhealthy friendships	<b>Families and changing relationships</b> Caring for each other in changing circumstances, such as divorce or separation	<b>Puberty and keeping safe</b> Testicular and vulval health, as well as how to identify and report abuse.	<b>Influences on relationships</b>  Online and media influences	<b>Financial decisions</b>  Financial literacy and support in rehearsing decision-making and risk assessment skills
<b>Unit: Year 8</b>	<b>Health and wellbeing</b>  Supporting a healthy lifestyle for life.	<b>Personal safety and managing risk</b>  Roads, water, alcohol and drugs.	<b>Belonging and community</b>  Respectful and cohesive communities	<b>The online world</b>  Online through algorithms and targeted content. How online platforms generate	<b>Healthy and unhealthy relationships</b>  Harassment, image-sharing and gendered violence,	<b>Managing money</b>  Financial decision making and exploring aspects

				income through users.	and how to get support.	of daily economic wellbeing.
Unit: Year 9	<b>Mental health and wellbeing</b>  Essential self-regulation strategies and how to apply them to new and complex situations.	<b>Careers and future choices</b>  Preparation for making GCSE option choices by thinking about their career goals and future.	<b>Drug education</b>  Managing situations involving alcohol, vapes or other substances.	<b>Managing risk in relation to the law</b>  Criminal behaviour, and the impact of breaking the law.	<b>Intimate sexual relationships</b>  Consent and healthy, safe sexual relationships, including using contraception.	<b>Navigating online harms</b>  Deepfake AI images and misogynistic narratives.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Health and Wellbeing</b>	<b>Living in the wider world</b>	<b>Relationships</b>	<b>Living in the wider world.</b>	<b>Relationships</b>	<b>Living in the wider world.</b>
<b>Year 10</b>	<b>Independence, health choices</b>  Menstruation and testicular cancer	<b>Navigating the online world</b>  Risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.	<b>Friendship, diversity and challenging extremism.</b>  Understanding and preventing extremism	<b>Managing influence</b> Looking at how misogyny spreads, and recognise the impact of content shared	<b>Exploring consent and recognizing abuse</b> Relationship rights and reporting abuse, including FGM	<b>Study, work and careers</b> Identifying career preferences

<p><b>Year 11</b></p>	<p><b>Life-long well-being</b></p> <p>Managing workload and preparing for exams.</p>	<p><b>Drugs and personal safety</b></p> <p>Managing gang involvement, manage external influences,</p>	<p><b>Safe relationships and sexual health</b></p> <p>Managing conflict and breakups, and make informed decisions about sexual health.</p>	<p><b>Families, fertility and pregnancy</b></p> <p>Managing routes to parenthood, and options in the case of unplanned pregnancy.</p>	<p><b>Online financial harm</b></p> <p>Managing spending safely, and recognise and respond to financial exploitation.</p>	<p>Study leave</p>
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Post 16 topic overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Health and Wellbeing</b>	<b>Living in the wider world</b>	<b>Relationships</b>	<b>Living in the wider world.</b>	<b>Relationships</b>	<b>Living in the wider world.</b>
<b>Year 12 Topic overview</b>	<b>Mental health and wellbeing</b>  Managing stress, Body image and developing Healthy coping strategies	<b>Readiness for work</b>  Career exploration and preparation for work.	<b>Diversity and inclusion</b>  Challenging prejudice and discrimination	<b>Planning for the future</b>  Post-18 options and looking at the impact of financial decisions	<b>Respectful relationships</b>  Strategies for managing dangerous situations or relationships	<b>Health choices and safety.</b>  The impact of substance use
<b>Year 13 Topic Overview</b>	<b>Independence in wellbeing</b> Health and wellbeing, including sexual health, into adulthood	<b>Preparing for the world of work.</b> Maintaining a positive professional identity	<b>Intimate relationships</b> Personal values, including in relation to contraception and sexual health	<b>Financial choices</b> Savings, Debt and Influences on financial choices	<b>Building and maintain friendships</b> New friendships and relationships, including in the workplace	Study leave

## **Appendix 2: National Curriculum Aims**

At the end of Primary, pupils should know:

### **Families and people who care about me.**

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, 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.
- That others' families, 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.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships include mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful relationships**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or making different choices or having different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- 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 those in positions of authority.

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- A focus on change, loss and grief, and how to deal with bereavement will be embedded within the curriculum.

### **Online relationships**

- People sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used. There will be dedicated modules on deepfakes and the impact of AI on relationships and privacy
- How financial information is shared online, and the importance of keeping a secure account.

### **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g. family, school and/or other sources
- Understanding how to keep safe near water, on rails and also roads.

At the end of Secondary, pupils should know:

### **Families**

- There are different types of committed stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children

- What marriage is, including their legal status e.g. 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?
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- 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

### **Respectful relationships, including friendships.**

- The characteristics of positive and healthy friendships (in all contexts, including online) include trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- 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.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable?
- 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.

### **Online and media**

- Their rights, responsibilities and opportunities online, include that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online
- Understand how social media algorithms can create "echo chambers" that radicalise views on sex and gender.
- Understand that online harassment, "upskirting," and the sharing of non-consensual deepfake imagery are criminal offences.

- The impact of viewing harmful content. The exploration of scams, fraud, and sextortion
- Online subcultures (such as 'incel' culture) and how they promote hostility towards women and girls. How this impacts real-world safety
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online. How personal data is harvested by AI and "bots" to manipulate consumer habits or social opinions.
- Understanding the risk of deep fakes and how data is manipulated.
- Understanding misogyny, and incel culture, and the influence of toxic online influencers.

### **Being safe**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- 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)
- How conflict resolution is communicated and the impact of crimes, such as knife crime and hate crime,

### **Intimate and sexual relationships, including sexual health.**

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- Understanding the menstrual cycle and the impact this has on females, and males. Exploring gynecological health, including specific conditions like endometriosis and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage.
- 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)

- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behavior
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **Appendix 3.**

### **Statutory Learning Outcomes: End of Primary (September 2026)**

#### **1. Relationships Education**

##### **Families and People Who Care for Me**

- Families are important for children growing up because they can give love, security and stability.
- Characteristics of healthy family life: commitment, protection, and care.
- Families, whether in school or in the wider world, can look different from their own, but they should respect those differences.
- How to seek help or advice if their family circumstances are making them feel unsafe or unhappy.

##### **Caring Friendships**

- How to choose and make friends and the characteristics of healthy friendships.
- The importance of seeking help if a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict and how to reconcile after a disagreement.

##### **Respectful Relationships**

- The importance of respecting others, even when they are very different from them.
- The practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.

##### **Online Relationships**

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as to face-to-face relationships (respect, manners).
- How to critically consider their online friendships and sources of information including awareness of AI and Deepfakes.

#### **2. Physical Health and Mental Wellbeing**

##### **Mental Wellbeing**

- Mental wellbeing is a normal part of daily life, in the same way as physical health.
- There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness).
- The benefits of physical exercise, time outdoors, and community participation on mental wellbeing.

##### **Physical Health and Fitness**

- The characteristics and benefits of an active lifestyle.
- The risks associated with an inactive lifestyle (including obesity and cardiovascular disease).
- The importance of building good habits, such as regular exercise and good nutrition.

## Health and Prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- The importance of sufficient good quality sleep for good health.
- Specific risks associated with vaping and its impact on the developing body.
- The naming of external genitalia (vulva, penis, testicles) using correct anatomical language as a safeguarding requirement.

## 3. Personal Safety

### Safety Near Water, Rail, and Roads

- Understand the Water Safety Code and how to stay safe near open water.
- Recognise the dangers associated with railways and the importance of road safety.

### Emergency Situations

- 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.

## Living in the Wider World: Economic Wellbeing & Careers

### Money and Economy

- **The Role of Money:** Understanding that money comes from different sources and can be used for different purposes (spending, saving, donating).
- **Wants vs. Needs:** Differentiating between things we *want* and things we *need* for survival and wellbeing.
- **Budgeting:** Developing an initial understanding of how to manage a simple budget and the importance of tracking spending.
- **Financial Risk:** Recognizing that some ways of spending money (like "loot boxes" in games or gambling-like activities) involve high risks.
- **The Value of Saving:** Understanding interest, saving for future goals, and the emotional benefit of financial security.

### Aspirations and Careers

- **Stereotypes in Work:** Challenging gender and cultural stereotypes in the workplace (e.g., anyone can be a nurse, pilot, or engineer).
- **Personal Strengths:** Identifying their own interests, skills, and qualities and how these might relate to future jobs.
- **The World of Work:** Learning about the different types of jobs people do and the contribution they make to the community.
- **Goal Setting:** Learning how to set small, achievable goals and how to persevere when faced with a challenge.

### Digital Literacy (Economic)

- **Online Spending:** Understanding that "real" money is used in digital spaces (in-app purchases, subscriptions).

- **Advertising:** Recognizing how advertisements and influencers try to persuade people to spend money online.

## **Statutory Learning Outcomes: End of Secondary (September 2026)**

### **1. Relationships and Sex Education (RSE)**

#### **Families and Respectful Relationships**

- The legal status of marriage and its importance for family life and bringing up children.
- The characteristics of successful and healthy long-term relationships and how they contribute to happiness.
- How to determine if a relationship is healthy, including the role of trust, respect, and emotional support.

#### **Sexual Ethics, Consent, and Law**

- The definition of consent, how it is given and withdrawn, and the legal consequences of sexual pressure or coercion.
- Understanding areas of consent involving alcohol, drugs, or peer pressure.
- The impact of viewing **pornography** on expectations of relationships and body image.
- Explicitly identifying and challenging **misogyny**, "incel" culture, and sexual harassment.

#### **Sexual Health and Pregnancy**

- How to access confidential sexual health advice and treatment (e.g., clinics, GPs).
- The effectiveness and use of different forms of contraception and the facts about STI transmission.
- The choices available in relation to pregnancy, including adoption, abortion, and parenting.

### **2. Physical Health and Mental Wellbeing**

#### **Mental Health and Suicide Prevention**

- How to recognise the early signs of mental wellbeing concerns in themselves and others.
- Age-appropriate knowledge on suicide prevention, including how to talk safely about it and where to find urgent support.
- The link between physical health and mental wellbeing, including the impact of sleep and screen time.

#### **Body Image and Health**

- The impact of the media and social media influencers on body image and self-esteem.
- Understanding menopause and reproductive health issues (e.g., endometriosis) for all students.
- The risks of "cosmetic" procedures, including the dangers of unregulated fillers or surgery.

#### **Substances and Addictions**

- The physical and psychological risks of alcohol and drug use.
- The legal and health risks of vaping and the tactics used by the industry to target young people.

### **3. Online Safety and Digital Literacy**

#### **Technological Risks**

- How to identify Deepfakes and the legalities of sharing AI-generated intimate images.
- How data is generated, collected, and shared by search engines and social media platforms.
- The risks of radicalisation and how to identify extremist content online.

#### **4. Personal Safety and The Law**

##### **Violence and Exploitation**

- Knowledge of knife crime, the law regarding carrying weapons, and how to exit a gang safely.
- Recognising the signs of financial exploitation, including "money mules" and online scams.
- The concepts of "honour-based" violence, Forced Marriage, and FGM.

#### **5. Economic Wellbeing and Careers (Non-Statutory)**

##### **Financial Management**

- Understanding pay slips, taxation, and the national living wage.
- The risks of debt, including high-interest loans, "Buy Now Pay Later" schemes, and credit cards.

##### **The Future of Work**

- The impact of Artificial Intelligence (AI) on the future job market and the importance of lifelong learning.
- How to write a CV, prepare for interviews, and manage a professional digital footprint (e.g., LinkedIn).

**Appendix 4: RSE Withdraw Request**

**Name of child:** .....

**Form Group:**.....

**Name of Parent/Carer:** .....

**Date:**  
.....

**Reason for withdrawing from sex education within relationships and sex education.**

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**Any other information you would like the school to consider.**

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**Parent/Carer Signature:** \_\_\_\_\_

**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents/carers:

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Include notes from discussions with parents and agreed actions taken:

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**Headteacher Signature:** \_\_\_\_\_