



Relationships, Sex & Health Education (RSHE) and Personal, Social & Health Economic (PSHE) Education

Primary and Secondary Academies

June 2026

Due for review end of May 2027

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Introduction

Relationships, Sex and Health Education is an integral part of our personal, social and health education programme, an area considered important throughout our academies.

We believe that Relationships, Sex and Health Education is an ongoing process, which should:

- start from home and continue at school.
- happen in partnership with parents.

Rationale

We have based our schools' policy on guidance from the Department for Education (DfE) and in preparedness for changes in September 2026

www.gov.uk/government/publications/sex-and-relationship-education

Relationships, sex and health education forms part of the Personal, Social, Health and Economic (PSHE) Education, Science and Religious education curricula at our academies.

We do not use Relationships, Health and Sex Education as a means of promoting any form of sexual orientation, or any particular religious' views.

The school's programme of Relationships, Health and Sex education is embedded within the school's Personal, Social, Health and Economic (PSHE) curriculum and will help children to respect themselves, respect others and to move with confidence through adolescence into adulthood.

DfE guidance suggests PSHE education should: -

- Be sensitive to the range of religious and cultural views about sexual behaviour.
- Ensure pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.
- Include clear, impartial scientific information on matters such as puberty, abortion and assisted conception.
- Be respectful of how pupils choose to identify themselves, whilst understanding that their sexual orientation and gender identity may be 'emerging'.
- Foster gender and LGBT equality and challenge all forms of discrimination and bullying.

At our academy, PSHE prepares pupils for the opportunities, responsibilities and experiences of later life. We aim to provide our pupils with learning experiences that develop their own moral values, which may include reflecting on a variety of different beliefs.

Our guiding principles for relationships, sex and health education: -

- An inclusive and well-sequenced RSHE curriculum that is meaningful, relevant and engaging.
- Engagement and transparency with parents, that ensures they are aware of sex education content within lessons in advance.
- Positivity: building positive attitudes and skills, promoting healthy norms about relationships
- Curriculum progression: teaching is age appropriate and carefully planned, pupils are supported and equipped with the right knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- Relevant and responsive: accessible to pupils in their area, where appropriate, working with local partners and other bodies to understand specific local issues and ensure needs are met.
- Skilled delivery: taught by trained staff in a safe and supportive environment and staff will follow safeguarding procedures.
- Whole school approach: The curriculum is best delivered as part of the school's wider approach to wellbeing, safeguarding and positive relationships.

Organisation

We teach sex and health education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social, Health and Economic education (PSHE) curriculum, we also teach some relationships and sex education through other subject areas (for example science, religious education, P4C: Philosophy for education and sociology).

Equal opportunities

All pupils will have the opportunity to participate in sex and relationship education. We ensure Relationships, Health and Sex Education: -

- is inclusive and meets the needs of all students, including those with special educational needs and disabilities (SEND) by liaising with the SENDCo and specialist organisations to develop differentiated resources and lessons, which provides additional support.
- fosters gender equality, inclusion and respect for all pupils by using techniques, including teaching that reflects diversity within our community

Outcomes

The aims of the Relationships, Health and Sex Education programme are that students will: -

- know and understand their rights and responsibilities to others in all relationships
- have a clear focus on positive, strong and healthy relationships.
- know they have a right to feel safe in their relationships with others both on and offline
- know they have the responsibility to respect others, and to treat partners equally
- develop the skills of communication and self-assertion to safeguard themselves and seek help when it is needed
- develop the attributes of kindness, care and respect for others in all their relationships

The intended outcomes of students at our academies will of course vary between the Primary and Secondary Academies. Please see the following appendices for details.

APPENDIX 1

AIMS AND OBJECTIVES FOR PRIMARY ACADEMIES

APPENDIX 2

AIMS AND OBJECTIVES FOR SECONDARY ACADEMIES (Including Sixth Form)

Roles and responsibilities

Trustees and Academy Advisory Committees

The Trustees and the governors of each schools Academy Advisory Committee have overall responsibility for monitoring the policy implementation and use.

Head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The head teacher monitors this policy on a regular basis and reports to the Chief Executive Officer and Trustees, when requested, on the effectiveness of the policy.

PSHE Education Lead

The Relationships, Sex and Health Education programme will be led by the PSHE lead(s) in each school who is responsible for: -

- Developing and co-ordinating curriculum and instruction
- Co-ordinating appropriate visitors
- Liaising with the senior leadership, safeguarding and pastoral teams to ensure that RSE reflects the needs of all students.

Monitoring and review

Alongside the Senior Leadership Team, the PSHE lead will also monitor the standards of children's work and the quality of teaching in sex education supported by the head teacher. Leaders evaluate the impact of RSHE through pupil voice, assessment, safeguarding data and curriculum review.

They will: -

- Attend inset training and feedback / disseminate to staff
- Consult and advise colleagues
- Monitor relationships, health and sex education throughout the school
- Assist the planning process
- Review annually the resources available and purchase any necessary equipment and books.
- Set clear realistic targets for raising awareness and understanding throughout the school

Teachers

All teachers deliver Relationships, Sex and Health Education, in accordance with statutory guidelines and the schools' policy and curriculum. Teachers have a responsibility to ensure all students are aware of their rights and responsibilities.

Teaching staff will receive Relationships, Sex and Health Education training on a regular basis, in accordance with the needs of the school and student body. Staff are supported to respond to pupils where their individual understanding goes beyond that of the planned unit of work. Staff can also seek support from the SEND team ensuring all pupils access the curriculum.

Parents and carers

Relationships, Sex and Health Education start from home. We will support parents by building positive relationships and forging links between parents, schools and external providers, fostered on mutual understanding, trust and co-operation.

In promoting this objective, we: -

- Inform parents about the schools' relationship, health and sex education policy and practice
- Answer any questions parents may have.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships, health and sex education in the school.
- Parents and carers have the right to view teaching materials used in RSHE upon request

Right to withdraw

Whilst we are not a maintained school, we follow the requirements of [Section 405 of the Education Act 1996](#) with regard to parents / carers right to withdraw their children from the non-statutory elements of relationships, health and sex education.

If a parent or carer wishes to withdraw their child from the non-statutory part of the syllabus, they should put their request in writing to the head teacher who will arrange for a discussion with the parent or provide a written response.

It should be noted that whilst we will always consider the wishes of parents where possible, many aspects of the lessons are part of the science curriculum that schools and academies have a statutory duty to teach.

Primary school pupils	Secondary school pupils
Relationships and health education are statutory under DfE guidance	Relationships and Sex Education, along with Health Education, are statutory under DfE guidance

Policy development

This policy continues to be developed in consultation with staff, pupils and parents. The consultation and policy development process usually involves the following steps: -

a) **Review**

A working group pulls together all relevant information including recent national and local guidance.

b) **Staff consultation**

School staff are given the opportunity to look at the policy and make recommendations

c) **Parent / carer consultation**

Parents and any interested parties are invited to attend a meeting about the curriculum and complete a PSHE survey. Parent working parties are also formed

d) **Pupils**

We continue to listen and respond to the views of young people to ensure the teaching of PSHE meets the needs of all our pupils

e) **Ratification**

The Chief Executive Officer approves the final version further to head teacher collaboration on content.

Legislation (statutory regulations and guidance)

Under the revised DfE statutory guidance, we are required to teach relationships education / RSE as part of the PSHE and science curriculum.

The Relationships, Sex and Health Education policy supports safeguarding and child protection; social, moral, spiritual and cultural education; equalities; online safety; inclusion; and positive behaviour by promoting safe, respectful and inclusive educational practices. Documents and legislation which inform the school's policy include: -

- [Keeping Children Safe in Education](#) (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act \(2010\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)

- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Curriculum design

APPENDIX 1

CURRICULUM DESIGN FOR PRIMARY ACADEMIES

APPENDIX 2

CURRICULUM DESIGN FOR SECONDARY ACADEMIES (INCLUDING SIXTH FORM)

Safe and effective practice

We will ensure a safe learning environment by ensuring teachers have the training and environment needed to establish safe ground rules with students. Students are encouraged to ask questions and will be given a safe environment to do so.

All students in Primary and Secondary will be taught and expected to use the correct terminology to discuss sex, gender, homosexuality at an age-appropriate level and in Secondary, sexually transmitted infections and contraception.

Direct or explicit questions or comments that identify members of staff or students do not have to be answered and will be handled sensitively by trained members of staff, including the safeguarding team. Teachers may use their discretion in sensitive situations (with the exception of a disclosure). All staff teaching Relationships, Sex and Health Education will be supported by the PSHE Lead/Co-ordinator and SLT to ensure they have the knowledge and training to deal with students' sensitive questions.

Safeguarding

In the case of a disclosure, the designated safeguarding lead (DSL) will be notified and the appropriate safeguarding processes will be followed as outlined in the [Safeguarding, child protection and associated procedures](#) available in the policy section of the school website.

Aims and objectives for primary academies

Aims

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions
- To help pupils recognise and respond to risks, including those encountered online.
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities

Objectives

Our intent for the PSHE curriculum is to nurture and develop responsible and well-rounded human beings and help children develop strategies and skills to have a happy and successful adult life and who make a meaningful contribution to society.

We will teach children life skills, behaviours and attitudes, in order to thrive in the challenges of an everchanging world. Children will be taught about the fundamental building blocks and characteristics of positive relationships and health including puberty.

The principle focus of our PSHE teaching has been developed with the aid of teaching scheme Jigsaw and an educational approach developed by SAPERE called Philosophy for Children (P4C).

Both teaching approaches supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We have developed a primary PSHE Progression document across EYFS, Key stage 1 and 2, which sequence the knowledge and skills across the subject using the Jigsaw scheme and Philosophy for Children (P4C), remain in line with DfE guidance.

Jigsaw

This is a mindful approach to PSHE. It is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing. The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

<https://www.jigsawpshe.com/>

P4C (Philosophy for children)

This is a philosophical approach to learning and teaching that enables students to think with others and to think for themselves. P4C explores the big ideas that arise in all areas of education and life experience and uses philosophical dialogue and enquiry to help learners to think, to speak, to listen, to learn and to live together more effectively. <https://www.sapere.org.uk/what-is-p4c/>

P4C supports better learning and teaching

Learners learn better because: -

- they choose the subject matter, their voices are heard and valued
- in justifying their positions and listening to others, their vocabulary expands
- they learn how to disagree respectfully, which increases their tolerance and resilience
- they think and reflect more deeply, so their understanding improves

Teachers teach better because: -

- they learn how to facilitate meaningful discussion
- they develop new teaching strategies that can be used throughout their practice
- they see students' potential as independent thinkers
- by listening more, educators' relationships with their students flourish

P4C connects to the curriculum

A knowledge-rich curriculum is full of concepts that require unpacking. When we explore the contested meanings of these ideas through P4C, the curriculum comes alive and new connections between stages and subjects emerge. There are opportunities for philosophy in *every* area of the curriculum.

Relationship education in primary schools

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Relationship education

The guidance states that, by the end of primary school: -

Topic	Pupils should know (2025 guidance)	How Jigsaw provides the solution
Families and people who care for me	Families provide love, safety, security and stability; characteristics of safe family life; families may differ; stable relationships; marriage/civil partnerships; recognising unsafe situations	Relationships; Changing Me; Celebrating Difference; Being Me in My World
Caring friendships	Importance of friendships; characteristics of healthy friendships; loneliness; managing conflict; recognising unhealthy friendships	Relationships; Celebrating Difference; Dreams and Goals
Respectful, kind relationships	Respect for others; boundaries; communication; bullying; stereotypes; self-respect	Being Me in My World; Celebrating Difference; Relationships; Dreams and Goals
Online safety and awareness	Online respect; risks; privacy; permanence of content; reporting concerns	Relationships; Changing Me; Celebrating Difference
Being safe	Boundaries; privacy; body ownership; safe relationships; reporting abuse	Relationships; Changing Me; Celebrating Difference

Health and well-being in primary schools

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing and helping pupils to make informed decisions about their own health and wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health, and should help pupils understand the links between physical and mental health. Pupils should be supported to recognise when something may be affecting their own health or wellbeing, or that of others, and know how and when to seek support. Teaching should promote emotional awareness, self-regulation, resilience, perseverance and determination, including when facing challenges or setbacks. Schools should encourage openness when discussing health issues, reduce stigma associated with physical and mental ill health, and promote respectful language at all times.

Health and well-being

The guidance states that, by the end of primary school: -

Topic	Pupils should know (2025 guidance)	How Jigsaw provides the solution
General wellbeing	Physical activity; emotions; loneliness; mental health support	Healthy Me; Relationships; Being Me in My World
Wellbeing online	Impact of online activity; screen time; relationships online; online harms	Relationships; Healthy Me; Celebrating Difference
Physical health and fitness	Benefits of activity; exercise routines; risks of inactivity; seeking help	Healthy Me; Relationships
Healthy eating	Healthy diet; meal planning; risks of poor diet	Healthy Me
Drugs, alcohol, tobacco and vaping	Risks and facts about substances and addiction	Healthy Me
Health protection and prevention	Hygiene; sleep; dental health; vaccination	Healthy Me
Personal safety	Recognising hazards; keeping safe	Healthy Me; Relationships
Basic first aid	Emergency calls; basic first aid	Healthy Me
Developing bodies	Growth, puberty, lifecycle, terminology, menstruation	Changing Me

Communication with parents

We share information with our parents termly, through our learning webs, outlining what we teach and when.

In the Jigsaw scheme human reproduction is taught from Year 4 through the 'Changing Me' Unit, in the summer term. Within this unit there are 2 lessons from years 4-6, that are specifically about either puberty (statutory) or how babies are made (non-statutory). At the start of the summer term parents will be informed what will be taught, through the curriculum newsletter.

It is important to understand how the different aspects are delivered;

- Relationships, Sex and Health Education is delivered through the JIGSAW scheme. This is for all pupils in EYFS to Year 6 at an age-appropriate level.
- Biological aspects of relationships, health and sex education within Jigsaw; parts of the body are delivered through the Science Curriculum for pupils in years 1 to 3. Puberty and changing adolescents is delivered for pupils in Years 4 to 6 at an age-appropriate level.

Aims and objectives for secondary academies (including sixth form)

Aims

We recognise that young people face a wide range of challenges in an ever-changing world. Our aim is to equip pupils with the knowledge, skills, and understanding they need to make informed decisions about their emotional, mental, and physical wellbeing, build positive relationships, and navigate life's opportunities and challenges with confidence. Through our curriculum, pupils develop resilience, self-efficacy, and the ability to apply their learning in real-life situations. We intend for all pupils to leave us as happy, healthy, and successful individuals who are prepared to make responsible choices and thrive in modern society.

Objectives

Our objectives are to deliver a comprehensive, inclusive and responsive Relationships, Sex, and Health Education (RSHE) programme through our Personal Development provision where pupils will engage with both the statutory RSHE curriculum and additional contextual content that reflects the needs of our school community.

The programme is delivered consistently across Key Stage 3 –5 through bi-monthly dedicated lessons, STRIVE days, enrichment opportunities, workshops, targeted workshops and form time ensuring that learning is relevant, meaningful and age appropriate.

Pupils will progressively build upon prior knowledge through a carefully sequenced and spiral curriculum that revisits, reinforces and extends key concepts over time. Through discussions, reflection, collaborative activities, real world scenarios, and high-quality external contributions, pupils will deepen their understanding of the various content delivered in RSHE.

The programme is informed by staff expertise, pupil voice and low stakes assessments enabling to respond effectively to the emerging needs, address misconceptions, and support all learners.

By regularly revisiting important knowledge and skills, we aim to strengthen long-term retention, enabling choices, access appropriate support when needed, and positively contribute to society.

Life Lessons

Our chosen platform to deliver RSHE is 'Life Lessons'. This offers a spiral curriculum structure ensuring learning builds year on year, giving pupils the time and space to revisit key themes at an age-appropriate level, while still progressing skills and knowledge with depth.

Each lesson has videos from experts who provide advice/guidance on laws and wellbeing. In addition, Life Lessons: -

- Is compliant with the latest DfE guidance
- Is inclusive by design
- Has increased support and additional resources for teachers to teach with confidence
- Has fresh content and new videos
- Is a well thought through curriculum

Students will learn

- About different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships
- Factual knowledge about sex, sexual health and sexuality, within the context of relationships.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and how to manage conflict, as well as how to recognise unhealthy relationships and where to go for help and advice.
- How consent can be given and the legal frameworks around consent
- The impact of sexual harassment, coercion and sexual violence in society
- How relationships may affect health and wellbeing, including mental health
- About healthy relationships and online safety
- How pornography can negatively influence sexual attitudes and behaviour
- The legal, social and health impacts of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE)
- How sub-cultures such as 'incels' might influence our understanding of sexual ethics
- The prevalence of AI-generated sexual imagery and 'deepfakes'
- The role of consent, and awareness of power dynamics
- The links between sexism and misogyny and violence against women and girls
- How to identify and learn from positive male role models
- Ethical behaviour in relationships, beyond respecting boundaries and consent

Relationships and sex education at secondary level is taught comprehensively through a range of subjects including Science, Religious Studies, Sociology, English and History as well as in specific

RSE lessons as part of the PSHE curriculum. Students at all key stages have fortnightly timetabled PSHE lessons which includes a RSE unit. All the PSHE teaching reflects statutory and curriculum requirements, as well as examples of best practice.

In addition to this, we hold specific RSE assemblies, workshops and performances led by external providers, such as Enfield Sexual Health nurse team, Tender, Upfront Theatre, Safety Box, Nexus as well as 'off timetable' STRIVE character days

By learning about relationships and sex, we aim to instil the following skills, attitudes and values in our students:

Personal and social skills

- How to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy to others
- How to make decisions and choices that may affect themselves and others
- How to recognise the consequences and outcomes of choices
- How to behave positively and assertively to set and respect boundaries
- How to recognise, avoid and report exploitation and abuse
- How to approach issues from a range of opinions and viewpoints

Attitudes and values

- To recognise and respect the importance of personal values in making decisions
- To understand the importance of consent and personal voice
- Respect, love and care for others
- To treat others with kindness and without prejudice
- To be critical thinkers and consumers of media
- To not feel pressured to behave in a certain way
- To develop an understanding of students' personal values and what influences these

Curriculum (Relationships and Sex Education)

The following is an outline of the content taught as part of the new relationships' curriculum in secondary school: -

Families

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.⁸
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes

developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.

4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of

trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions.

5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage.
12. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or 18 assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
13. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
14. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
15. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Curriculum (PSHE Health and wellbeing)

Students will also study the following as part of the PSHE and RSE curriculum.

Mental wellbeing

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
3. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
4. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
5. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR
3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Teaching the law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), ‘virginity testing’ and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act
- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion

- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility

By the end of their time at school, pupils will have considered

- how self-concept affects their self-confidence and behaviour
- the importance of respecting differences in relation to gender and sexuality
- issues such as the costs of early sexual activity [economic / emotional / physical]
- how it feels to be different and be discriminated against
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibilities mean in relationships [including issues around consent]
- pressures around sexual behaviour and how to respond appropriately
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion, contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both

PSHE and RSE in the Sixth form

PSHE and RSE in the Sixth Form will be studied with a dedicated timetabled lesson every fortnight. All of the PSHE teaching reflects statutory and curriculum requirements, as well as examples of best practice. In addition to this, we hold specific RSE assemblies, workshops led by external providers, such as Enfield Sexual Health nurse team, as well as 'off timetable' STRIVE character days.

We will continue to develop students understanding of RSE in line with the statutory guidance and as a continuation of RSE taught in years 7 through 11. The intention is that this will help students as they become young adults and prepare them for their next steps on their journey into work, university or further study after they leave us.

We appreciate that PSHE and RSE at Sixth Form level is likely to look and feel different to PSHE and RSE in years 7 through 11 given that students are older and therefore will bring a range of their own life experiences and new problems that they may have not faced previously.