

 Woodford County High School for Girls	Effective Date: 25 th June 2026	
	Last modified: June 2026	
	Document no: SP.05.16.004	
	Replaces Version: 14 th October 2025	
	Approved:	Next Review:
SCHOOL POLICY Relationships, Sex and Health Education (RSHE) Policy	Curriculum & Personal Development Committee	Annually

Relationships, Sex and Health Education Policy 2026

Review History

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1. Introduction

1.1 This policy was produced by the London Borough of Redbridge, school staff and Governors through consultation with parents/carers.

1.2 RSHE develops personal, social and health knowledge, skills and understanding so that young people can navigate childhood and adulthood with confidence. It promotes positive relationships and personal attributes such as perseverance, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

2. Rationale and Ethos – RSHE

2.1 We believe relationships, sex and health education is important for our pupils and school because:

- It equips pupils with the knowledge to make informed decisions about wellbeing, health and relationships; builds self-efficacy and resilience; and helps them to know how and when to ask for help and access support.
- It gives pupils the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- RSHE is not just about preparing young people for adult life. At its core, we suggest RSHE should equip young people with the tools to navigate the complexities of their relationships now. Adolescent and teenage relationships can be challenging and messy. The ultimate aim is to keep children safe – no matter their age – from harm as they develop and grow.

2.2 RSHE is delivered in partnership with parents/carers. We view this partnership between home and school as important in supporting and reinforcing what pupils learn about in all contexts including online and also supports our provision of age appropriate, pupil sensitive RSHE, that respects the law and all communities that call Redbridge home.

2.3 We will ensure that RSHE meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), through differentiation and student sensitive, developmentally appropriate teaching. RSHE contributes to our wider aims to foster student wellbeing and character, promote kindness, integrity, generosity, honesty, respect and tolerance, and support students to be safe—including online.

2.4 The intended outcomes for our students are:

Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults.

- Understand that they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touching.
- Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.
- Develop the skills to express their emotions and seek help where needed, to build friendship and recognise how this can support mental wellbeing.
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, and building resilience.
- Understand how the equality act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.
- Encourages children to think critically and independently.

3. Roles and Responsibilities

3.1 Governors/Trustees

Should monitor and make sure that:

- subjects are well led, managed and planned
- provision is regularly self-evaluated
- teaching is accessible to all students including those with SEND
- clear information is provided to parents/carers
- RSHE is adequately resourced, staffed and timetabled and the school is meeting it's legal obligations.

3.2 Headteacher and RSHE/PSHE Lead

It is the responsibility of the Headteacher/PSHE Lead to ensure that:

- Both staff and parents are informed about the policy
- Sufficient staff training is organised to enable staff to deliver RSHE effectively

- They liaise with external agencies/services regarding the school RSHE programme and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- Monitor implementation of the RSHE curriculum and report to governors/trustees.
- Students know who the RSHE Lead is and any associated staff such as ELSA, School Councillor, Safeguarding team.
- Lead conversations on occasions that school may need to include new content in RSHE to respond to emerging needs or issues in the school. It is the responsibility of the Headteacher and RSHE/PSHE Lead to inform parents of any shifts away from the policy and continue to share relevant materials on request.

3.3 Staff and External Visitors

All staff delivering RSHE are entitled to:

- Resources and training with opportunities to share good practice
- Understanding of roles and responsibilities in relation to the planning and delivery of RSHE.

External visitors may enhance delivery where planned with the RSHE lead/class teacher:

- Visitor credentials and materials are checked in advance; content must be age-appropriate, inclusive and aligned to policy. Visitors are briefed on safeguarding protocols and we commit to accompanying any visitors delivering RSHE content.

3.4 Parents/Carers

Parents/carers will:

- Receive accessible information about our RSHE curriculum overview
- Have opportunities to view some materials
- Have opportunities to attend information sessions and receive signposting to support RSHE conversations at home.

4. Legislation

Secondary

4.1 Since September 2020, it is a legal requirement for all Secondary schools to teach Relationships, Sex and Health Education, made under sections 34 and 35 of the Children and Social Work Act 2017, alongside the Science National Curriculum. Health Education and Relationships Education are compulsory; Sex Education is also required to be taught in secondary schools, with specific parental withdrawal rights set out in section 10 and 11 of this policy. RSHE is delivered within the context of safeguarding and a child-centred approach in line with Keeping Children Safe in Education (KCSIE).

4.2 We will ensure that an annual meeting is held to present our RSHE curriculum and create a space for questions to be raised hereafter.

4.3 The RSHE policy supports/complements the following policies:

- PSHE policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy
- Appropriate Curriculum policies

5. Definitions

Relationship Education

5.1 Teaching includes families (recognising diverse structures), respectful relationships including friendships, online relationships and being safe. It equips children with safeguarding vocabulary and understanding to report concerns of abuse (physical, emotional, sexual, neglect).

5.2 Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.

5.3 Other core concepts developed through relationship education include: identity; risk and safety; diversity and equality; rights, responsibilities and consent; change and resilience; power (including persuasion and bullying); and an awareness of online safety.

5.4 At Secondary this also includes understanding the law relating to consent, exploitation, coercion, harassment, rape, domestic abuse and FGM.

5.5 Sex Education in Secondary teaches content outside of the Science National Curriculum including; intimate and sexual relationships, sexual health including STI's, consent in sexual relationships, strategies for delaying sexual activity, contraception choices, pregnancy choices, the influence of alcohol/drugs, sexual ethics, managing peer pressure related to healthy sexual decision making and accessing sexual health services. Sex education along with Relationship and Health education is statutory within Secondary schools and must be taught.

There is no right to withdraw from Relationships Education

6. National Curriculum Science - Secondary

6.1 The Key stage 3 and Key stage 4 NC states that children's learning should include a recap about menstruation and puberty, teaching about human reproduction and birth, includes drugs education and the study of sexually transmitted infections (STIs), including HIV.

6.2 Full Science curriculum context can be viewed in appendix 1.

There is no right to withdraw from the Science National Curriculum.

7. Equality, Inclusion and Faith Sensitivity

7.1 We comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): We will not unlawfully discriminate against students or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics). See Appendix 9 for Redbridge adopted definitions of Islamophobia and Anti-Semitism.

7.2 RSHE will be accessible to all students, including those with SEND, through appropriate differentiation and reasonable adjustments.

7.3 We celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. We believe that our Relationships Education curriculum will foster a strong sense of community, mutual respect and give students a sense of responsibility. This will help, to keep [Woodford County High School] a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

7.4 Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives.

7.5 Teaching will be sensitive and inclusive, with respect for the diverse backgrounds and beliefs of students and parents/carers. Teachers may acknowledge that students hold a range of beliefs while clarifying that the purpose of lessons is to provide accurate information and a safe space for questions. Students retain the right to pass on discussing

anything they do not wish to discuss. For some children, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

7.6 Where relevant we may teach about faith perspectives on these topics. Teaching should be clear when delivering content that reflects religious belief.

8. Curriculum delivery

8.1 Teaching methods emphasise a safe, non-judgemental climate, ground rules, distancing techniques, and interactive learning. Lessons are differentiated to meet students' needs. Selected resources are evidence-based, age-appropriate and regularly reviewed to ensure factual accuracy, impartiality and alignment with legal duties. We avoid a purely resource-led approach and focus on planned learning objectives informed by student needs, local data and safeguarding priorities.

8.2 These educational resources could include resources from the PSHCE association and BBFC.

8.3 We will share some of these resources at our annual Parent/Carer RSHE information events.

8.4 We will share some of these resources at our annual Parent/Carer RSHE information event.

8.5 Parents/Carers can also view curriculum materials in our Policy appendix and school website:
<https://www.woodford.redbridge.sch.uk/page/?title=RSHE+SOW+%2D+KS3&pid=140>

8.6 Our RSHE curriculum is taught within our PSHE offer/Personal Development offer and is also delivered through other aspects of the curriculum such as the social, moral and spiritual aspects of all curriculum areas. It is also taught through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies and how they are changing and developing.

8.7 Effective RSHE develops personal, social and health knowledge, skills and understanding so that children can navigate childhood and adulthood with confidence. It promotes positive relationships and personal attributes such as perseverance, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

8.8 We teach RSHE on the understanding that:

- It is taught in the context of family life.

- It is part of a wider process of social, personal, spiritual and moral education.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect, both in person and online and the confidence to challenge harmful behaviours and attitudes constructively.
- It makes a significant contribution to our duty to safeguard and protect all children.
- It plays a key role in improving health outcomes for children such as reducing teenage pregnancy and risk-taking behaviour, including online behaviour and improved oral health and sleep routines.

8.9 Lessons are taught by form tutors in a dedicated PSHCE time once a week. External groups will also be invited into the school for delivery of some topics where deemed appropriate.

See appendix 3 which demonstrates our curriculum overview/map

9. Supporting children with SEND

9.1 Children with SEND may require additional support to recognise and report abuse, understand consent, identify unsafe situations, develop healthy relationships, and communicate concerns, particularly where communication is limited.

9.2 Adaptive teaching strategies will be used to support children who may experience difficulties with emotional regulation. These may include regular check-ins on feelings, revisiting agreed ground rules, and offering planned or responsive movement or regulation breaks during RSHE lessons.

9.3 Prior to teaching RSHE, staff will ensure they are aware of a child's individual needs and the planned approaches to adaptation or differentiation. This may include, where appropriate:

- pre-teaching of key vocabulary or concepts
- use of digital or visual approaches
- 1:1 or small-group discussion
- repetition, follow-up sessions, or overlearning to support consolidation

9.4 The use of task plans or lesson journeys may support children to understand the structure and purpose of the lesson. Visual timetables may be used to support emotional readiness. Staff may work in partnership with key adults in the child's life to ensure the most appropriate approach when introducing new or sensitive topics.

9.5 Children are supported to identify a trusted adult at school and a trusted adult at home. Visual supports are used where appropriate. This helps to create a safe and supportive learning environment and enables children to revisit learning and ask questions over time, particularly where they may need longer to process information.

9.6 We recognise that spontaneous and curious questions may arise within RSHE. Due to their needs, some children with SEND may appear more disinhibited than their peers and may ask questions that are explicit, intrusive, or inappropriate. When this occurs, staff will respond to questions related to the taught curriculum for the age group within the whole-class context. Questions beyond this will be addressed in a sensitive, SEND-informed and age-appropriate way, with individual children or small groups where appropriate, and in consultation with parents/carers as necessary. If a member of staff is unsure how to respond, or whether a question should be answered, they will seek guidance from the PSHE lead and explain to the child that the question has been noted and will be returned to at an appropriate time.

9.6.1 Ground rules may be adapted to support children with SEND in creating a safe learning environment with clear and consistent boundaries. This may include explicit teaching about appropriate and inappropriate questions (for example, personal or intrusive questions compared to questions about learning content), as well as clear, concrete examples of privacy that may not be directly related to RSHE topics.

See appendix 11 for support with SEND informed practice

10. Parent/Carer right to withdraw their child from Sex Education (Primary and Secondary)

10.1 As detailed in Section 2, the school's Relationships and Health Education (RHE) curriculum consists solely of statutory content. As no non-statutory Sex Education is delivered, parents/carers do not have the right to withdraw their child from any part of the RHE curriculum

10.2 Requests should be discussed with a member of the Senior Leadership Team which also provides a space for Parents/Carers to share their concerns/questions. The Headteacher has the right to deny this request, but must have very strong reasons for doing so, e.g. safeguarding issues.

10.3 Alternative arrangements must be made for children not attending sex education lessons. The school will document withdrawal conversations and decisions and ensure appropriate arrangements for students not attending Sex Education lessons. Prior to Sex Education lessons taking place a letter will be sent to parents and guardians

detailing upcoming lessons and their aims. A slip will be provided at the bottom of this document to request a child be removed from Sex Education lessons. This letter will also detail that should a child from year 11 be requested to be removed the student will have a meeting with the PSHCE lead to confirm this is in line with what they want. Should the student agree with parents request to withdraw alternative work will be provided. Should the student wish to continue with Sex Education lessons parents will be contacted by the PSHCE lead to arrange a meeting to discuss any concerns or alleviate worries- please see appendix for form

- 10.4 We aim to make these lessons sensitive to the background of all students and encourage attendance so that students learn evidence based facts from qualified staff rather than second-hand in the playground.

See appendix 7 for withdrawal template

11. Student's right to opt in for Sex Education in Secondary School

- 11.1 Children have the choice to opt in for Sex Education from three terms before they turn 16 and we will make appropriate arrangements to provide the student with sex education during one of those terms.
- 11.2 Requests should be discussed with a trusted adult in the first instance, this request should be raised to a member of the Senior Leadership Team if not the first point of contact. [Please see point 11.3 and Appendix for form details]
- 11.3 We will make provision to deliver the Sex Education curriculum during one of those terms.

12. Staff Training

- 12.1 There is boroughwide training available to schools for RSHE Leads, and RSHE leads disseminate this to others delivering RSHE in their school.
- 12.2 Teaching RSHE requires ongoing professional learning. Staff receive training to build knowledge, skills and confidence, including safeguarding and handling sensitive questions. The RSHE lead will be offered opportunities to consult with advisors and professional bodies (e.g. PSHE Association, NSPCC) and facilitates internal sharing of good practice. Impact evaluation of training opportunities are utilised.

- 12.3 The RSHE Lead will use monitoring opportunities, to guide future CPD opportunities where appropriate. This will include updated training in staff INSET days in September, online training organised by KBR to be incorporated throughout the school year and to support with topics which may be uncomfortable for staff to teach. These will be available on the staff drive to ensure teaching staff may return and review training at any time.

13. Safe and effective Practice

- 13.1 As a Unicef Child Friendly City, Redbridge recognises the importance of working with children and creating a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and students will agree ground rules to be used at the beginning of any RSHE work, in addition to those already used in the classroom.

- 13.2 The ground rules will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions and confidentiality limits.
- Strategies for checking or accessing information.
- The question “What do you need to feel safe?”

- 13.3 We use distancing techniques (e.g., scenarios, case studies, fiction, puppets, role-play and media clips) to enable students to discuss learning without relying on personal experience. This also provides opportunities for children to practise their decision making skills and critical thinking in a safe environment.

- 13.4 Distancing techniques also include the use of third person “sometimes” and “some people” when talking about sensitive subjects. For example, using phrases such as “when someone has a relationship” rather than “when you have a relationship” takes the emphasis away from the children. Teachers should never be tempted to illustrate the lesson with anecdotes/examples from their own lives.

- 13.5 We acknowledge that spontaneous and curious questions may arise within RSHE. When this happens teachers will respond to questions relating to the taught curriculum for the age group to the whole class; questions beyond this will be handled in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child’s parent/carer. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it they will seek guidance from the PSHE leader.

- 13.6 Anonymous question opportunities (e.g., question boxes) may be used where appropriate.
- 13.7 We are aware that some sessions may suit being taught with amendments to teaching organisation i.e. in single gender groups or smaller groups. Professional judgement will be used to determine when this is appropriate.
- 13.8 Safeguarding procedures are followed for any disclosure or concern.
- 13.9 RSHE will only be taught by staff that have received effective training to deliver these sessions. In the event of

14. Safeguarding

- 14.1 RSHE is a key component of safeguarding. It creates curriculum opportunities to teach healthy behaviour, caring relationships, online safety, seeking help and reporting concerns. Staff follow the school's Safeguarding and Child Protection policy, consult the Designated Safeguarding Lead (DSL) where concerns arise and comply with statutory procedures, including specific protocols for issues such as FGM. Visitors are required to follow the school's safeguarding protocols and inform the DSL of any concerns.

15. Communication and Stakeholder Engagement

- 15.1 The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents/carers of children at our school, through mutual understanding, trust and cooperation.
- 15.2 We work closely with parents/carers through consultation, annual information sessions, and opportunities to view curriculum plans and resources. The RSHE policy is published on the school website.
- 15.3 We are committed to working with parents and carers by holding information sessions, providing workshops for parents/carers to enable them to be confident to answer their children's questions and through signposting through the school website or to other resources to support them at home. We work closely with parents/carers to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents/carers to view the materials and resources used will be communicated.

- 15.4 Each year parents/carers will be invited to information sessions to ensure all new parents/carers are fully aware of the school curriculum.
- 15.5 Parents/carers will be made aware when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans.
- 15.6 Student voice informs curriculum review to ensure content meets the needs of our community.
- 15.7 It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents/carers of our community. It is the responsibility of governors to ensure that the Policy is made available to parents/carers. In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

16. Monitoring, Assessment and Evaluation

- 16.1 Teachers reflect on delivery through lesson evaluations and pre and post professional discussions.
- 16.2 Monitoring activities include learning walks, work reviews and student voice, to determine their feedback on strengths of RSHE and areas for development.
- 16.3 Teachers will also engage children in assessment opportunities to determine their prior learning and reflect on their learning within lessons such as activities that require application of learning, quizzes, goal setting reflection tasks and anonymous question boxes (where appropriate). We have chosen this approach because we recognise that it is difficult for teachers to accurately assess a student's self-confidence or sense of their own identity and values, however, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and student self- and peer assessment.
- 16.4 We will refer to local/national data to inform planning as well as localised issues that may occur and on occasion, the curriculum will be adapted as required in response to local issues if we feel this can contribute to protecting children from harm.
- 16.5 Governors/trustees monitor policy implementation and will be given annual reports. The policy is reviewed annually (or sooner if required).

17. RSHE Lead and Contact Details

RSHE Lead: Katharine Brant

Contact: RSHE@woodford.redbridge.sch.uk

Associated roles: PSHCE Lead

Appendix 1

Science National Curriculum

[National curriculum in England: science programmes of study - GOV.UK](#)

Appendix 2

Redbridge Syllabus for RSHE

Appendix 3

Long Term Plans/Curriculum Overview by Year Group

Appendix 4

DfE Guidance for teaching Relationships, Sex and Health Education 2025.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Appendix 5

Overview of DfE Outcome for Primary 2025.

	By the end of Primary School Pupils should
National Curriculum Objectives Relationships Education	Families and people who care for me 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, kind relationships 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners.

	8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online safety and awareness 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
Non statutory Sex Education	1. Sex education is not compulsory in primary schools, but DfE recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.
	By the end of Primary School Pupils should
National Curriculum	General wellbeing 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

Objectives
Health and
Wellbeing

2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.

	4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, alcohol, tobacco and vaping 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Health protection and prevention 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. Personal safety 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. Basic first aid 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. Developing bodies 1. About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
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Appendix 6

Overview of DfE Outcome for Secondary 2025.

	By the end of Secondary School Pupils should
National Curriculum Objectives Relationships and Sex Education	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. 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.
13. 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 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.
14. 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.
15. 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.
16. 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 (withdrawable content)

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.

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 Secondary School Pupils should
National Curriculum Objectives Health and Wellbeing	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.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. 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).
6. 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.¹¹
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.

Appendix 7

Forms or details relevant to withdrawal from Non – Statutory Sex Education



15th January 2026

Re: Year 11 PSHE (Sex Education)

Dear Parents and Guardians, I hope this letter finds you well.

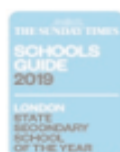
As part of our Personal, Social, Health, and Economic (PSHE) education curriculum guest speakers will be hosting a talk focused on relationships and sex education on **Tuesday 3rd February and Tuesday 24th February**. This session aims to equip our students with the knowledge necessary to make informed decisions about their bodies, health, and relationships, fostering a respectful and supportive environment for all.

RSHE is a statutory subject and although parents can withdraw their child from the sex education element (by completing the opt-out form attached and returning it to RSHE@woodford.redbridge.sch.uk), we want to assure parents that our curriculum is taught in an age-appropriate manner and provides students with the time to ask questions in a safe environment and ultimately receive factual information, rather than hearing content second hand or via online platforms. In the 21st century students are exposed to so many of the incorrect messages about their bodies, relationships and expectations. The prevalence of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts, dispel myths and ultimately feel safe. RSHE is a carefully planned curriculum where we have worked with parents within our school community to ensure resources developed are specific to our students needs and help them navigate the world around them safely. An un-informed child is often a child left vulnerable and we want to empower our students. I have included a timetable of the lessons to be taught to year 11 in the upcoming weeks for your reference should you have any questions.

Parents and carers are the most important educators of children and young people in personal issues and many welcome the support that school can offer to supplement their home teaching. You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of study, please do not hesitate in contacting me at school using the e-mail address RSHE@woodford.redbridge.sch.uk.

Finally, may I also remind parents that as your child is now in Year **11** they are legally allowed to opt-in to the Sex Education lessons regardless of a parent opting out. Should a parent or guardian opt out of sex education lessons we are legally required to set up a meeting with the student to ask for and follow their preference. We will contact home to make sure parents and guardians are aware of the meeting and keep home updated.

Ms. Katharine Brant
PSHCE Lead



Email: enquiries@woodford.redbridge.sch.uk

Registered Charity No. 298095

London Borough of Redbridge

Request to withdraw child from Sex Education

Name of Child	
Form	
Sex Education lessons to be removed from	
Please explain your reason to withdraw your child from this lesson	
Parental signature	
Date	

WOODFORD COUNTY HIGH SCHOOL

High Road,
Woodford Green,
Essex IG8 9LA



Telephone: 020 8504 0611
www.woodford.redbridge.sch.uk

Headteacher: Miss Gemma Van Praagh, MBA, MEd, BA

RSE Lessons Upcoming

<u>Date</u>	<u>Lesson Title</u>	<u>Objectives</u>
20/01/26	Risky Behaviour	- To understand the use of alcohol and drugs can lead to risky sexual behaviour. - To know where to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
27/01/26	Post 16 Options	- To understand the different options for post-18 - To understand the pros and cons of each option - To reflect on which option would be best for our career paths & circumstances
03/02/26	Sex Education Talk from Guest Speaker	- To understand what contraceptives are and why people may choose to use these - To understand where contraceptives can be accessed and how each works - To understand the limitations and benefits of different types of contraceptives - To understand what STIs are and their risks - To know where to get further help to learn more about STIs and contraceptives.
10/02/26	Safer Internet Day	- To be able to explain what AI is - To understand the potential dangers and possibilities of AI - To understand how to navigate AI issues such as deepfakes and fake news - To explore the ethical questions surrounding AI
24/02/26	Sex Education Talk from Guest Speaker	- This session will focus on feedback from year 11 and will centre on one of the following topics: - Consent - Healthy relationships - Sex and the law



Appendix 8

Policy Consultation Summary and overview of engagement with Parents and Students.

Appendix 9

Redbridge definitions of Islamophobia and Anti-Semitism

Islamophobia

Anti-Muslim hostility is intentionally engaging in, assisting or encouraging criminal acts – including acts of violence, vandalism, harassment, or intimidation, whether physical, verbal, written or electronically communicated – that are directed at Muslims because of their religion or at those who are perceived to be Muslim, including where that perception is based on assumptions about ethnicity, race or appearance.

It is also the prejudicial stereotyping of Muslims, or people perceived to be Muslim including because of their ethnic or racial backgrounds or their appearance, and treating them as a collective group defined by fixed and negative characteristics, with the intention of encouraging hatred against them, irrespective of their actual opinions, beliefs or actions as individuals.

It is engaging in unlawful discrimination where the relevant conduct – including the creation or use of practices and biases within institutions – is intended to disadvantage Muslims in public and economic life.

Anti-Semitism

Anti-Semitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

Appendix 10

Local services and resources directory

Relationships

- **Reach Out** (Collating useful resources to provide schools to support the teaching of abusive behaviours, healthy relationships, coercive control) Paree.Bhanu@redbridge.gov.uk
- **Step In – Y6 – Y9** to support recognising safe and unsafe behaviours, tackling discrimination and misogyny and teaching how to be active bystanders. Sharna.ahmed@redbridge.gov.uk

Sex education

- **Bewize** – Deliver workshops to Secondary about STIs, contraception, Sexual consent etc. Stephanie.McCartney@viaorg.uk

Wellbeing and Health

- **Public Health, Pastoral google Drive** (Resources from Public Health that can support delivery of RSHE outcomes) [Pastoral Leads Network - Google Drive](#)
- **Vaping Toolkit** – for small group support and conversations around vaping (Will be on Public Health Google Drive)
- **Via/R3** – Drug and alcohol services 18+. redbridge@viaorg.uk
- **Fusion** – Drug and alcohol services under 18. fusion@viaorg.uk
- **MHST** – restorative approaches, staff training, pupil workshops and interventions ([Mental Health Support Team \(MHST\)](#))
- **REWT** – co-ordinate with SMHL to deliver wellbeing projects and staff training rewt@redbridge.gov.uk
- **Attendance Curriculum** – Attendance Support Team are developing an attendance curriculum to support another approach to safeguarding wellbeing. Iman Khalif - Iman.Khalif@redbridge.gov.uk
- **Mental Health and Wellbeing Map** - This map is designed to be a one-stop-shop for accessing a range of mental health and wellbeing services – which includes therapeutic support, social support groups, wellness activities etc. - [Microsoft Power BI](#)
- [Inourplace](#)- Free online course to help you understand how teenagers' brains change, important stages in children's development, and tips for supporting them through these stages! Use the access code **BRIDGE** to get started and learn how to navigate teenage life effectively.
 - [Understanding your brain \(for teenagers only!\)](#)
 - [Understanding your feelings \(for teenagers only!\)](#)
- **0-19 universal children's service duty desk** - Redbridge0-19dutydesk@nelft.nhs.uk

Appendix 11

SEND informed practice

Cognition and Learning

- Use simple, clear, and unambiguous language
- Pre- and post-teaching of key vocabulary using visuals, concrete objects, word mats, and role-play
- Explicit teaching of key concepts such as “friendship” and “public and private”
- Visual prompts to reinforce key messages
- Use of AAC (Augmentative and Alternative Communication) systems where appropriate
- Use of true/false or yes/no cards to check understanding

Communication and Interaction

- Use of social stories, narratives, and interest-led learning to support understanding of RSHE content
- Breaking topics into smaller steps and teaching them over a longer period where needed
- Reducing content and focusing on key questions or themes
- Revisiting themes such as friendships and relationships regularly
- Re-teaching and consolidating learning over time
- Explicit ground rules and boundaries to support children who may lack social filters
- Use of physical, realistic resources (e.g. deodorant, underwear, first aid kits)
- Use of timelines to support understanding of change, such as puberty and stages of life
- Reinforcing learning at other times (e.g. personal hygiene after PE, healthy eating at lunchtime)
- Awareness that some children with limited independent travel or social experiences may have more advanced skills in areas such as online safety and wellbeing
- Reduced language demands
- Predictable lesson structures

Social, Emotional and Mental Health (SEMH)

- Agreed regulation strategies that are familiar to the child and planned in advance (e.g. time-out cards, Zones of Regulation or similar approaches)
- Use of physical resources or strategies to support regulation during RSHE lessons
- A regulation-first approach to learning
- Regular check-ins on feelings, revisiting ground rules, and offering planned or responsive breaks

Sensory and/or Physical Needs

- Use of high-quality, realistic resources that can be explored through touch and supported by clear verbal descriptions
- Explicit teaching of appropriate and inappropriate touch and consent, including for children who require intimate care
- Appropriate accessible and predictable formats (Large print, audio, braille, high – contrast text)
- Visual content to be verbally described
- Use captions or subtitles where possible
- Rest or regulation breaks
- Use of true/false or yes/no or matching cards to demonstrate understanding