

Relationships and Sex Education Policy

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Title	Relationships, Sex and Health Education Policy
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Purpose of the policy	Sets out the curriculum and teaching and learning for Relationships, Sex and Health Education
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Author	E.Cunha
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Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and pupils safe . We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the pupil at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the pupil's long term education and health needs.

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1. Contextual Statement

Manchester Hospital School is based across various settings, each with its own context. Our teaching takes place at the Leo Kelly School, at Galaxy House, in the Royal Manchester Children's Hospital, the Christie, North Manchester General Hospital, we also teach in the home. All children who are absent from their schooling have the right to access the statutory curriculum, and we have the duty to ensure they can access it. This statutory curriculum for primary age pupils is Relationships and Health Education (RHE), and for secondary age pupils it is Relationships, Sex and Health Education (RSHE). This means that the teaching of RSHE will vary according to these differing contexts, in terms of quantity, content, and styles of teaching, but is nevertheless taught across the whole school.

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold young people's right to Education and our policies and procedures are necessary to keep staff and pupils safe.

We acknowledge that pupils are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the pupil at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support their long term education and health needs.

Manchester Hospital School is an inclusive school where the focus is on the wellbeing and progress of every pupil and where all members of the community are of equal worth. The school recognises, respects and values differences. It strives to remove barriers and disadvantages that people may face, in relation to disability including continuing economic disadvantage, health conditions, ethnicity, religion, belief or faith, sex, gender identity and sexual orientation.

Diversity is respected and celebrated by all those who learn, teach and visit here.



We will work towards providing the best opportunities and outcomes for families, whilst continuing to work with our public partners to connect students to those opportunities.

Our pupils will be supported to have the best start in life and equal access to high quality education, continuing to narrow educational gaps between the UK average and Manchester and between different identity groups in the City's schools.

We will use our growing knowledge of the differing health trends across Manchester's communities of identity and tailor services to meet those needs. We will work to prevent personal circumstances such as homelessness or economic poverty from being a barrier to opportunities, and provide support for those in the greatest need

2. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enable pupils to learn about sex and relationships in an environment of trust, such that all pupils can ask &/or answer questions without fear of ridicule.
- Explore how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- Teach pupils that others' families, either in school or in the wider world, sometimes look different from their family and to ensure they are treated with care and consideration.

These aims chime with, and are informed by, the school's ethos and values we promote at Manchester Hospital School. <https://www.manchestershospitalschool.co.uk/our-values/> and our curriculum principles of:

Aspiration: We encourage our pupils to aspire to achieve their potential.

Resilience: We develop pupils' ability to overcome challenges.

Equality and diversity: We build a culture of empathy and respect.

3. Statutory requirements

As a maintained school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education at a Primary level, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Manchester Hospital School we teach Primary RSHE as set out in this policy.

As a maintained secondary school, we must provide RSHE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

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- Sections 404 to 407 of the Education Act 1996
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At Manchester Hospital School, we teach secondary RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - relevant school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents/carers and any interested parties were invited to read the policy and make comments
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships, Sex and Health Education (RSHE) - is about the physical, emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We believe that Relationships and Sex Education is best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. At the same time, we will seek to nurture pupil's curiosity about the world around them, supporting their development and their respect for themselves and each other.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is *not* about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

Answering pupil questions

RSHE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

At Leo Kelly and Galaxy House, as much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older pupils. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSHE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

At Leo Kelly School and Galaxy House pupils are taught discrete (separate) Personal, Social and Health Education (PSHE) lessons, in their year group classes, for one hour per week. RSHE is taught within the PSHE curriculum. RSHE is usually taught in the Spring term, giving the students' teacher the chance to get to know her/his students, and so build up the trust and openness which lend themselves to much more effective learning in RSHE. This also reflects what takes place in many secondary schools across the North West. The content of the RSHE curriculum can be seen in Appendix 1.

At the hospital sites and Galaxy House, for secondary age pupils, the PSHE/RSHE curriculum is taught within our wider curriculum offer which includes aspects of RSHE for our longer stay pupils. Teachers engage the pupils in RSHE as and when appropriate, and only when authorised by the parent(s)/carer(s). Teaching tends to be on a 1:1 basis, enabling the pupils to genuinely explore this fundamentally important part of the secondary curriculum.

For those aged 5-11, RSHE is taught by a teacher in lessons as part of their offer, ensuring that the longer stay pupils do not miss out on this area of their education. We believe it is vital that young people start to learn about positive, healthy relationships with other people, and begin to explore what constitutes such relationships, as well as the corollary, what constitutes unhealthy relationships.

Manchester Hospital School Primary Curriculum:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Our PSHE lead assesses the suitability of resources used and liaise with relevant support from Manchester Healthy Schools and the PSHE Association.

At all points of delivery of the curriculum, the school will consult parents and carers through the curriculum newsletter or in direct conversation in the hospital settings, and their views will be valued.

Students' growing knowledge will be continually assessed through formative assessment and teaching adapted where further support is needed. For more information about our RSHE curriculum, see Appendices 1 and 2.

Manchester Hospital School Secondary Curriculum:

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Our PSHE lead assesses the suitability of resources used and liaise with relevant support from Manchester Healthy Schools and the PSHE Association.

At all points of delivery of the curriculum, the school will consult parents and carers through the curriculum newsletter or in direct conversation in the hospital settings, and their views will be valued.

Students' growing knowledge will be continually assessed through formative assessment and teaching adapted where further support is needed. Their personal development will also be assessed through Kloodle.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited 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
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery 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
- The protected characteristics
- The age of criminal responsibility

For more information about our RSHE curriculum, see Appendices 1 and 2.

We sometimes amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with

- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) [Gwen Rees-Moffitt](#)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and PSHE lead.

Emma Cunha is the Lead Practitioner for THRIVE which includes the leadership of PSHE and RSHE
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8.4 Pupils

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

9. Parents' right to withdraw

Primary:

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Secondary

Parents/carers do not have the right to withdraw their child from statutory relationships and sex education.

Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The teaching of RSHE is monitored by the Lead Practitioner for THRIVE and site leads through:

- planning scrutinies,
- learning walks
- classroom observations
- departmental meetings and minutes
- assessment of the implementation of CPD
- Pupil representative semi-structured conversations
- Pupil assessment activities

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

This policy will be reviewed by Emma Cunha and the SLT team annually, in line with Keeping Children Safe in Education. At every review, the policy will be approved by the governing board, Liz Hole and the headteacher, Joanna Beswick.

Appendix 1: Curriculum map

PSHE curriculum map including RSHE

Manchester Hospital School Long Term Plan						
All Sites						
RSHE/PSHE						
<p>Blue: Healthy Lifestyles Yellow: Living in the Wider World Pink: Relationships <i>Italics: Where Statutory RSHE is covered</i> Red Where British Values/Protected Characteristics are covered LMI - Where Labour Market information is taught</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	<p><u><i>Brain Waves - (2 lessons)</i></u> <u><i>Brain waves 16 - 18</i></u></p> <p><u><i>Building for the future</i></u></p> <p><i>identify the causes of stress and ways to manage stressful</i></p>	<p><u><i>Next steps</i></u></p> <p><i>devise revision techniques that suit each individual student</i></p> <p><i>to construct a CV and personal statement, enhancing employability</i></p>	<p><u><i>Communication in relationships</i></u></p> <p><i>identify healthy and unhealthy (aspects of)relationships, including what constitutes abuse</i></p> <p><i>develop assertiveness</i></p>	<p><u><i>Independence</i></u></p> <p><i>stay safe in a variety of contexts</i></p> <p><i>to understand the links between lifestyle choices and health and so be better informed when making choices</i></p>	<p><u><i>Families</i></u></p> <p><i>understand the diversity of family types and their equal worth and validity</i></p> <p><i>explain what constitutes 'readiness' for parenting</i></p> <p><i>demonstrate at least a</i></p>	<p><u><i>Where to next?</i></u></p> <p><i>Support through exams and assessment</i></p>

	<p>situations</p> <p>develop ways to manage and maintain a healthy lifestyle, including online</p> <p>practise, develop and become increasingly adept at key skills associated with health and wellbeing, such as self-efficacy, motivation, perseverance and resilience</p> <p>Brainwaves - The Psychology of Wellbeing</p>	<p>to practise and develop/refine interview technique</p>	<p>and challenge unwanted attention, including online</p> <p>access appropriate support</p>	<p>develop knowledge and skills for self-screening</p> <p>know how to register and access doctors, sexual health clinics, opticians and other health services</p> <p>manage influences and risks relating to cosmetic and aesthetic body alterations</p>	<p><u>sound understanding of fertility, conception, pregnancy, birth, miscarriage, abortion.</u></p> <p><u>Fostering, adoption, bereavement, 'honour based' violence and forced marriage</u></p> <p><u>access support for any of these</u></p>	
10	<p><u>Brain Waves - (2 lessons)</u> <u>Brain Waves 14 - 16</u> <u>Mental Health</u></p> <p>know what constitutes mental health and wellbeing</p> <p>to know and apply strategies to promote mental health and wellbeing</p> <p><u>identify and challenge stereotypes and misinformation about</u></p>	<p><u>Work experience</u></p> <p>consider and assess own strengths and aptitudes in relation to career development</p> <p>identify responsibilities in the workplace and how to manage challenges, adversity, practical problems and health & safety</p>	<p><u>Healthy Relationships</u></p> <p>know what constitutes healthy relationships, and describe various elements of them</p> <p><u>understand health in terms of sex, gender and relationships and manage the impact of the online world on these, especially of pornography on sexual attitudes</u></p> <p>understand what is</p>	<p><u>Exploring Influences</u></p> <p>identify and describe qualities of role models, and evaluate their relative influence</p> <p>analyse the media's impact on perceptions of gangs and gang culture</p> <p>explain the effects on decision-making of drugs and alcohol</p> <p>use appropriate exit</p>	<p><u>Addressing extremism and radicalisation</u></p> <p><u>understand and explain the meaning of the concepts of inclusion, (mutual) respect, belonging, discrimination, extremism and radicalisation</u></p> <p>analyse social media and become increasingly adept at identifying media distortion and misrepresentation</p>	<p><u>Financial Decision making</u></p> <p>budget and evaluate a range of savings options</p> <p>understand the concept of 'debt' and options to respond to it</p> <p>describe the targeting of advertising (using algorithms) and enticements to gambling</p>

	<u>mental health and wellbeing, and challenge stigma</u>		<p>meant by consent</p> <p>know how to respond to pressure, coercion and manipulation</p> <p><u>KS3/4MHS misogyny Lesson .pptx</u></p>	<p>strategies for pressurised or dangerous situations</p> <p>know how to seek help for substance use and addiction</p>	<p>know about, and resist, the online media's targeting of information using algorithms and AI technologies</p> <p><u>recognise extremist views, and what constitutes an attempt at radicalisation</u></p> <p><u>MHS Knife crime Year 9 - 10.pptx</u></p>	<p>identify and explain the relationship between gambling and debt</p> <p>explain what is meant by cybercrime and manage online risks</p>
9	<p><u>Brain Waves - (2 lessons)</u></p> <p><u>Brain Waves 14 - 16 Healthy lifestyle</u></p> <p>demonstrate understanding of the direct links between physical and mental health</p> <p>explain the benefits of balancing work, leisure, exercise and sleep</p> <p>make informed dietary choices and manage influences on body image, assessing potential detrimental influences and their impact</p>	<p><u>Setting goals</u></p> <p>identify and evaluate own work-related skills and qualities/strengths</p> <p>describe different types of employment</p> <p>manage feelings and perceptions of possible future employment</p> <p>set (realistic SMART) targets for goal for future</p> <p>to make informed subject (option) choices</p> <p>develop skills needed for decision-making</p>	<p><u>Respectful relationships</u></p> <p><u>identify a range of family types</u></p> <p>describe positive relationships in the home</p> <p>explain the link between positive relationships and homelessness for young people</p> <p>describe the feelings and explain the causes of conflict at home</p> <p>manage relationship changes, including separation and divorce</p>	<p><u>Peer influence, substance use and gangs</u></p> <p>distinguish between healthy and unhealthy relationships</p> <p>show an understanding of the dynamics of a group, and how a group may influence our thinking & behaviour</p> <p>recognise passive, aggressive and assertive behaviour, and how to communicate assertively</p> <p>identify and then manage risks regarding gangs</p>	<p><u>Intimate relationships</u></p> <p>choose when ready for sex</p> <p>understand the concept of intimacy, and intimacy without sexual intercourse</p> <p>understand the concept of consent, and that it can be withdrawn at any point whatsoever of a sexual encounter</p> <p>describe the nature, explain the causes of, and ways to avoid, STIs through the use of condoms</p> <p>explain the possible consequences of</p>	<p><u>Employability skills</u></p> <p>describe the rights and responsibilities of young people in employment</p> <p>receive and then act upon constructive criticism</p> <p>identify and develop habitual behaviours which aid progress</p> <p>identify and access support for concerns relating to life online</p>

	<p>know how to self-examine as part of self-screening (breast and testicular cancer)</p>		<p>access appropriate support services to help deal with relationship breakdown (own &/or others')</p> <p>demonstrate an understanding of and the implications of demographic change</p> <p>KS3/4MHS misogyny Lesson .pptx</p>	<p>identify and explain legal risks and health risks in relation to drug and alcohol use, including addiction and dependence</p> <p>evaluate health and relationship benefits and detrimental effects of alcohol and drug use</p> <p>MHS Knife crime Year 9 - 10.pptx</p>	<p>unprotected sex, including STIs and pregnancy</p> <p>explain the possible consequences of the media, and pornography portrayal of relationships and the 'reality gap'</p> <p>secure personal information online about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>evaluate vital importance of differentiating between facts and misconceptions about the concept of consent</p> <p>to assess and manage risks of sending, sharing or passing on sexual images</p> <p>understand the idea of the online personal footprint and why this should already be something to manage</p>	
8	<u>Brain Waves - (2 lessons)</u>	<u>Community and careers</u>	<u>Discrimination</u>	<u>Emotional wellbeing</u>	<u>Identity and relationships</u>	<u>Digital literacy</u>

	<p><u>Brain Waves 11- 14</u> <u>Drugs and alcohol</u></p> <p>identify and distinguish between medicinal and recreational drugs</p> <p>explain why overconsumption of energy drinks can be detrimental to health</p> <p>describe accurately the meaning of and difference between habit and dependence</p> <p>know about safe use of prescription medication</p> <p>assess the risks of alcohol, tobacco, nicotine and e-cigarettes</p> <p>manage influences in relation to substance use</p> <p>recognise and promote positive social norms and attitudes</p>	<p><u>define and exemplify equality of opportunity</u></p> <p>know about and <u>challenge stereotypes which lead to discrimination</u></p> <p>describe the difference between employment, self-employment and voluntary work</p> <p>set aspirational goals for future careers and challenge expectations that limit choices</p>	<p>manage influences on beliefs and decisions</p> <p>be aware of the potential impact of group thinking</p> <p>develop self-worth and confidence, raising self-esteem</p> <p><u>define gender, gender identity, and develop the skills to challenge related discriminations e.g. homophobia, transphobia, biphobia, racism, sexism, Islamophobia, anti-semitism</u></p>	<p>manage emotions</p> <p>understand what constitutes mental wellbeing</p> <p>explain the nature and reasons for, and the effects of the stigma towards mental ill health</p> <p>identify, describe and distinguish between healthy and unhealthy coping strategies</p> <p>develop the skills to enhance digital resilience to negative attitudes to mental ill health</p>	<p>identify and describe the qualities of positive relationships</p> <p><u>understand the concepts of gender identity and sexual orientation</u></p> <p>understand the process of forming new partnerships and developing relationships</p> <p>explain what constitutes consent and the law regarding consent</p> <p>communicate consent in relationships</p> <p>identify what a 'sext' is, and know the risks of 'sexting'</p> <p>manage and resist pressures to send sexual images</p> <p>describe and explain the mechanisms of basic forms of contraception</p>	<p>engage in effective, safe communication online</p> <p>use social networking safely</p> <p>recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</p> <p>to know how to respond and seek support in cases of online grooming</p> <p>understand the criteria, and develop the skills needed, to decide on the authenticity and accuracy of online information, and recognise biased or misleading information</p> <p>distinguish between online content which is publicly and privately shared</p> <p>make responsible, informed decisions regarding age restricted media</p> <p>protect financial security online</p>
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7	<u>Brain Waves - (2 lessons)</u> <u>Brain Waves 11- 14</u> <u>Transition and safety</u> <i>identify, express and manage their emotions in a constructive way</i> <i>manage the challenges of moving to a new school</i> <i>establish and manage friendships</i> <i>develop and enhance a range of study skills</i> <i>identify personal strengths and areas for development</i> <i>to understand the practical strategies to maintain personal safety e.g. road, rail and water</i> <i>to know how to respond in an emergency situation</i>	<u>Developing skills and aspirations</u> <i>have developed a range of skills which encourage entrepreneurship, decision-making, problem-solving, communication, teamworking, leadership, risk-management, and creativity</i> <i>describe a broad range of careers, and link the appropriate skills and qualities required for them</i> <i>explain the meaning and reasons for the importance of equality of opportunity</i> <i>challenge stereotypes, and so become ambitious despite any current stereotyping constraints</i> <i>describe and explain the links between values and career choices</i>	<u>Diversity</u> <u><i>understand the various elements of individual identity</i></u> <u><i>describe diversity, and the benefits of living in a diverse society</i></u> <u><i>define stereotyping, prejudice and discrimination</i></u> <u><i>identify, and develop the confidence and skills required to challenge - stereotyping, prejudice and discriminations</i></u> <i>define, and describe the effects of bullying, including online</i> <i>respond appropriately to bullying</i> <i>support others who are victims of bullying</i> <i>access support</i>	<u>Health and puberty</u> <i>distinguish between healthy and unhealthy lifestyle choices, and manage influences relating to unhealthy ones</i> <i>manage physical and emotional changes of puberty</i> <i>know about a range of ways of maintaining personal hygiene</i> <i>respond assertively to unwanted contact (including online)</i> <i>know what is meant by FGM, the law regarding FGM, and how to access support</i>	<u>Building relationships</u> <i>identify and describe qualities and behaviours relating to different types of positive relationships</i> <i>recognise (features of) unhealthy relationships</i> <i>identify stereotypes in the media</i> <i>set realistic expectations for romantic relationships</i> <i>define the concept of 'consent', know how to assertively communicate your desire to seek it</i>	<u>Financial decision making</u> <i>make safe financial choices</i> <i>differentiate between ethical and unethical business practices</i> <i>demonstrate an understanding of the ideas of saving, spending and budgeting</i> <i>manage risk-taking behaviours</i>

	demonstrate a basic level of 1st aid skills					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<u>Physical Health and Mental Well-being</u> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online <u>Keeping safe -</u> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media Dog Safety	<u>Belonging to a community</u> <u>Valuing diversity; challenging discrimination and stereotypes</u> <u>Media literacy and digital resilience</u> Evaluating media sources; sharing things online	<u>Families and Friendships</u> Attraction to others; romantic relationships; civil partnership and marriage <u>Respecting ourselves and others</u> <u>Expressing opinions and respecting other points of view, including discussing topical issues</u>	<u>Growing and Changing</u> Human reproduction and birth; increasing independence; managing transition	<u>Safe relationships</u> Recognising and managing pressure; consent in different situations	<u>Money and work</u> Influences and attitudes to money; money and financial risks

5	<p><u>Physical Health and Mental Well-being</u></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><u>Keeping safe -</u> Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p><u>Dog Safety -</u> Assembly</p>	<p><u>Belonging to a community</u></p> <p>Protecting the environment; compassion towards others</p> <p><u>Media literacy and digital resilience</u> How information online is targeted; different media types, their role and impact</p>	<p><u>Families and Friendships</u></p> <p>Managing friendships and peer influence</p> <p><u>Respecting ourselves and others</u> <u>Responding respectfully to a wide range of people; recognising prejudice and discrimination</u></p>	<p><u>Growing and Changing</u></p> <p><u>Personal identity; recognising individuality and different qualities; mental wellbeing</u></p>	<p><u>Safe relationships</u></p> <p>Physical contact and feeling safe</p>	<p><u>Money and work</u></p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>
4	<p><u>Physical Health and Mental Well-being</u></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p><u>Keeping safe -</u> Medicines and household products; drugs common to everyday life</p> <p><u>Dog Safety -</u> Assembly</p>	<p><u>Belonging to a community</u></p> <p>What makes a community; shared responsibilities</p> <p><u>Media literacy and digital resilience</u> How data is shared and used</p>	<p><u>Families and Friendships</u></p> <p>Positive friendships, including online</p> <p><u>Respecting ourselves and others</u> <u>Respecting differences and similarities; discussing difference sensitively</u></p>	<p><u>Growing and Changing</u></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<p><u>Safe relationships</u></p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<p><u>Money and work</u></p> <p>Making decisions about money; using and keeping money safe</p>
3	<p><u>Physical Health and Mental Well-being</u></p> <p>Why sleep is</p>	<p><u>Belonging to a community</u></p> <p>Belonging to a group;</p>	<p><u>Families and Friendships</u></p> <p>Making friends; feeling</p>	<p><u>Growing and Changing</u></p>	<p><u>Safe relationships</u></p> <p>Managing secrets;</p>	<p><u>Money and work</u></p> <p>What money is; needs</p>

	<p>important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><u>Keeping safe</u> - Safety in different environments; risk and safety at home; emergencies</p>	<p>roles and responsibilities; being the same and different in the community</p> <p><u>Media literacy and digital resilience</u></p> <p>The internet in everyday life; online content and information</p>	<p>lonely and getting help</p> <p><u>Respecting ourselves and others</u></p> <p><u>Recognising things in common and differences; playing and working cooperatively; sharing opinions</u></p>	<p>Growing older; naming body parts; moving class or year</p>	<p>resisting pressure and getting help; recognising hurtful behaviour</p>	<p>and wants; looking after money</p>
2	<p><u>Physical Health and Mental Well-being</u></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><u>Keeping safe</u> - Safety in different environments; risk and safety at home; emergencies</p> <p><u>Dog Safety</u> - Assembly</p>	<p><u>Belonging to a community</u></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><u>Media literacy and digital resilience</u></p> <p>The internet in everyday life; online content and information</p>	<p><u>Families and Friendships</u></p> <p>Making friends; feeling lonely and getting help</p> <p><u>Respecting ourselves and others</u></p> <p><u>Recognising things in common and differences; playing and working cooperatively; sharing opinions</u></p>	<p><u>Growing and Changing</u></p> <p>Growing older; naming body parts; moving class or year</p>	<p><u>Safe relationships</u></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<p><u>Money and work</u></p> <p>What money is; needs and wants; looking after money</p>

Think Equal Level 3	<p>1.Rainbows in Windows - Think Equal</p> <p>2.The Girl Who Climbed the Tallest Mountain - Deshan Tennekoon</p> <p>3.Flavia Finds Her Feelings - Julia Appel</p> <p>4.SEE Learning - Group Agreements</p> <p>5.Bayo Takes a Break - Lulu Luckcock</p>	<p>1.Maurico's Meow - Lola Horner</p> <p>2.What Good are Wasps? Jon Cox</p> <p>3.SEE Learning Recognising Kindness and Exploring Connections, Exploring Sensations, Help Now!</p> <p>4. The best sort of magic - Amelia Thorne</p> <p>5.The Boy with the Heavy Heart - Deshan Tennekoon</p>	<p>A Tale of Tomorrow - Jon Cox</p> <p>SEE learning - Help now!</p> <p>Shafiq's Garden - Jon Cox</p> <p>Manny the Manta Ray - Jon Cox</p> <p>The Shape of Peace</p>	<p>SEE learning- Resourcing, grounding, The OK Zone.</p> <p>Howler- Maya Romer</p> <p>The Aardvark Story - Lola Horner</p> <p>Jill and the Beanstalk -Deshan Tennekoon</p> <p>SEE learning - Nelson's Story, exploring the OK Zone through stories, review</p>	<p>Rory the Roarasaurus - Deshan Tennekoon</p> <p>What happened to my granny?Deshan Tennekoon</p> <p>What if? Janeen Sanders</p> <p>My Amazing Brain</p> <p>Brum and the Sun - Henriette Hjorthen Storen</p>	<p>Zola's Bread - Marguerite K. Richards</p> <p>Brother Swan - Emil Romer</p> <p>Auntie Farah and the Fierce Flood - Deshan Tennekoon</p> <p>A Party in Every Tree - Deshan Tennekoon</p> <p>Loving Earth</p>
1	<p><u>Physical Health and Mental Well-being</u></p> <p><i>Keeping healthy; food and exercise, hygiene routines; sun safety</i></p> <p><u>Keeping safe -</u> <i>How rules and age restrictions help us; keeping safe online</i></p> <p><u>Dog Safety - Assembly</u></p>	<p><u>Belonging to a community</u></p> <p><i>What rules are; caring for others' needs; looking after the environment</i></p> <p><u>Media literacy and digital resilience</u></p> <p><i>Using the internet and digital devices; communicating online</i></p>	<p><u>Families and Friendships</u></p> <p><i>Roles of different people; families; feeling cared for</i></p> <p><u>Respecting ourselves and others</u></p> <p><i>How behaviour affects others; being polite and respectful</i></p>	<p><u>Growing and Changing</u></p> <p><i>Recognising what makes them unique and special; feelings; managing when things go wrong</i></p>	<p><u>Safe relationships</u></p> <p><i>Recognising privacy; staying safe; seeking permission</i></p>	<p><u>Money and work</u></p> <p><i>Strengths and interests; jobs in the community</i></p>
Think Equal Level 2	<p>1.Marvellous Me - Maya Romer</p> <p>2.These Feelings - Helen Lumgair</p> <p>3.The Weather inside me - Sheryl Webster</p> <p>4. SEE Learning - Group Agreements</p> <p>5. Ted the Tiger Tamer- Kim Normanton</p>	<p>1.The Secret Adventures of Anonymouse - Natalie Lynn</p> <p>2.Curly The Chameleon - Lulu Luckcock</p> <p>3.SEE Learning B - Practising Kindness, Kindness as an Inner Quality, Recognising Kindness and Exploring Connections</p> <p>4.Ahmed's Journey - Jill Apperson Manly</p>	<p>Biyu The Brave Pea - Amulya Malladi</p> <p>Thabo and the Trees - Isabelle Duston</p> <p>SEE Learning C - Exploring Sensations, Help Now!</p> <p>Passing Clouds - Jon Cox</p> <p>Yoshi is Different - Deshan Tennekoon</p>	<p>Nisha and the Tiger - Jon Cox</p> <p>Francisco's Family - Amber Paulson</p> <p>SEE learning - Help Now!</p> <p>Zelda Goes on Holiday - Deshan Tennekoon</p>	<p>The Monster in the Smoke - Deshan Tennekoon</p> <p>Nothando's Journey - Jill Apperson Manly</p> <p>Reha to the Rescue - Deshan Tennekoon</p> <p>My Amazing Brain A</p> <p>A Tiny Seed: The Story of Wangari -</p>	<p>Our Home - Saarah Ahmed</p> <p>Gokul's Game - Deshan Tennekoon</p> <p>My Dream in the Drawer - Megan Lotter</p> <p>Sydney The Seahorse - Cait Robertson</p> <p>My Skin is Brown (Poem)</p> <p>Deji and Nnedi and the very large cushion - Keno Danton Sheen</p>

		5. Faisal's Not Himself - Makram Ayache			Nicola Rijsdijk My Amazing Brain B	
EYFS Think Equal Level 1	Me, Myself and I (Helen Lumgair) Is there anyone like me? Fred Strydom Amazing Daisy - Nozizwe Herero Mindful Bodies and awareness of attention and Breath Healthy Minds A - Growing Friendship with Kindness The Colour Poem (Helen Lumgair) Mood Meter - Ruler Programme (Yale centre for emotional intelligence)	How we feel (Sybil Wettasinghe) Bruised apple lesson Wally the Wave (Riddhi Jha) Healthy Minds B - I can notice things when I'm quiet on the inside Healthy Minds B - Emotions on the Inside show on the outside Healthy Minds B - Working with emotions in a kind and friendly way I have a plan (Jon Cox) The Wall (Sheryl Webster)	The tale of baby beetroot (Deshan Tennekoon) Lara the Yellow Ladybird (Martha Evans) My Voice (Jose Fragoso) Healthy Minds C - What else can we do when we are upset? Healthy Minds C - Mindful movements Healthy Minds C - Forgiving Myself Kitchi's Moccasins (Cait Robertson)	Helping Hands - Ariela Reihill Diego's Great Idea - Makram Ayache Head, Heart and Hands - Riddhi Jha My Amazing Brain Healthy Mind D - Forgiving Others	Home - Helen Lumgair A Time to be Noisy - Sheryl Webster I love my planet - Patrick Bartsch Anjali's Kite - Amulya Malladi Healthy Minds E- People Around the World Want Peace/ connection with others/ caring for animals and insects	Sizwe's Smile - Vianne Venter My Special Hair - Candice Dingwall Mum Loves Me So Much/ Dad Loves me so Much - Joel Assogba Healthy Minds F - Gratitude and Caring for our world. Bring it All Together Healthy Minds Wrap up Caring Animals
What is Think Equal an how is it trauma informed	<p>Think Equal is a concrete, evidence-based, replicable, and scalable programme that delivers a powerful foundation in SEL, co-constructing prosocial neuropathways in the developing brain of Early Years children, to ensure positive life-long outcomes. Social and Emotional Learning must be taught alongside numeracy and literacy. Neuroscientists are clear that the optimal time to change mindsets, attitudes and behaviour, is prior to the age of six</p> <p>The*Think Equal program is trauma-informed because it:</p> <ol style="list-style-type: none"> 1. Builds Emotional Resilience* - By fostering social and emotional learning (SEL) in early years, it helps children develop self-regulation, empathy, and coping strategies, which are crucial for those who have experienced trauma. 2. Shapes Healthy Neural Pathways - Neuroscientific evidence supports that early intervention is critical in rewiring stress responses, helping children develop positive thought patterns and behaviors rather than reinforcing trauma-related reactions. 3. Provides Stability & Predictability - Trauma can disrupt a child's sense of safety. Teaching SEL alongside literacy and numeracy ensures a consistent, supportive learning environment that nurtures security and trust. 4. Encourages Prosocial Development - By explicitly teaching empathy, inclusion, and emotional regulation, the program supports children in forming healthy relationships, reducing the risk of trauma-related social struggles. 5. Prepares for Lifelong Well-Being - Early SEL fosters self-awareness, confidence, and emotional intelligence, equipping children with lifelong skills to navigate challenges, reducing the long-term impact of trauma. 					

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind 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 • 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • 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 • 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	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, 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 • Where to get advice, for example from their family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • 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 • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • 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. • 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, including friendships	<ul style="list-style-type: none"> • About 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 • 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 • 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 • What tolerance requires, including the importance of tolerance of other people’s beliefs • 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 • 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 • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and 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 okay • How stereotypes, in particular stereotypes based on sex, gender, 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 • 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 • 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 • 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	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • 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 • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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 • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • How to seek support. They should also 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 • 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 • 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 • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • 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 glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • 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 • 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as 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 • 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. That 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	<ul style="list-style-type: none"> • How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. 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. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • 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 • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: <ul style="list-style-type: none"> o Sexual violence, including rape and sexual assault o 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 o Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour o Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation o Forced marriage o Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • 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 • 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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, 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 • About 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, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • 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 • 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 • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About 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 • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. E.g: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom