



Relationships, Sex & Health Education (RSHE) Policy

Rise Academy

Policy Review Date: August 2027

Approved by:	Jason Girling & Sophie Grant	Date: 31/08/26
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1. Aims

The aims of Relationships, Sex & 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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 Rise Academy, we teach RSE as set out in this policy.

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

In teaching RSE, we're required by our funding agreements to 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 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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 Rise Academy, we teach RSE as set out in this policy.

3. Policy development

The consultation and policy development process will involve the following steps:

1. Review – SLT lead for Personal Development along with the Lead PSHE will pull together a working group with all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties will be invited to have a voice about the policy
4. Pupil consultation – we will give students voice regards what they want from their RSE.
5. Ratification – once amendments are made, the policy will be shared with governors and ratified.

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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 Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, 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 upon request.

6. Delivery of RSHE

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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, developmental stage and background of our 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

7. Use of external organisations and materials

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

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

➤ Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE 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
 - KCSIE
 - [Teachers' Standards](#)
 - [Equality Act 2010](#)
 - [Human Rights Act 1998](#)
 - [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
- 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

8. Roles and responsibilities

8.1 The governing board

The governing board has delegated the approval of this policy the head teacher.

8.2 The head teacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- 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 RSE

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 head teacher.

8.4 Pupils

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

9. Parents' right to withdraw

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

Confirmation of withdrawal should be put in writing using the form found in the Rise Admissions pack which is completed at entry, or, if required at a later date, in a letter addressed to the head teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher/ member of SLT will discuss the request with parents/carers and take appropriate action.

Alternative school work 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 head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Sofia Smith, Lead RSHE Teacher in support of the Assistant Head for Personal Development through:

Regular meetings

Consistent communication with staff

Providing lessons and planning that meets the government requirements

Updating all staff with weekly emails, indicating what we are covering that week.

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

Jason Girling & the RSHE lead will review this policy annually, alongside the development plan as set out in (3).

At every review, the policy will then be approved by the head teacher prior to sharing with Governing Body.

Long Term Plan and Yearly Overview

Note: Rise pupils have inconsistent academic profiles owing to sporadic or missed education or educational needs. On occasion, it is necessary to build foundational knowledge of a subject by reverting to Life Skill PoS. In addition, pupils are taught a 5-year programme of RHSE (covering both KS3 and KS4) ensuring a full coverage of study outlined by the PHSE association.

Year A	Year B	Year C	Year A	Year B
Relationships Education – Focussing on understanding why constitutes as a relationship, including friendships, family dynamics and the importance of trust. Sex Education – Understand sexual health, including healthy and unhealthy relationships. Exploration around intimate relationships and how have positive experiences. Keeping safe – Understanding online behaviours, identifying risks and recognising harmful context. Understanding the law – Fostering understanding and respect for diversity, including gender equality and LGBTQ+ equality to help pupils develop a strong sense of self and identity.	Relationships Education - Focussing on understanding why constitutes as healthy relationships, how relationships change over time and the influence of having children. Sex Education - Understand sexual health, including healthy and unhealthy relationships. Exploration around intimate relationships and how have positive experiences. Keeping Safe – Understand how to report concerns around online context, and how media can affect thinking. Understanding the law - Fostering understanding and respect for diversity, including gender equality and LGBTQ+ equality to help pupils develop a strong sense of self and identity.	Relationships Education – Focussing on boundaries within relationships, power imbalances, sexuality and sexual orientation. Sex Education – Exploring the idea of consent, nudes and women and men's health, exploring the human body changes during puberty and growing up. Keeping Safe – Understanding social anxiety, trusted adults and gangs. Awareness of how to keep safe in society and the impact of peer influences on decisions. Understanding the law – Fostering an understanding of racism including prejudice and discrimination. Awareness of misogyny and incel culture and hate crimes.	Relationships Education – Recognise and understand healthy and unhealthy relationships, speaking up about abuse, awareness and understanding around different types of abuse, harassment and stalking. Sex Education – Understanding sexual activity, sexual health, consent and wellbeing. Awareness of the dangers of porn and revenge porn. Understanding of baby loss, termination and grief. Keeping Safe – Awareness of how to keep safe in society – including CPR, gangs, fighting, fraud and online dating. Understanding the law – Exploring the risks of illegal online behaviours, drugs alcohol and vaping, county	Relationships Education – Understanding power inequalities in relationships, sub-cultures and sexual ethics – including FGM and hymenoplasty and victim blaming. Sex Education – Understanding of domestic violence, consent, HSB, reproduction and genealogical health and wet dreams. Keeping Safe – Understanding how to keep ourselves safe and protecting our wellbeing. Awareness of grief and bereavement, money laundering, community cohesion and the dark web. Understanding the law – Understanding how the law treats young offenders, sexism and gender

Wellbeing – Understanding what wellbeing and health are and how this affects our body. Living in the Wider World – Understanding how we can protect our environment and make it more sustainable for future generations, whilst keeping ourselves safe.	Wellbeing – Understanding around the different areas of health and wellbeing including mental health, body changes and awareness to risks. Living in the Wider World – Understand environmental effects on people's lives, and how a range of actions can lead to consequences.	Wellbeing – Exploring activities that can promote wellbeing, support networks, online and real world. Awareness of donation and the impact on society. Living in the wider world – Awareness of post 16 options, including colleges, roles within STEM and employability skills. Awareness of how to live sustainably and being safe at work.	lines, gangs and gang culture. Wellbeing – Understanding why people commit suicide, why they self-harm, mental health and eating disorders. Living in the wider world – Exploring human rights – aid, war and world peace, genocide and trafficking, British Values, Religion and beliefs.	prejudice, protests and anti-social behaviour. Wellbeing – Exploring the risks of gambling and addiction, self-examinations and screenings and the Gillick Competence. Living in the wider world – Understanding fake news and critical thinking, trade unions, globalisation, multiculturalism and our economy.
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Long-term plan - with objectives

KS3			KS4	
Year A	Year B	Year C	Year A	Year B

HT1 - Relationships - Trust - why is trust important? I can understand what trust is and its importance in relationships, developing trust-building skills and recognising the impact of trust on emotional security and communication. - What are different types of relationships? I can describe different types of relationship, such as friendships, romantic relationships and family relationships whilst understanding their significance. - How do we deal with conflict in relationships I can understand how to recognise and manage conflicts within relationships, emphasizing the importance of communication and compromise. - Marriage, civil partnerships and 'common law' marriages. (including divorce and separation) I can explain the legal status of marriage, civil partnerships and common law relationships including the effects of marriage and separation. - Keeping safe and positive relationships with family. I can explore healthy and unhealthy behaviours within	HT1 - Relationships - Forced and arranged marriages and the law around these. I can understand the legal requirements for marriage, recognise the signs of forced and arranged marriage and know where to seek help. - How do relationships change over time. I can understand how to cope with changes in relationships including changes in dynamic from separation, divorce or death. - Child on child abuse I can understand what child on child abuse is and how this affects people - including ways to seek support. - Relationships and bringing up children I can explore the roles and responsibilities of people involved in parenting and what 'successful' parenting looks like. - Becoming parents - how can this put pressure on relationships. I can recognise and respect that there are different types of families, including single parents, same sex parents, step-parents, blended families, foster and adoptive parents.	HT1 - Relationships - Boundaries in relationships I can define boundaries as personal limits defining acceptable behaviours in relationships. - Bullying or banter I can define bullying and banter whilst identifying the key differences which can be caused by power imbalances. - Stereotypes - relationships with role models. I can identify gender stereotypes and understand that they are oversimplified and often inaccurate leading to potential harm. - Body image - views on male and female sexuality I can analyse the link between body image and sexual wellbeing, exploring the impact of 'spectatoring'. - LGBTQ+ and relationships I can understand how family structures vary and how healthy loving relationships can exist regardless of sexual orientation or gender identity.	HT1 - Relationships - Healthy and Unhealthy relationships I can recognise positive traits and negative behaviours whilst developing skills to build healthy connections and manage conflict. - Speaking out and emotional abuse I can define emotional abuse and understand the behaviours linked to abuse. - Domestic abuse I can understand different forms of abuse, the power and control dynamics that underpin them and the profound effects on individuals involved. - Exploitation I can clearly define CSE, CCE, modern slavery, trafficking and 'mate crime' and understand the signs of exploitation in various settings. - Harassment and stalking I can define harassment and stalking and understand the behaviours which form connections.	HT1 - Relationships - Power inequalities in relationships I can define power imbalances and recognising the grooming process, including how perpetrators build connections and use coercion. - Sub-cultures and sexual ethics I can analyse how sub-cultures create alternative norms and status hierarchies regarding sexual behaviours. - FGM - What is this? I can define what FGM is and understand that your body belongs to you and nobody has the right to touch or harm it. - Virginity testing and hymenoplasty. I can understand what these practices are and how they are forms of gender-based violence, acknowledging their illegality and knowing how to protect those at risk. - Strangulation and suffocation I can define NFS and suffocations, distinguishing them from other forms of physical assault. - Victim blaming I can articulate what victim blaming is and understand its
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various relationships, including online and offline interactions.				psychological roots, recognising its harmful impacts and developing anti-victim blaming skills.
HT2 - Sexual health and education - Sexting and image sharing - why shouldn't we do this? I can define what constitutes 'sexting' and the sharing of or possession is indecent images and the legal risks and consequences associated. - Sexual harassment and violence I can clearly define sexual harassment, sexual violence, and HSB including online, in person and peer on peer incidents. - Pregnancy - how to have a healthy pregnancy (folic acid, pre-conception health). I can recognise the signs of pregnancy, understand the process of contraception and understand prenatal care. - The importance of early years and child development I can identify the stages of foetal developments and recognise risks associated with pregnancy. - Teen pregnancy I can understand human reproduction, contraception and pregnancy symptoms and develop positive attitudes towards family planning.	HT2 - Sexual health and education - STI's and STD's I can define STI/STD's and understand how they spread, whilst developing understanding around risk factors. - Treatment and advice around sex and sexual health (including contraception and abortion) I can understand a range of contraception options, their mechanisms of action and be aware of abortion procedures including acknowledging legal requirements. - Stigma around contraception I can identify between societal and internalised stigma and how this can be used to control women's sexuality. - How does the media portray sex and relationships I can understand the impact of media on relationship expectations and develop strategies to maintain healthy boundaries in the digital age. - How does sex affect our self-esteem and confidence I can understand how sexual experiences can influence our self-esteem and how we foster a positive self-image.	HT2 - Sexual health and education - Consent - what is capacity, withholding and withdrawing permission. I can define consent, why it matters and recognise whether it is present whilst exploring the importance of respecting personal boundaries. - Nudes - what are these and why shouldn't we send them. I can explain the laws around the creation and sharing of indecent images whilst understanding why people might do this. - <i>Periods and the menstrual cycle</i> - <i>Male Hormones and how they impact growing up</i> I can recognise the stages of the menstrual cycle and their causes. I can explore the male hormones, their roles and functions within our body. - Puberty I can describe the physical and emotional changes that happen during puberty and explore ways to manage these changes. - Child sexual exploitation I can understand the definition and scope for CSE and recognise the signs including exploring risk	HT2 - Sexual health and education - Sexual activity I can develop knowledge, skills and attitudes that promote safety, consent, healthy relationships and physical well-being. - Revenge porn (including upskirting) I can define revenge porn and explore what we can do to prevent it, also exploring how to report it and the legal consequences. - Baby loss - miscarriage, stillborn, ectopic and neonatal death. I can develop skills to understand and support those effected by loss, whilst being able to define what can happen. - Termination and grief support I can understand the process of termination and the emotional toll involved for all people. - Pornography I can critically understand pornography' impact on self-image and relationships, and how this can distort expectations around sex, bodies and relationships.	HT2 - Sexual health and education - Domestic violence - running away from home - how does this impact lives. I can define domestic violence, the law and statistics around it, examples of different aspects of DV within different types of relationships and how to seek support. - Consent I can explore how consent is given and what it looks like in practice. - Harmful sexual behaviours - imaged based sexual abuse I can understand what HSB's are and how they can stem from trauma, curiosity and grooming. - <i>Menstrual and genealogical health - endometriosis, PCOS, painful periods, fibroids, PMS.</i> - <i>Reproduction basics including the role of sperm and wet dreams</i> I can recognise menstrual disorders and the societal beliefs and taboos surrounding menstruation. I can understand the body functions related to ejaculation - why people

		factors and vulnerable groups.		<i>self-pleasure and what are wet dreams.</i>
HT3 - Keeping Safe - Personal safety - fire safety I can recognise the common causes of fire in different locations and understand how to reduce the risks through safe behaviour. - Personal safety - travelling I can develop knowledge, skills and confidence to travel independently and explore potential risks and how to manage these safely. - Conflict resolution I can articulate what conflict is, the role of emotions within conflict and how to manage disputes effectively. - Identifying and managing risks in society I can develop understanding of safe and unsafe risks and how to conduct risk assessments to foster resilience and ensure safety within the community. - Independence and risk I can explore safety and risk in a variety of situations and know how to behave responsibly to promote safe independence.	HT3 - Keeping safe - Online safety (safety when gaming and being online) I can explore what constitutes as personal data and understand why it's important to have secure gaming profiles. - Links between gaming and grooming - how to stay safe I can understand what grooming is and how it involves building an emotional connection to manipulate and isolate young people. - Privacy laws - consent and personal data I can explore people's rights to personal data and the responsibilities of organisations handling data. - Scams and frauds - link to phishing and hacking I can identify and understand the tactics used by cybercriminals in scams and phishing attacks and what should be done about these. - Social media and sextortion I can understand the concept of sextortion and its impacts on individuals.	HT3 - Keeping safe - Recognise and manage peer influences I can understand and manage peer influences and understand when these may affect their choices. - Trusted adults I can understand the importance of trusted adults and recognise who I would go to in times of worry or crisis. - Social anxiety I can understand the short term and immense fear of social situations and understand how to manage these emotions. - Gangs and child criminal exploitation I can recognise the early signs of gang exploitation / coercion and understand the potential risks and consequences involved. - Binge Drinking I can understand what binge drinking is and the physical and mental health risks associated. - Drinking and smoking (drugs) I can understand the risks and harms associated with substance, recognising the factors that contribute to substance use and manage peer influences.	HT3 - Keeping safe - CPR - basic first aid including defibs I can understand how to perform CPR on an adult, child or baby and what an AED is and how to use this correctly. - Gangs - grooming and exploitation (link to mobs) I can identify the early warning signs in abusive relationships and how this can lead to grooming and exploitation and mob mentality. - Fighting - one punch and carrying weapons I can understand the hazards around one punch and carrying weapons and the implications this can have on people. - Fraud I can recognise and protect myself against different types of fraud. - Online dating I can explore the positives and negatives around online platforms for dating and the hazards associated.	HT3 - Keeping safe - Grief and bereavement I can understand the natural and personal response to loss, exploring the stages of grief and the impact of separation. - Money laundering I can understand what money laundering is and its implications. - Identity and diversity I can describe how we are all unique and demonstrate understanding of individual strengths and identity. - Community Cohesion I can explore what community cohesion is and how British Values and protected characteristics build a wider view on society. - Dark web I can identify why the dark web is so dangerous and how I can keep myself safe from fraud, phishing and theft.
HT4 - Understanding the law	HT4 - Understanding the law	HT4 - Understanding the law	HT4 - Understanding the law	HT4 - Understanding the law

- Interactions with the police - stop and searches and victim support I can understand what is meant by stop and search and the powers police have, whilst understanding victim's code. - What to do if you witness a crime - criminal responsibility I can understand how witnessing a crime may cause people to feel and the support available for victims. - The Law around drugs, alcohol and vaping I can understand what is meant by possession, understand drug classification and the potential impacts of being charged with possession. - Over the counter medication and misuse leading to addiction I can explore the difference between prescription and over the counter medication and the legal implications around adhering to prescribed doses.	- Radicalisation and extremism - views of different people I can understand what is meant by different terms of extremism and radicalisation and describe the different types, whilst exploring who might be vulnerable. - What is the criminal justice system? I can understand what the criminal justice system is and how it has adapted over the years. - LGBTQ+ inclusion I can understand what LGBTphobia is, what it can include and how we can create allyship in relation. - Protected characteristics I can explore what is meant by identity, prejudice and discrimination and the role of the Equality Act 2010. - E-Rides I can understand what E-Rides are and what is legal and illegal in terms of their usage.	- Racism - prejudice and discrimination I can understand what being anti-racist means, the difference between not racist and anti-racism and consider what microaggressions are. - Overt and covert racism I can explain the differences between overt and covert racism and the impact it can have on individuals and society. - Misogyny and incel culture I can describe what the mansphere is, how 'self-help gurus like Andrew Tate exploit people, what incels are and how online misogyny can ruin people's life. - Hate crime I can explore what is meant by hate crimes, the possible responses and how we can empathise with others. - Tattoos and piercings I can explain why people have piercings and tattoos and how it can impact lives.	- Illegal online behaviour including drug and knife buying and supply I can understand harmful behaviours online, the law relating to supply, use and misuse of legal and illegal substances. - Drugs, Alcohol and Vaping - dangers including risk to health I can understand the concepts of dependence and addiction, and the long- and short-term risks associated with their use. - County Lines I can understand what is meant by county lines, and how gangs recruit. - Personal safety in the community - links to gangs and gang culture / exploitation and grooming I can understand the causes of why people join a gang, the consequences of breaking the law and criminal behaviours.	- How does the law treat young offenders? I can describe some ways which young offenders are treated differently to adults and the punishments. - Sexism and gender prejudice I can understand how sexism and gender prejudice can influence thoughts and behaviours and their impacts on society. - Protests I can describe how and why protests are a human right and what a person can do legally and illegally. - Anti-Social Behaviour I can understand how we behave around others, what is harassment, alarm and distress.
HT5 - Wellbeing - What influences my health choices. I can identify influences and explain how these can affect health, well-being and self-image. - Personal and dental hygiene I can recognise the importance of personal	HT5 - Wellbeing - Emotions (understanding and dealing with) I can understand how emotions change with maturity, exploring the differences between poor mental health and illness. - Loneliness	HT5 - Wellbeing - Activities to promote wellbeing I can explore the link between mental and physical wellbeing and reflect on personal experiences that have impacted our wellbeing. - Circle of trust - support networks	HT5 - Wellbeing - Suicide I can understand why people might take their own lives, the stigma around suicide and the impacts on health and wellbeing. - Self-harm I can explore what self-harm is, developing	HT5 - Wellbeing - Risks of gambling and addiction I can understand the risks associated with gambling and addiction, recognise unhealthy behaviours and understand how this impacts our health and wellbeing.

hygiene and dental health in maintaining overall wellbeing. - Eating healthy (link to health conditions) I can identify the impact of unhealthy eating on health and well-being. - Online time I can explore how social media can affect mental and emotional wellbeing, how to respond to online pressures and the benefits of online interactions vs the risks. - Responding to change I can understand how changes affect our wellbeing and resilience and how we can use healthy coping strategies to promote wellbeing and boost mood.	I can explain what loneliness and connection means and evaluate different actions that can be used to build connections. - Importance of sleep I can understand the significance of quality sleep on health and wellbeing and overall cognitive functions, emotional regulation and physical health. - Understanding others wellbeing I can understand the importance of contributing to the wellbeing of others as a source of personal meaning - with a link to gratitude. - Bacteria, viruses and antibiotics I can understand the different types of germs, their spread and how to limit transmission.	I can explore my safe people and understand what I can and cannot control. - Difference between online and real world I can understand the difference between online and real-world behaviours, the impact of social media on self-esteem and relationships. - Blood, organ and stem cell donation I can understand the importance of donation, the process involved and laws around and how this can impact society and individuals.	resilience and understanding self-worth. - Mental health disorders I can understand common mental health conditions, recognising warning signs and when to seek help. - Eating disorders I can explore the relationship between diet, mental health and wellbeing with a focus on health eating, processed foods, eating disorders and body image. - Cleaning and personal hygiene I can understand the importance of personal and oral hygiene, encouraging taking ownership of wellbeing and cancer prevention.	- Self-examinations and screening I can understand what self-examination is and explore what happens at medical screenings - including the importance of smear tests. - Vaccinations, immunisation and antimicrobial resistance I can explain the benefits of immunization and evaluate the arguments around them. - Gillick Competence I can understand what Gillick competence is and how this relates to consent.
HT6 - Living in the wider world - AI and Deepfakes I can understand what deepfake is, how these can be used in harmful ways and the impact on victims. - Cyberbullying I can explore what online bullying is and how its often linked to discrimination and protected characteristics. - Self-esteem and confidence I can develop my sense of self through acceptance, self-validation and resilience, whilst developing	HT6 - Living in the wider world - Managing money and finances I can understand the basic principles of personal money management and understand wage slips. - Budgeting - loans, finance, risk, savings. I can create a monthly budget plan and explore the advantages and disadvantages of borrowing money. - Managing behaviour to achieve	HT6 - Living in the wider world - Careers - skills I can understand what personal skills, strengths, interests and motivations I have to build aspirations and reflect on expectations. - Careers - post 16 destinations (including jobs in STEM) I can understand how to apply for a job and what bosses are looking for within the application process. - Employability	HT6 - Living in the wider world - Sending aid - human rights I can explore cultural diversity, global concerns, justice and the law around sending aid. - War and world peace I can understand the causes and consequences of war and conflict and the role of justice and human rights. - Genocide and trafficking I can understand human rights issues and how prejudice progresses to genocide.	HT6 - Living in the wider world - Fake news and critical thinking I can understand how to spot fake news, the damaging consequences of fake news and why critical thinking is important. - Trade Unions I can understand the role of trade unions in the legal system and recognise the historical significance. - Globalisation I can understand the interconnectedness of the

strategies to confront and overcome anxieties. - Shopping ethically I can understand ethical consumerism and how to make informed choices. - Personal identity – British values I can explore what our British Values are and their links to community.	I can understand the importance of my own behaviours and explore how my choices lead to consequences. - Mindfulness and self-awareness I can understand how to integrate mindfulness into daily life to improve well-being and quality of life.	I can develop personal qualities, skills, knowledge, understanding and attitudes which give me a strong foundation for lifelong learning and work in a rapidly changing economic environment. - Living sustainably I can understand the knowledge, skills and values needed to engage in sustainable practices and make informed decisions. - Health and safety at work I can understand the Health and Safety at work act 1974, and understand how to recognise and deal with workplace hazards.	- British Values – tolerance and anti-racism I can understand what the term 'race' means and what 'systematic' racism is, exploring the impact this may have on the lives of Black people. - Religion and beliefs I can explore different religions beliefs and views on the universe. - Neurodiversity I can embrace different minds and understand and celebrate the wide range of neurological conditions.	world and the impact of globalisation on our lives. - Multiculturalism I can understand the benefits of multiculturalism and what it brings to the UK and its population. - What is the economy and how is this effecting us I can understand the operation of the labour market, the roles of consumers and producers and factors effecting production.
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Appendix 3: Parent/Carer form: withdrawal from sex education within RSHE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with Parents/Carers/SLT	