



Relationships and Sex Education Policy

Lodestar Academy

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This policy will be reviewed annually. The Academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Steven Hulme (Headteacher)
Queries to:	Bethany Woodward (Deputy Headteacher)
Date created:	September 2023
Date of last review:	May 2026
Date of next review:	May 2027

1. What is this Policy About?

The academy believes that relationship and sex education makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the PSHE/Citizenship programme.

The aims of relationships and sex education (RSE) at The Lodestar Academy are to:

- Provide a framework in which sensitive discussions can take place
- Meet the local contextual needs of pupils by aligning the curriculum with the specific social, health and cultural needs of the local community
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Enable pupils to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- Support pupils to develop resilience and feelings of self-respect, confidence and empathy
- Provide support to pupils in accessing online materials safely and responsibly
- Create a positive culture around issues of sexuality and relationships

2. Who does this policy apply to?

This policy is for the AGB, trustees, commissioners, the local authority, the headteacher and the senior leadership team, teaching staff, parents, carers and pupils.

3. Policy Requirements

This policy adheres to the statutory guidance from the Department for Education (DfE) issued in July 2025 under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Policy development

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

1. Review – Trust Leaders reviewed guidance and provided guidance and instruction to Headteachers around statutory requirements. SLT, in discussion with Curriculum Leaders, reviewed guidance and requirements. The DHT, alongside the PSHE Lead and DSL, reviewed the curriculum and delivery model against the requirements, adjusting where needed to ensure that all statutory elements are covered across the PSHE and RHSE Curriculums.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy, ask questions and offer comment and recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made based upon consultation, the policy was shared with the AGB and ratified.

Curriculum and Delivery

Our 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online from potentially untrustworthy sources.

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 citizenship/religious studies (RS). RS explores the theological elements of RSE, PSHE looks at the moral and social elements of RSE and Science provides the biological and physical facts relating to RSE.

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

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

These areas of learning are taught within the context of family life taking care to ensure 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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them. All elements of the RSE curriculum can be accessed by all pupils, including those with SEND, through adaptation of resources and teaching approaches that meet the needs of individual pupils.

For details of our RSE curriculum, please see appendices. Parents can request to view the curriculum materials by contacting the headteacher.

Withdrawal

Parents do not have the right to withdraw their children from relationships and health education or from statutory science curriculum covering aspects of sex education.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE 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.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record.

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

Assessment

Pupils will be assessed by our usual internal assessment systems.

Implementing and monitoring

The AGB have approved this policy and will hold the headteacher to account for its implementation.

The headteacher will manage parental requests for withdrawal and ensure that RSE is delivered effectively and sensitively.

Delivery staff are responsible for

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

The staff who deliver RSE at this school are

Georgia Breuilly

Vicky Blackmore

Melissa Bauldry

Jules Benney

Caroline Thompson

Ben Revell

Ben Faux

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.

Delivery will be monitored by Caroline Thompson, Acting Deputy Headteacher, through planning audits, learning walks, lesson observations and work scrutiny.

The policy will be reviewed annually by Lodestar Academy SLT and delivery staff then ratified by the AGB.

4. Definitions

RSE (relationships and sex education) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing knowledge and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Related Policies

PSHE Policy

Curriculum Policy

Safeguarding Policy

KCSIE

Equality and Diversity Policy

6. Appendices

Appendix 1 Curriculum Map

RSE Curriculum Map
Relationships and Sex Education

Topic	KS3	KS4
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Families		
That there are different types of committed, stable relationships.		RS KS4 – Issues in Relationships Y10 and 11 T1
How these relationships might contribute to wellbeing, and their importance for bringing up children.		RS KS4 – Issues in Relationships Y10 and 11 T1
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.		RS KS4 – Issues in Relationships Y10 and 11 T1
That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.		RS KS4 – Issues in Relationships Y10 and 11 T1
That forced marriage and marrying before the age of 18 are illegal.		RS KS4 – Issues in Relationships Y10 and 11 T1
How families and relationships change over time, including through birth, death, separation and new relationships.		RS KS4 – Issues in Relationships Y10 and 11 T1
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.		RS KS4 – Issues in Relationships Y10 and 11 T1
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.	Year 1 Term 3	Year 10 Term 3
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.	Year 1 Term 3	Year 10 Term 3
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.	Year 1 Term 3	Year 10 Term 3
The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills.	Year 1 Term 1	Year 10 Term 1

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.	RS	RS
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.	Year 1 Term 3 Year 2 Term 3 Year 3 Term 3	Year 10 Term 3
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.	Year 1 Term 6 Year 2 Term 6 Drop Down Days	Year 10 Term 1
Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	Year 1 Term 5	Year 10 Term 5
The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	Year 1 Term 3 Year 2 Term 3 Year 3 Term 3	Year 10 Term 3 Year 11 Term 3
How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	Year 1 Term 3 and 5 Year 2 Term 3 and 5 Year 3 Term 3 and 5 Citizenship	Citizenship
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.	Year 2 Term 3 Year 3 Term 5	Year 10 Term 5 Year 11 Term 5
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.	Year 2 Term 3	Year 10 Term 5 Year 11 Term 5
Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.	Year 2 Term 3 Year 3 Term 5	Year 10 Term 5 Year 11 Term 5

Online safety and awareness		
Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Year 1 Term 6	Year 10 Term 6
Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	Year 1 Term 6	Year 10 Term 6
The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online	Year 1 Term 6	Year 10 Term 6
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.	Year 1 Term 6	Year 10 Term 6
That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime	Year 1 Term 6	Year 10 Term 6
What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	Year 1 Term 6	Year 10 Term 6
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.	Year 1 Term 6	Year 10 Term 6

That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	Year 2 Term 6	Year 10 Term 6
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Year 2 Term 6	Year 10 Term 6
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.	Year 2 Term 6	Year 10 Term 6
That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	Year 3 Term 6	Year 10 Term 6
How information and data is generated, collected, shared and used online.	Year 3 Term 6	Year 10 Term 6
That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	Year 3 Term 6	Year 10 Term 6
That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	Year 3 Term 6	Year 10 Term 6
That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	Year 3 Term 6	Year 10 Term 6
Being Safe		
How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including	Year 1 Term 3 Year 3 Term 3	Year 10 Term 3

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.	Year 1 Term 3 Year 3 Term 3	Year 10 Term 3
How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	Year 1 Term 5 Year 2 Term 5 Year 3 Term 5	
How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	Year 1 Term 5 Year 3 Term 5 Regroup intervention Off Site PE Curriculum trips	Year 11 Term 5/6 Regroup intervention Off Site PE Curriculum trips
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.	Year 1 Term 4 Year 2 Term 4 Year 3 Term 4	Year 10 Term 4 Year 11 Term 4
That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	Year 1 Term 4 Year 2 Term 4 Year 3 Term 4	Year 10 Term 4 Year 11 Term 4
The concepts and laws relating to sexual violence, including rape and sexual assault.	Year 1 Term 4 Year 2 Term 4 Year 3 Term 4	Year 10 Term 4 Year 11 Term 4
The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	Year 1 Term 4 Year 2 Term 4 Year 3 Term 4	Year 10 Term 4 Year 11 Term 4
The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Year 1 Term 4 Year 2 Term 4 Year 3 Term 4	Year 10 Term 4 Year 11 Term 4

That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Year 1 Term 4 Year 2 Term 4 Year 3 Term 4	Year 10 Term 4 Year 11 Term 4
The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	Year 1 Term 4 Year 2 Term 4 Year 3 Term 4	Year 10 Term 4 Year 11 Term 4
The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.		Year 10 Term 2 Year 11 Term 2
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.		Year 10 Term 2 Year 11 Term 2
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.		Year 10 Term 2 Year 11 Term 2
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.	Year 1 Term 4 Year 2 Term 4 Year 3 Term 4 Safeguarding displays and materials	Year 10 Term 2 Year 11 Term 2
Intimate and sexual relationships including sexual health		
That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Year 1 Term 3	Year 10 Term 3 Year 11 Term 3
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.	Year 1 Term 3	Year 10 Term 3 Year 11 Term 3
Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent	Year 1 Term 3	Year 10 Term 3 Year 11 Term 3
That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional,	Year 1 Term 3	Year 10 Term 3 Year 11 Term 3

mental, sexual and reproductive health and wellbeing.		
That some sexual behaviours can be harmful.	Year 2 Term 3	Year 10 Term 3 Year 11 Term 3
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.	Year 2 Term 3	Year 10 Term 3 Year 11 Term 3 Science Y11 Term 2
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.	Year 2 Term 3	Year 10 Term 3 Year 11 Term 3
How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma	Year 2 Term 3	Year 10 Term 3 Year 11 Term 3 Science -Y10 T2
The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Year 3 Term 3	Year 10 Term 3 Year 11 Term 3 Science -Y10 T2
How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Year 3 Term 3	Year 10 Term 3 Year 11 Term 3
How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Year 3 Term 3	Year 10 Term 3 Year 11 Term 3
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	Year 3 Term 3	Year 10 Term 3 Year 11 Term 3

Secondary Health and Wellbeing

Topic	KS3	KS4
Mental Wellbeing		
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Year 2 Term 1	Year 10 Term 1
The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	Year 1 Term 2 Year 3 Term 2	Year 10 Term 2
That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can	Year 2 Term 1	Year 10 Term 1

be for most people an inevitable part of life at times and is not something of which to be ashamed.		
That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.	Year 2 Term 1	
Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions	Year 2 Term 1	
How to critically evaluate which activities will contribute to their overall wellbeing.	Year 2 Term 1	
Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it	Year 3 Term 1	
That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.	Year 3 Term 1	Year 10 Term 5
That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety	Year 3 Term 1/5	Year 10 Term 5 Year 11 Term 1
Wellbeing Online		
About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		Year 10 Term 6
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have		Year 10 Term 6
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or		Year 10 Term 6

find support, if they have been affected by those behaviours.		
The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.		Year 10 Term 6
How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.		Year 10 Term 6
The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online		Year 10 Term 6
The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Year 2 Term 6	Year 10 Term 6
Physical Health and Fitness		
The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.	Year 1 Term 3 Year 3 Term 3 Science Y2 T2	Year 11 Term 3 Science- Y10 T1
Factual information about the prevalence and characteristics of more serious health conditions.	Year 1 Term 3 Year 3 Term 3	Year 11 Term 3 Science- Y10 T 1
That physical activity can promote wellbeing and combat stress.	Year 1 Term 3 Year 3 Term 3	Year 11 Term 3 Science- Y10 T1
The science relating to blood, organ and stem cell donation.		Science- Y10 T1
Healthy Eating		
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	Year 1 Term 3 Year 3 Term 3 Science Y2 T2	Year 11 Term 3 Science- Y10 T1
The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Year 1 Term 3 Year 3 Term 3 Science Y2 T2	Year 11 Term 3 Science- Y10 T2
The impacts of alcohol on diet and unhealthy weight gain.	Year 1 Term 3 Year 3 Term 3 Science Y2 T2	Year 11 Term 3 Science- Y10 T2
Drugs, Alcohol, Tobacco and Vaping		
The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	Year 1 Term 5 Year 2 Term 5 Year 3 Term 5	Year 10 Term 5 Year 11 Term 5 Science Y10 T2

The law relating to the supply and possession of illegal substances.	Year 1 Term 5 Year 2 Term 5 Year 3 Term 5	Year 10 Term 5 Year 11 Term 5
The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	Year 1 Term 5 Year 2 Term 5 Year 3 Term 5	Year 10 Term 5 Year 11 Term 5
The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	Year 1 Term 5 Year 2 Term 5 Year 3 Term 5	Year 10 Term 5 Year 11 Term 5
The dangers of the misuse of prescribed and over-the-counter medicines.	Year 1 Term 5 Year 2 Term 5 Year 3 Term 5	Year 10 Term 5 Year 11 Term 5
The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	Year 1 Term 5 Year 2 Term 5 Year 3 Term 5	Year 10 Term 5 Year 11 Term 5 Science Y10 T2
The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Year 1 Term 5 Year 2 Term 5 Year 3 Term 5	Year 10 Term 5 Year 11 Term 5
Health Protection and Prevention and Understanding the healthcare system		
Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Year 2 Term 2 Science Y3 T6	Science Y10 T2
Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	Year 2 Term 2	
How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Year 2 Term 2	Science Y10 T2
The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Year 2 Term 2	Science Y10 T2
The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils	Year 2 Term 2	Science Y10 T2
The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	Year 2 Term 2	
The importance of healthy behaviours before and during pregnancy, including the importance of pre-		Year 11 Term 2

conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.		
How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.		Year 11 Term 2
The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment		Year 11 Term 2
Personal Safety		
How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	Drop Down Day	Drop Down Day
How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media	Drop Down Day	Drop Down Day
How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure	Drop Down Day	Drop Down Day
Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	Drop Down Day	Drop Down Day
The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).	Drop Down Day	Drop Down Day
The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Drop Down Day	Drop Down Day
Basic First Aid		

Basic treatment for common injuries and ailments.		Year 11 First Aid certificate
Life-saving skills, including how to administer CPR		Year 11 First Aid Certificate
The purpose of defibrillators, when one might be needed and who can use them		Year 11 First Aid Certificate
Developing Bodies		
The main changes which take place in males and females, and the implications for emotional and physical health.	Year 2 Term 2 Science Y1 T4	Science Y11 T2
The facts about puberty, the changing adolescent body, including brain development.	Year 2 Term 2 Science Y1 T4	Science Y11 T2
About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	Science Y1 T4	Year 11 Term 2 Science Y11 T2
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Science Y1 T4	Year 11 Term 2 Science Y11 T2

Appendix 2 Request to Withdraw Form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	Notes from discussions with parents and agreed actions moving forward regarding arrangements for withdrawal during the sex ed lessons