



The Hinckley SCHOOL

Relationships, Sex and Health Education Policy

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1. Aims

The aim of RSHE at The Hinckley School is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE program aims to prepare students for an adult life in which they can:

- › 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

The aims above are underpinned by PRIDE — The Hinckley School's core set of values and behavioral expectations that we promote to all students. Through PRIDE and our RSHE curriculum we aim for students to foster respect for others and for difference and educate students about healthy relationships. RSHE should meet the needs of all students, whatever their background — this should include age-appropriate teaching about different types of relationships in the context of the law.

2. Statutory requirements

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 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 The Hinckley School we teach 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 – all 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 attend a meeting about the policy
4. Pupil consultation – we monitor data and student voice to inform the annual review cycle.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

The Relationships, Sex and Health Education (RSHE) curriculum at The Hinckley School has been designed and continues to be developed in response to the DFE's changes and covers the core content of both Relationships and Sex Education (RSE) and Health Education. As well as to respond to the changing world in which we live in and the needs and wishes of our local community.

RSE 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 information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE 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.

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 Hinckley School specifically delivers RSHE through its Personal Development and Careers (PDC) Programme, PE and Science lessons at KS3 and KS4.

Much of the RSHE at our school takes place within PDC lessons. Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Tutors work closely with their tutees and we believe that they are usually the best people to work with the students on many of the RSHE topics as they are aware of each student's individual circumstances. RSHE lessons are set within the wider context of the PDC Curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included as well as lessons on contraception and critical thinking around 'the right time to have sex'.

The Science Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten and contraception is also discussed here.

The PDC Programme is taught in every year group and follows a spiral curriculum where key concepts are built on throughout the years. These include topics focusing on Healthy Relationships with Mental Health at the forefront.

Any PDC lessons may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, with the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the PDC Leader who will help with the planning or delivery of lessons if required. Staff are offered training on the 'red box' and contraception lesson beforehand.

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

RSE 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).

Resources and, materials are designed by staff to match The Hinckley Schools PFDC curriculum. These are all checked and assessed by the PSHE Lead.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupils will be assessed through their engagement and use of oracy in their PDC sessions.

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 RSE curriculum, see Appendices 1 and 2.

We may 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 RSE 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 RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSE 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 components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- › Modelling positive attitudes to RSE

- › 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 components of RSE
- › 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) Kate Priestnall.

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 their Year Leader or Key Stage Leader.

8.4 Pupils

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

9. Parents' right to withdraw

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

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead through:

Lessons will be monitored through the use of learning walks.

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

Relationships and sex education curriculum map

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 7	Individual Me	Dealing with emotions	Teach pupils to recognise and name emotions accurately, link feelings to behaviour, and practise safe strategies to calm down, self-regulate and seek help.
Year 7	Individual Me	Sustainable healthy habits	Build routines around sleep, hydration, diet, exercise and screen time, and explain how habits compound over time into long-term wellbeing.
Year 7	Individual Me	Importance of physical activity	Teach the physical and mental health benefits of regular movement, recommended activity levels, and how exercise supports mood, sleep and learning.
Year 7	Individual Me	Healthy eating	Cover what a balanced diet looks like, common myths, and the links between nutrition, energy, concentration and long-term health.
Year 7	Individual Me	Sleep, screens and routines for health	Teach why sleep matters, how screens disrupt sleep, and practical routines (consistent bedtime, phone away, wind-down habits).
Year 7	Individual Me	Identifying strengths and interests	Support pupils to identify personal strengths, skills and interests, and how these connect to confidence, learning and future choices.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 7	Individual Me	What is success?	Explore different definitions of success and challenge narrow money/status narratives.
Year 7	Individual Me	Overcoming failure	Teach growth mindset, learning from mistakes, and how to respond to setbacks with reflection and persistence rather than avoidance.
Year 7	Individual Me	Transition to secondary school	Focus on belonging, routines, organisation, managing friendships, and how to access support when school feels difficult.
Year 7	Individual Me	Becoming an independent learner	Teach practical study habits: equipment readiness, planning homework, asking for help, and using feedback to improve.
Year 7	Respectful Relationships	Positive relationships	Teach what healthy relationships look like and how they differ from unhealthy dynamics.
Year 7	Respectful Relationships	Respecting others	Explore empathy, dignity and inclusion, and how everyday language/behaviour can either build or harm community.
Year 7	Respectful Relationships	Peer support	Teach how to support a friend safely and the limits of peer responsibility.
Year 7	Respectful Relationships	Family life and family units	Explore different family structures and roles, and reinforce that families can look different while still being loving and supportive.
Year 7	Respectful Relationships	Understanding boundaries	Teach what boundaries are and why everyone has the right to set them.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 7	Respectful Relationships	Respecting boundaries	Practise how to respond when someone sets a boundary and how to notice and stop boundary-crossing behaviours early.
Year 7	Respectful Relationships	Articulating emotions	Develop “I feel...” communication, active listening, and how to express feelings without blame or aggression.
Year 7	Respectful Relationships	Stereotypes	Teach what stereotypes are, where they come from, and how they limit individuals and lead to unfair treatment.
Year 7	Respectful Relationships	Equality and respect	Introduce fairness, protected characteristics at an age-appropriate level, and respectful behaviours that uphold equality.
Year 7	Respectful Relationships	Diversity	Explore diversity in identity, culture, belief and experience.
Year 7	Respectful Relationships	Prejudice	Teach what prejudice is, how it forms, and how it shows up.
Year 7	Respectful Relationships	Bullying	Define bullying, teach reporting routes, bystander strategies, and the impact on victims and community.
Year 7	Online	Digital footprint and implications	Teach that online actions leave lasting traces and can affect reputation and future opportunities.
Year 7	Online	Your online presence	Explore how pupils present themselves online and how to align online behaviour with values and safety.
Year 7	Online	Cyberbullying	Teach what cyberbullying looks like, how to respond safely, and how to get help.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 7	Online	Managing screen time and digital wellbeing	Teach healthy boundaries with devices and strategies to balance online/offline life.
Year 7	Online	Reporting online abuse and accessing support	Teach how to report on platforms, when to tell a trusted adult, and which school/external services can help.
Year 7	Society	Introduction to law	Teach why laws exist, how they protect people, and relevant legal/illegal behaviour.
Year 7	Society	Communities and their values	Explore what makes a community, shared values, and how pupils contribute positively.
Year 7	Society	Responsible citizenship and British values	Teach respectful participation, rule of law, tolerance and individual liberty.
Year 7	Financial / Future	The meaning of money	Explore what money is used for, how people earn it, and how values influence spending choices.
Year 7	Financial / Future	Financial needs vs wants	Teach essentials vs non-essentials and choices when resources are limited.
Year 7	Financial / Future	Basic banking	Introduce bank accounts, cards, PIN safety, online banking basics and support routes.
Year 7	Financial / Future	Saving and budgeting	Teach simple budgets, savings goals and planning ahead.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 8	Individual Me	Causes and signs of stress & stress strategies	Identify stress triggers and signs, then teach coping strategies and when to seek support.
Year 8	Individual Me	Self-image and self-esteem	Explore what shapes self-esteem and practical strategies to build self-worth.
Year 8	Individual Me	Changing bodies and puberty	Revisit puberty with more detail on variation, hygiene, emotional changes, and respectful language around bodies.
Year 8	Individual Me	Coping strategies and resilience	Teach problem-solving, persistence and healthy coping habits.
Year 8	Individual Me	Mental health and its importance	Cover common mental health challenges, stigma, support routes, and how to help a friend safely.
Year 8	Individual Me	Effects of smoking and vaping	Teach health harms, addiction, marketing tactics, and refusal strategies.
Year 8	Individual Me	Managing influences and peer pressure	Teach assertiveness, refusal skills and safe decision-making under pressure.
Year 8	Individual Me	Independent living safety	Teach personal safety in increasingly independent situations including roads, rail, water, fire and public spaces.
Year 8	Respectful Relationships	Respecting boundaries	Reinforce boundaries with scenarios, discomfort cues and repair after boundary crossing.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 8	Respectful Relationships	Intimacy without sex	Teach that closeness can be emotional and supportive without sexual activity.
Year 8	Respectful Relationships	Being a positive influence	Explore role modelling, bystander choices and positive group norms.
Year 8	Respectful Relationships	Stereotypes in careers	Challenge stereotypes in work and explore diverse role models.
Year 8	Respectful Relationships	Celebrating multi-faith communities	Teach respectful curiosity, disagreement and links between prejudice and discrimination/bullying.
Year 8	Online	Online identity and footprint	Teach how identity is shaped online, how posts persist, and safe sharing.
Year 8	Online	Online confidentiality (Making your profile private)	Teach privacy settings, passwords, two-factor authentication, and limits of privacy online.
Year 8	Online	Media reliability – fake news, image manipulation & influencers	Teach misinformation, image manipulation, influencer persuasion and fact-checking.
Year 8	Online	Hate speech and misogyny online	Teach hate speech and online misogyny, impact and reporting/support routes.
Year 8	Online	Sending sexual images and the law	Teach risks/illegality for under-18s, coercion and what to do if images exist or are shared.
Year 8	Society	Laws and their impact on society	Teach how laws shape behaviour and protect people.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 8	Society	Criminal activity – risks and impact	Explore harms of criminal behaviour and grooming into involvement.
Year 8	Society	Democracy	Teach what democracy means and why participation and respectful debate matter.
Year 8	Society	Impact of democracy	Explore how democratic decisions affect everyday life.
Year 8	Financial / Future	Effective budgeting	Teach income/outgoings, essentials and spending patterns.
Year 8	Financial / Future	Managing your own money	Cover financial responsibility and planning for goals.
Year 8	Financial / Future	Financial risks for young people (debt)	Introduce borrowing, debt growth, BNPL/lending risks.
Year 8	Financial / Future	'Want it now' mentality	Teach impulse control, marketing tactics and delaying decisions.
Year 8	Financial / Future	Exploring careers	Introduce broad sectors and how skills/interests link to careers.
Year 8	Financial / Future	Career pathways	Teach GCSE choices, apprenticeships, college and training routes.
Year 9	Individual Me	Eating disorders	Teach warning signs, myths and early support, focusing on health and help-seeking.
Year 9	Individual Me	Addiction and its impacts	Teach how addiction develops and impacts mental health/relationships.
Year 9	Individual Me	Effects of drugs	Teach legal status, effects, mental health links and refusal/support strategies.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 9	Individual Me	Effects of alcohol misuse	Teach risks including loss of control, vulnerability, safety planning and links to coercion/assault.
Year 9	Individual Me	Risk of unprotected sex (red box maybe)	Teach pregnancy/STI risk and the importance of protection and testing.
Year 9	Individual Me	Contraception	Teach methods, effectiveness and access routes.
Year 9	Individual Me	Accessing healthcare services	Teach GP/A&E/pharmacy/sexual health services, confidentiality and help-seeking.
Year 9	Individual Me	Grief, loss and bereavement	Teach normal grief responses, support options and how to help friends safely.
Year 9	Respectful Relationships	Consent, ethics and power in relationships	Teach consent as informed, freely given, enthusiastic and reversible; explore coercion and power imbalance.
Year 9	Respectful Relationships	Managing expectations within relationships	Teach realistic expectations, communication, jealousy management and spotting controlling patterns.
Year 9	Respectful Relationships	Sexual consent and capacity	Teach age of consent, capacity including intoxication and withdrawal of consent.
Year 9	Respectful Relationships	Recognising and resisting sexual pressure	Teach manipulation tactics, assertive refusal, support and safe peer support.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 9	Respectful Relationships	Ethical behaviour beyond consent	Teach care, respect, responsibility and vulnerability in intimate situations.
Year 9	Respectful Relationships	Domestic violence and unsafe relationships (Assembly)	Teach signs of abuse and how to seek help; reinforce victim is never to blame.
Year 9	Online	AI literacy: deepfakes	Teach what deepfakes are, harms, uses for abuse/misinformation and reporting.
Year 9	Online	Data, privacy and targeted advertising	Teach data collection/sharing, targeted ads and privacy protections.
Year 9	Online	Online grooming and online fake intimacy	Teach grooming stages, tactics, red flags and reporting/support routes.
Year 9	Online	Sextortion	Teach extortion threats, safe responses and where to get help.
Year 9	Online	Criminal consequences of indecent images	Teach legal reality for under-18 indecent images and safeguarding responses.
Year 9	Online	Scams, fraud and extortion online	Teach scams, urgency/fear manipulation and safe actions.
Year 9	Financial / Future	Different types of debt	Teach borrowing types, interest and debt escalation.
Year 9	Financial / Future	Financial wellbeing	Teach money management to reduce stress and where to seek advice.
Year 9	Financial / Future	Impact of advertising on financial decisions	Teach persuasion, targeted ads and influencer marketing.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 9	Financial / Future	Impact of money on mental health	Teach links between financial stress and wellbeing.
Year 9	Financial / Future	GCSE and Post-16 choices	Teach decision-making frameworks and pathway options.
Year 9	Society	Knife law and legal consequences	Teach weapon law, consequences and prevention without fear-based messaging.
Year 9	Society	Age of criminal responsibility	Teach the legal meaning and why early choices matter.
Year 9	Society	Hate crime	Teach hate crime, protected characteristics, impact and reporting.
Year 9	Society	Human rights and protected characteristics	Teach equality protections and discrimination with relevant examples.
Year 10	Individual Me	Self-examination and awareness	Teach early noticing of physical changes and medical advice.
Year 10	Individual Me	Vaccination, immunisation and antimicrobial resistance	Teach vaccines, community protection and antibiotic resistance.
Year 10	Individual Me	STIs including HIV, PrEP & PEP	Teach STI transmission, prevention, testing, treatment, stigma and PrEP/PEP.
Year 10	Individual Me	Pregnancy options	Teach factual, impartial options and confidential support.
Year 10	Individual Me	Fertility and reproductive health	Teach fertility basics, menopause, menstrual/gynaecological health if not elsewhere.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 10	Respectful Relationships	Coercive and controlling behaviour	Teach patterns of control, warning signs and support.
Year 10	Respectful Relationships	Harmful sexual behaviour	Teach what HSB is, impact and safeguarding processes.
Year 10	Respectful Relationships	Sexual harassment (including upskirting)	Teach definitions, legal context, bystander action and reporting.
Year 10	Respectful Relationships	Pornography and its impact	Teach distorted expectations, consent and risks of harmful content/addiction.
Year 10	Respectful Relationships	Sending sexual images and image-based abuse	Teach consent, legality, coercion, consequences and support.
Year 10	Respectful Relationships	Marriage, civil partnership and myth of common-law marriage	Teach legal rights/responsibilities and correct misconceptions.
Year 10	Respectful Relationships	Parenting roles and responsibilities	Teach responsibilities of caring for a child and early years brain development.
Year 10	Respectful Relationships	How families change over time	Teach family change through separation, bereavement, new partners/children.
Year 10	Financial / Future	Financial exploitation and coercive control	Teach financial control in relationships, warning signs and help-seeking.
Year 10	Financial / Future	Financial dilemmas and what to do	Use scenarios to teach decision-making and support.
Year 10	Financial / Future	Paying taxes	Teach what taxes fund, payslips and deductions.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 10	Financial / Future	Employment rights and responsibilities	Teach contracts, minimum wage, hours, discrimination and raising concerns.
Year 10	Financial / Future	Part-time work – rights and responsibilities	Teach workplace issues and balancing school commitments.
Year 10	Financial / Future	CV writing	Teach CV structure, skills evidence and truthful tailoring.
Year 10	Financial / Future	Applying for jobs and work experience	Teach application forms, interviews and professional behaviour.
Year 10	Online	AI chatbots	Teach risks of misinformation/manipulation and fake intimacy.
Year 10	Online	Plagiarism and ethical use of AI	Teach acceptable AI use, referencing and academic integrity.
Year 10	Online	Illegal online activities	Teach risks of illegal markets and reporting concerns.
Year 10	Online	Online gambling risks and harms	Teach gambling product risks, debt/addiction and help routes.
Year 10	Online	Maintaining safety and dignity online	Teach respectful online conduct, privacy and managing harassment.
Year 10	Society	UK justice system	Teach courts/police roles, rights/responsibilities and how laws are applied.
Year 10	Society	Extremism and radicalisation (societal impact)	Teach recruitment, community impact and help-seeking.
Year 10	Society	Social justice and equality	Teach fairness, discrimination, allyship and challenging inequality.
Year 10	Society	Issues in our community (Charity Project)	Use local issues to teach civic action and impact evaluation.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 11	Individual Me	Linking physical, mental and social health (Ready for exam stress)	Teach exam wellbeing routines and support seeking.
Year 11	Individual Me	Gambling harms and mental health	Reinforce gambling harms and support routes.
Year 11	Individual Me	Basic first aid: CPR and defibrillators	Teach emergency response, CPR and AED use.
Year 11	Individual Me	Medical consent, Gillick competence and capacity (Assembly)	Teach medical consent, confidentiality, age 16 consent and capacity.
Year 11	Individual Me	Accessing sexual health services confidentially (Assembly)	Teach service access, confidentiality and support.
Year 11	Respectful Relationships	Strangulation and suffocation: risks and criminal law (Part of an Assembly)	Teach criminal law, extreme danger and reporting routes.
Year 11	Respectful Relationships	FGM, virginity testing and hymenoplasty (Part of an Assembly)	Teach harms, illegality, protection and support routes.
Year 11	Respectful Relationships	Forced marriage and marriage under 18	Teach illegality, warning signs, coercion and support.
Year 11	Respectful Relationships	Misogyny and toxic masculinity	Teach harmful gender norms and safe challenge.
Year 11	Respectful Relationships	Incels and harmful online subcultures	Teach online radicalisation of misogynistic attitudes and help routes.
Year 11	Financial / Future	Work/life balance	Teach time management, boundaries and stress prevention.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 11	Financial / Future	Workplace safety and expectations	Teach professional conduct, safeguarding and reporting unsafe situations.
Year 11	Financial / Future	Leadership skills	Teach responsibility, integrity, service and leadership practice.
Year 11	Financial / Future	Effective teamwork	Teach team roles, communication, conflict and outcomes.
Year 11	Financial / Future	University and routes beyond 16	Teach post-16 pathways and research skills.
Year 11	Financial / Future	Planning for your financial future	Teach rent, bills, saving and high-risk credit.
Year 11	Financial / Future	Financial independence	Teach payslips, bank accounts, budgeting, fraud awareness and advice.
Year 11	Online	Professional communication	Teach email etiquette, tone and digital professionalism.
Year 11	Online	Online communication skills	Teach safe and respectful communication and managing conflict/harassment.
Year 11	Online	Online study skills	Teach online research, misinformation avoidance and note-taking.
Year 11	Online	Online careers	Teach digital profiles, job platforms and recruitment scams.
Year 11	Society	UK legal systems and global comparisons	Teach varying legal systems and international rights/expectations.
Year 11	Society	Democracy – using your vote	Teach voting basics, turnout, evaluating sources and respectful politics.

YEAR GROUP	PDC STRAND	PDC LESSON TITLE	LESSON CONTENT SUMMARY
Year 11	Society	How to contribute positively to society	Teach civic responsibility, service and advocacy.
Year 11	Society	Supporting the local community	Teach local needs and community action.
Year 11	Society	Charities in the local community	Teach charity functions, funding, impact and credibility.
Year 11	Society	Improving the local community	Plan and evaluate a community improvement initiative.
Year 11	Society	Issues in the UK	Teach balanced awareness of current national issues.
Science	Science / Other	Blood, organ and stem cell donation	Science behind Blood, organ and stem cell donation
Science	Science / Other	Menstrual & gynaecological health (endometriosis/PCOS) + menopause	Science Behind the menstrual & gynaecological health (endometriosis/PCOS) + menopause

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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • 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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 • 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

TOPIC	PUPILS SHOULD KNOW
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 • 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"> ○ Sexual violence, including rape and sexual assault ○ 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 ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ 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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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 • 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/carer form requesting their child’s withdrawal from sex education within RSE

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/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	