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# The British School of Gran Canaria

## **Relationships and Sex Education**

### Policy Document

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# THE BRITISH SCHOOL OF GRAN CANARIA

## RELATIONSHIPS AND SEX EDUCATION POLICY

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### 1. Rationale

Relationships and Sex Education (RSE) includes information and guided learning about growing up, changes and reproduction. It also supports students to make and maintain relationships with others, to understand human sexuality and to feel good about themselves and the choices they make. This involves helping students to gain knowledge, develop skills and form positive beliefs, skills and attitudes essential for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

### 2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty and early adulthood, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence, empathy and respect for others;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Support children to build positive, respectful relationships, helping them to identify risks and avoid harms before they occur;
- Enable pupils to make good decisions about their own health and wellbeing;
- Work in partnership with parents, ensuring transparency around curriculum content and resources.

### 3. Statutory requirements

Within BSGC, relationships and sex education (RSE) is delivered in line with best practice guidance from the English National Curriculum. Although the Children and Social Work Act 2017 does not apply to schools outside England, we voluntarily align our RSE program with its principles, while ensuring compliance with Spanish educational requirements.

### 4. Definitions

Throughout this document the following words, terms and phrases have the following meanings:

**RSE** - Relationship 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 information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

**BSGC** – The British School of Gran Canaria.

**FGM** – Female Genital Mutilation

**PSHE** – Personal, Social and Health Education.

**Board of Governors** – the elected body that guides the direction and development of the school.

**Sectors** – the term used for different parts of the school, usually differentiated by age of the pupils taught or work-related responsibility.

**Primary** – the sector of the school for pupils aged 3-11.

**Secondary** – the sector of the school for pupils aged 11-18. **Head**

– the head teacher of the school.

**Primary Heads** – staff with specific and assigned responsibility of the two primary sectors of the school.

**Secondary PSHE Coordinator** – the secondary teacher with assigned responsibility for the design, delivery and provision of PSHE, including RSE, within the secondary sector.

## 5. Safeguarding and Child Protection

RSE is taught within the framework of the school's Safeguarding and Child Protection Policy. Staff are aware that discussions within RSE may prompt pupils to share concerns or disclose sensitive information. Any such concerns must be responded to in line with the school's safeguarding procedures, with staff reporting immediately to the Designated Safeguarding Lead (DSL). RSE teaching also supports safeguarding by helping pupils recognise healthy and unhealthy relationships, understand consent and personal boundaries, stay safe online, and know how to seek help when needed.

## 6. Curriculum

The outline RSE curriculum is set out as per Appendix 1, although it may be adapted as and when necessary if pupils ask questions outside the scope of this policy. Teachers will respond in an appropriate manner so students are informed and do not need to seek answers online.

If significant or repeated issues occur within school and its community these can be addressed through the curriculum.

## 7. Delivery of RSE

RSE is taught within the personal, social and health education (PSHE) curriculum in Primary and Secondary and related lessons.

Biological aspects of RSE are taught within the science curriculum.

Pupils may also receive stand-alone PSHE related workshops delivered by a trained health and/or relationships professionals.

Sex education is taught as part of the statutory science curriculum in Primary and Secondary. In Primary, in the older year groups this focuses on puberty and the changes that this encompasses, as well reproduction and conception.

In addition to the above, at secondary level RSE is delivered through a cross-curricular approach. Key themes and learning are reinforced not only in PSHE lessons but also through assemblies, tutor time, and wider whole-school activities. This ensures that students receive consistent, age-appropriate messages and have multiple opportunities to develop their understanding of relationships, health, and personal well-being across different contexts.

BSGC Primary RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

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

BSGC Secondary 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 safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 3.

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. Consideration should be given to the fact that the BSGC community may include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

## **8. Health and wellbeing:**

The wellbeing and mental health of all students is a core priority at BSGC. Across the school, dedicated Wellbeing Leads for Primary and Secondary work collaboratively to provide coordinated pastoral support, embed wellbeing within the curriculum, and lead whole-school initiatives that foster a safe, inclusive, and positive environment for every learner.

In Primary, class teachers—who develop a deep understanding of each pupil—play a central role in supporting wellbeing through daily interactions, careful observation, and strong knowledge of each child’s needs and development. Wellbeing is embedded throughout the RSE and PSHE curriculum, where children explore emotional literacy, healthy relationships, kindness, resilience, healthy habits, community values, and safe use of technology. Age-appropriate activities and whole-school initiatives reinforce these themes and help pupils build strong social and emotional foundations.

In secondary, students have access to 1:1 tutor check-ins, goal-setting sessions, and the YouHQ Wellbeing Platform for reflection and guidance. Wellbeing is regularly monitored through the WHO-5 survey, and student voice is represented via Wellbeing Ambassadors and student teams.

Curricular and whole-school activities cover topics such as mental health, sleep, kindness, community engagement, and online safety, including responsible AI use. Families are provided with resources to support wellbeing at home, and school initiatives promote an inclusive, respectful, and positive environment.

Across both phases, RSE and PSHE provide a structured, developmentally appropriate framework for students to learn about relationships, emotional wellbeing, personal safety, and responsible citizenship. These lessons are supported by a school culture that prioritises respect, inclusion, care, and positive relationships.

The Wellbeing Leads regularly review teacher observations, student feedback, tutor reflections, and whole-school practices to ensure that wellbeing programmes remain responsive, effective, and aligned with the evolving needs of students throughout their school journey.

## **9. Roles and responsibilities**

- Board of Governors - The Governors will approve the RSE policy, and hold the Head to account for its implementation.
- Head - The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.
- Staff with RSE Responsibility - Primary Heads and the Secondary PSHE Coordinator are responsible for organising and coordinating the delivery of RSE within their sector. This will involve the monitoring of delivery and organisation of relevant additional workshops to enhance this provision.
- Staff – teachers who deliver RSE (and PSHE) are responsible for:
  - Delivering RSE in a sensitive way;
  - Modelling positive attitudes to RSE;
  - Monitoring students' progress by reflection and summative assessments ;
  - Responding to the needs of individual pupils;
  - Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- Students - Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **10. Parents' right to withdraw**

The school's RSE Policy and outline curriculum will be posted on the school's website for parents' information.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. (See Appendix C for details).

Parents of Secondary pupils have the right to withdraw their children from the [non-statutory/non-science] 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 and addressed to the Head.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents and take appropriate action.

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

## **11. Training**

Staff training on the delivery of RSE is included in our continuing professional development calendar.

## **12. Policy Monitoring**

This policy will be reviewed by every three years or when legislation changes. At every review, the policy will be approved by the Board of Governors.

## **13. Inclusion and SEND**

The British School of Gran Canaria considers individual student needs in all its teaching, especially so with sensitive curricula content, to ensure that all students have access to the learning.

## **14. Equality**

The British School of Gran Canaria promotes respect for all and we value each student as an individual. We also respect the right of our students, their families and our staff to hold beliefs, religious or otherwise, that may be in tension with aspects of RSE and Health Education. These differences will be recognised and acknowledged, within the framework of tolerance, equity and open-mindedness.

## Appendices

### **Appendix A – By the end of primary school pupils should know**

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> <li>○ That families are important for children growing up because they can give love, security and stability.</li> <li>○ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives .</li> <li>○ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>○ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>○ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>○ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>○ How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>○ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>○ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>○ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>○ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>○ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>○ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>○ The conventions of courtesy and manners.</li> <li>○ The importance of self-respect and how this links to their own happiness.</li> <li>○ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>○ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>○ What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>○ The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>○ That people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>

	<ul style="list-style-type: none"> <li>○ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>○ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>○ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>○ How information and data is shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>○ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>○ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>○ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>○ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>○ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>○ How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>○ How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>○ Where to get advice e.g. family, school and/or other sources.</li> </ul>
Sex Education (Key Stage 2 statutory)	<ul style="list-style-type: none"> <li>○ That humans reproduce sexually and that this process involves the fertilisation of an egg by a sperm.</li> <li>○ That the human life cycle includes birth, growth, puberty, adulthood and old age.</li> <li>○ That the body changes during puberty, including key physical changes that prepare the body for the ability to reproduce.</li> <li>○ That menstruation and the production of sperm are normal parts of growing up and reproductive maturity.</li> <li>○ That during pregnancy, a baby develops in the womb and is born (taught in a simple, non-graphic way).</li> </ul>
Health and Wellbeing	<ul style="list-style-type: none"> <li>○ How to recognise and describe their feelings, and that all feelings are valid, naming emotions such as happiness, worry, sadness and anger.</li> <li>○ Simple strategies for managing big emotions, including calming techniques, seeking support and talking to a trusted adult.</li> <li>○ The importance of physical health, including regular exercise, healthy eating, sleep, and personal hygiene.</li> <li>○ That mental wellbeing is a normal part of daily life, in the same way as physical health, and who they can talk to if they feel worried, upset or unsafe.</li> <li>○ The importance of balancing time online and offline, and understanding how technology use can affect mood, relationships and health.</li> <li>○ How to keep themselves safe in a variety of situations, including understanding the difference between secrets and surprises, recognising unsafe situations, and knowing how to seek help.</li> <li>○ The role of positive routines, good habits and self-care in supporting overall wellbeing.</li> </ul>



## Appendix B – By the end of secondary school pupils should know

Topic	Pupils should know
Families	<ul style="list-style-type: none"> <li>○ That there are different types of committed, stable relationships.</li> <li>○ How these relationships might contribute to wellbeing, and their importance for bringing up children.</li> <li>○ 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.</li> <li>○ That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.</li> <li>○ That forced marriage and marrying before the age of 18 are illegal.<sup>8</sup></li> <li>○ How families and relationships change over time, including through birth, death, separation and new relationships</li> <li>○ 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.</li> <li>○ 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.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ What tolerance requires, including the importance of tolerance of other people’s beliefs.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ How pornography can negatively influence sexual attitudes and behaviours, including</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>
Online Safety and Awareness	<ul style="list-style-type: none"> <li>○ Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ How information and data is generated, collected, shared and used online.</li> <li>○ 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).</li> <li>○ 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</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ The concepts and laws relating to sexual violence, including rape and sexual assault.</li> <li>○ 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.</li> <li>○ The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</li> <li>○ That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</li> <li>○ The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</li> <li>○ The concepts and laws relating to forced marriage.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> </ul>

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>○ That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ That some sexual behaviors can be harmful.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The importance of, and facts about, regular testing and the role of stigma.</li> <li>○ The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</li> <li>○ How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</li> <li>○ How and where to seek support for concerns around sexual relationships including sexual violence or harms.</li> <li>○ 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.</li> </ul>
<p>Mental wellbeing</p>	<ul style="list-style-type: none"> <li>○ How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>○ The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</li> <li>○ That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ How to critically evaluate which activities will contribute to their overall wellbeing.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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</li> </ul>

	existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> <li>○ The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.</li> <li>○ 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.</li> <li>○ The risks of illegal behaviours online, including drug and the sale or purchasing of illicit drugs online.</li> <li>○ 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.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Factual information about the prevalence and characteristics of more serious health conditions.</li> <li>○ That physical activity can promote wellbeing and combat stress.</li> <li>○ The science relating to blood, organ and stem cell donation.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>○ How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.</li> <li>○ The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.</li> <li>○ The impacts of alcohol on diet and unhealthy weight gain.</li> </ul>
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The law relating to the supply and possession of illegal substances. 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.</li> <li>○ The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</li> <li>○ The dangers of the misuse of prescribed and over-the-counter medicines. 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.</li> <li>○ The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.</li> </ul>

Health protection and prevention	<ul style="list-style-type: none"> <li>○ Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.</li> <li>○ 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.</li> <li>○ The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</li> <li>○ The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance.</li> <li>○ 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.</li> <li>○ The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.</li> </ul>
Personal safety	<ul style="list-style-type: none"> <li>○ 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).</li> <li>○ How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.</li> <li>○ 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.</li> <li>○ Understanding which trusted adults they can talk to if pupils are worried about violence.</li> <li>○ The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>○ Basic treatment for common injuries and ailments. Life-saving skills, including how to administer CPR.</li> <li>○ The purpose of defibrillators, when one might be needed and who can use them.</li> </ul>
Developing bodies	<ul style="list-style-type: none"> <li>○ The main changes which take place in males and females, and the implications for emotional and physical health.</li> <li>○ The facts about puberty, the changing adolescent body, including brain development.</li> <li>○ 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.</li> <li>○ The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.</li> </ul>

## Appendix C – Sex Education and the right to withdraw students

In Secondary, parents have the right to withdraw their children from the following components of Sex Education within RSE (see Part *H. Parents' right to withdraw*):

Year Group	Topic	Unit	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
Year 8	Changing Me	Pornography- Is it real?	<ul style="list-style-type: none"> <li>• I know that pornographic images do not reflect reality</li> <li>• I know how pornography can impact on expectations and self-image</li> <li>• I know the impact of pornography on the brain</li> <li>• I know about sex and the law as applied to online and social media</li> <li>• I know how to block content and manage preferences on my device</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise the role of pornography in society</li> <li>• I understand the negative influence pornography can have on relationships</li> <li>• I am reassured that my adolescence is normal for me</li> </ul>
Year 9	Relationships	5. Consequences of unprotected sex	<ul style="list-style-type: none"> <li>• I understand that there are consequences if I choose to have unprotected sex</li> <li>• I know about different sexually transmitted infections</li> <li>• I know about sexual health clinics and how to access help and support if I have unprotected sex</li> </ul>	<ul style="list-style-type: none"> <li>• I know some of the options available if I have unprotected sex</li> </ul>
Year 11	Relationships	STIs / Contraceptive and Preventive Methods	<ul style="list-style-type: none"> <li>• Overview of STIs (Sexually Transmitted Infections: symptoms, consequences, treatments).</li> <li>• Contraceptive and preventive methods. Proper use and characteristics.</li> <li>• Correct use of condoms.</li> </ul>	

## **Appendix D – Documents that inform the school’s RSE policy include:**

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- New statutory changes to RSHE (from September 2026)
- Keeping children safe in education – Statutory safeguarding guidance (2025)
- Children and Social Work Act (2017)