THE HARBOUR SCHOOL

Personal, Social, Health, Citizenship and Economic Education (PSHCE) Policy, including Relationships and Sex Education

2026 - 2027

DOCUMENT:	Personal, Social, Health, Citizenship and Economic Education (PSHCE) Policy, including Relationships and Sex Education
Approved by:	Headteacher
Approval Date:	May 2026
Review Date:	May 2027
Version No:	3
Review Timetable:	Annual
Review:	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
Purpose of Document:	To give guidance on RSE and PSHCE to ensure that students are supported to make outstanding levels of progress in the subject area.
Implementation:	The procedures will be accessed via the THS Policies team
Dissemination:	The procedures will be available to all staff, teaching and non-teaching

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1.0 Policy Statement and Principles

1.1 Legislation

This policy will be compliant with the following guidance:

- DfE 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' Statutory guidance for governing bodies, proprietors, headteachers, principles, senior leadership teams and teachers
- DfE 'Science, PE, Computing, Citizenship programmes of study: key stage 3'
- DfE 'Science, PE, Computing, Citizenship programmes of study: key stage 4'
- Keeping Children Safe in Education 2024
- Equality Act 2010
- Public Duty Sector 2010
- Department of Education's RSHE Guidance (July 2025)

1.2 Policy Aims and Principles

Definition: relationship and sex education (RSE) is defined as:

In line with the Department of Education's Statutory RSHE Guidance (July 2025) the programme is designed to give young people age appropriate, carefully sequenced and responsive curriculum to the emerging risks including online misogyny, deepfakes, sextortion, vaping, and AI- related online harms, effective from September 2026. The curriculum further aims to equip students to recognize and challenge misogyny, sexual harassment , and violence against women and girls; to understand harmful online content including deepfakes, pornography, scams and online manipulation; to be aware of the risks of vaping and nicotine addiction; and to develop resilience in relation to grief, loneliness, and mental health challenges, including suicide prevention. The curriculum aims to develop skills, and knowledge students need to have healthy, nurturing relationships of all kinds, not just intimate relationships. It enables students to know what a healthy relationship looks like and what makes a good friend, a good colleague, and a successful marriage or other type of committed relationship. It provides opportunities to learn about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right, and understand how such situations can be managed.

Our vision:

By the time they leave year 11, our students will be able to make informed decisions with regard to their own health (including sexual health) and personal well-being whilst having regard for the well-being and rights of others. The Harbour School believes that RSHE to be lifelong learning about physical, moral and emotional development. Student will understand the importance of

stability for family life and loving relationships, thereby promoting respect, love and care no matter anyone's age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Our aims:

Our school is committed to relationships and sex education which:

- Is an identifiable part of our Personal, Social, Health, Citizenship Economic (PSHCE) education curriculum, in line with statutory content, which has planned, timetabled lessons across all the Key Stages.
- Across some campuses, RSE content is delivered and reinforced through timetabled lessons as a part of the Personal Growth qualification
- Is taught by staff regularly trained in RSE and PSHCE (with expert visitors invited in to enhance and supplement the programme where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
- Delivers lessons where students feel safe and encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, questioning) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
- Meets the needs of all students with their diverse experiences - including those with special educational needs and disabilities.
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

- This policy is consistent with all other policies adopted by the school and is written in line with current legislation and guidance.

1.3 Complaints

All complaints are dealt with under the Trusts Complaints Policy.

Complaints should be made in writing and will follow the Trusts complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

1.4 Monitoring and Review

This policy will be reviewed annually or in the following circumstances:

- changes in legislation and / or government guidance
- as a result of any other significant change or event
- in the event that the policy is determined not to be effective

This policy will be reviewed by the headteacher in conjunction with the PSHCE subject leader on an annual basis. Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher.

Any changes to the policy will be clearly communicated to all members of staff involved in the Personal, Social, Health, Citizenship and Economic Education (PSHCE) including Relationships and Sex Education.

2.0 Organisation of the Programme

Personal, Social, Health, Citizenship and Economic Education (PSHCE) including Relationships and Sex Education. PSHCE and Personal Development Lead, who is responsible for the overall planning, implementation, and review of the programme.

Personal, Social, Health, Citizenship and Economic Education (PSHCE) including Relationships and Sex Education will be conducted in accordance with legislation and DfE statutory guidance and will be monitored and reviewed on an annual basis.

The majority of the programme will be classroom taught and supported by the delivery of the national curriculum in World Views, Personal Growth, Science, Physical Education and Computing. Students can be taught in mixed ability, mixed gender or single sex groupings. The topics are delivered through age-appropriate resources, interactive discussions, and guest speakers when relevant.

Relationship Education for Primary students

The Primary curriculum content focuses on relationships, physical health and wellbeing while Secondary curriculum revisits all the above and includes sex education in line with statutory government guidance. The focus in primary will be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendship, family relationships, and relationships with other children and adults. In addition, students will be taught how to recognize online misinformation, including AI-generated content, and how to keep themselves safe in public spaces such as roads, railways, and near water.

In Relationships and Sex Education (RSE) we teach students about:

2.1 Families and people who care for me

Students should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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.
- that stable caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

2.2 Caring Friendships

Students should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- those healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. The
- the importance of permission seeking and giving, and the concept of personal privacy.

- That most friendships have ups and downs, and that these can be often worked through so that the friendship is repaired or even strengthened, and that resorting violence is never right

- how to recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy and uncomfortable, managing conflict, how to manage these situations, and how to seek help or advice from others, if needed.

2.3 Respectful Relationships and Online Relationships

Students should know:

- 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

- practical steps they can take in a range of different contexts to improve or support respectful relationships.

- the conventions of courtesy and manners

- the importance of self-respect and how this links to their own happiness

- that in school and in the wider world they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in a position of authority.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders, and how to get help.

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

- the importance of permission-seeking and giving relationships with friends, peers and adults.

- that people sometimes behave differently online, including pretending to be someone they are not

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when they are anonymous.

- The rules and principles for keeping safe online, how to recognize risks, harmful content (including deepfakes, pornography, sextortion etc) and contact and how to report it.

- how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.

- how information and data are shared and used online.

- how to recognize online misinformation, including AI-generated content

2.4 Health and Wellbeing

Students should know:

- how to identify, name and describe a wide range of emotions and how emotions range in intensity and can change over time
- how feelings can impact people's behaviour and how they respond to others
- self -regulation strategies and how to use them to manage feelings and setbacks in different situations
- about transition, loss, change, grief, including bereavement, and how to manage these feelings and situations
- when, why and how to seek help for their own or others' wellbeing and mental health
- how to maintain good oral hygiene,
- the benefits and risks of sun exposure
- about the healthy lifestyle, including healthy diet and the importance of physical activities

2.5 Being Safe

Students should know:

- what sorts of boundaries are appropriate (including consent) in friendships with peers and others (including in a digital context).
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard

- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- to understand risks in the community, including personal safety in public spaces (such as roads, rail and water)
- where to get advice eg. family, school and /or other sources

Personal, Social, Health, Citizenship and Economic Education (PSHCE) including Relationships and Sex Education

Personal, Social, Health, Citizenship and Economic Education (PSHCE) including Relationships and Sex Education aim to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague, and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships, resisting pressure to have sex (and not applying pressure) and the importance of consent. It should teach what is acceptable and unacceptable behaviour in relationships.

The secondary curriculum also includes recognising and challenging misogyny and incel culture, understanding the influence of harmful online figures, and responding to emerging online harms such as deepfakes, sextortion, and the permanence of digital content. Being safe includes strangulation as a criminal offence and Gillick competence. Intimate and sexual relationships include impartial, medically and legally accurate information about pregnancy options, and highlight the links between substance use (including vaping) and risky sexual behaviour. It develops knowledge, understanding, and skills needed to make informed decisions about their physical, mental, and emotional wellbeing. The curriculum promotes healthy lifestyles, personal safety, resilience, and awareness of risk.

2.6 Families

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered.
- the characteristics and legal status of other types of long-term relationships.

- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting and options in the case of unplanned pregnancy

- fertility and routes to parenthood

- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

2.7 Respectful Relationships, including Friendships

Students should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.

- recognising and challenging misogyny, incel culture, and the influence of harmful online figures, as well as understanding emerging online harms such as deepfakes, sextortion, and the permanence of digital content.

- understanding consent, personal safety, and the law, including Gillick competence and the criminalisation of strangulation.

- receiving impartial, medically and legally accurate information about pregnancy options, and exploring links between substance use (including vaping) and risky behaviour.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might pressurise non-consensual behaviour or encourage prejudice).

- 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 people in positions of authority and due tolerance of other people's beliefs.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

2.8 Online and Media

Students should know:

- 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 someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

- the impact of viewing harmful content.

- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

- about online financial harms, manage spending safely, and recognize and respond to financial exploitation

- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

- what to do and where to get support to report material or manage issues online.

- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

- how information and data is generated, collected, shared and used online.

2.9 Being Safe

Students should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

2.10 Intimate Sexual Relationships, including Sexual Health:

Students should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- 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.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, 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) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

2.11 Mental Wellbeing

In Health Education, we teach students about mental wellbeing.

Students should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

2.12 Internet Safety and Harms

Students should know:

- 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt,
- how advertising and information is targeted at them and how to be a discerning consumer of information online.
- 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.

2.13 Physical Health and Fitness

Students should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- about the science relating to blood, organ, and stem cell donation.

2.14 Healthy Eating

Students should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

2.15 Drugs, Alcohol and Tobacco

Students should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

2.16 Health and Prevention

Students should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.

- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

2.17 Basic First Aid

Students should know:

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed.

2.18 Changing Adolescent Body

Students should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.
- external experts may be invited to assist from time to time with the delivery of the sex and relationship education programme but will be expected to comply with the provisions of this policy.
- relationships and sex education and health education form part of the curriculum in every year group.

3.0 Training of Staff

All staff members at the school will undergo training on a timely basis to ensure they are up to date with the Personal, Social, Health, Citizenship and Economic Education (PSHCE) including Relationships and Sex Education.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments in content.

The school will ensure that teachers receive training on the best practice principles as outlined by the PSHE Association on creating a safe learning environment. To include:

- Setting ground rules
- Distancing the learning
- The safe handling of questions
- The protection of vulnerable learners
- Signposting for further help and support

The school will use resources including the National College training materials as well as the PSHE resources published by the DfE to train staff members in the teaching of PSHCE.

4.0 The Preventative PSHCE Curriculum

4.1 Safeguarding, Reports of Abuse and Confidentiality

At the heart of these subjects, there is a focus on keeping children safe; we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

We follow good practice guidelines allowing children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This process will include when they have a concern about a friend or peer.

All staff know what to do if a student tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirements to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

When we invite external agencies in to support delivery of these subjects, we will agree in advance of the session how a safeguarding report should be dealt with by the external visitor. We will ensure that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

4.2 Addressing Sexual Violence and Sexual Harassment in the PSHCE Curriculum

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Our staff maintain an attitude of 'it could happen here.'

Schools and colleges have a statutory duty to safeguard and promote the welfare of the children at their school/college. The best response to child sexual violence and harassment are those which take a whole school or college approach to safeguarding and child protection.

Our planned programme of evidence-based content delivered through the PSHE curriculum is part of our whole school approach that prepares our students for life in modern Britain. It is delivered in regularly timetabled lessons and reinforced through the whole curriculum. We have planned our programme with a spiral approach to meet the needs of our students, considering their age and stage of development. Our schemes of learning build on prior knowledge with the importance of healthy relationships developed during the earlier years, and a focus on specific aspects, such as teen relationship violence, sexual exploitation, and coercion – at an appropriate stage. Our preventative PSHCE education curriculum specifically includes:

- The points related to the 'Being Safe' element of DfE Statutory RSHE
- Teaching about healthy and respectful relationships
- Teaching about what respectful behaviour looks like
- Boundaries and consent
- Stereotyping, prejudice, and equality
- Body confidence and self-esteem
- Teaching about the features of unhealthy and coercive relationships, including how to recognize an abusive relationship, including coercive and controlling behaviour
- Teaching about the features of sexual harassment
- The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, and honour-based abuse such as forced marriage and FGM, and how to access support
- Teaching about the risks associated with sharing sexual images and the potential impacts of viewing pornography
- That sexual violence and sexual harassment is always unacceptable; and how the law defines them
- When, why, and how to report abuse and access appropriate support.

We ensure that our school DSL and pastoral team have oversight of the PSHCE education curriculum and understand when these topics are taught, so they are prepared to support students who disclose or are affected by the issues raised.

5.0 Parental Involvement

We understand that the teaching of some aspects of the programme may be of concern to parents/carers.

All RSHE materials, including those from external providers, will be made available to parents/carers on request. Contracts cannot restrict parental access to resources. Primary schools must also consult with parents regarding any sex education delivered in Years 5 and/or 6, in accordance with the 2025 guidance.

For students at primary age, the focus is on statutory relationship education only and so consent to withdraw a child from these lessons is not an option.

In the event that questions of a more adult nature arise, we will consult with parents to support the child.

For our secondary students, we appreciate that for some, the topic of relationships and sex education can be complex, and initially, families may feel they do not wish for this subject to be delivered to their child(ren) in school. As a school, our response is to reassure and involve our parents/carers so they are clear and informed on what this curriculum area entails and that there is a mutual understanding and awareness of the importance for their child(ren) to be involved in these lessons.

The content of the programme provides students with factual content, in line with our vision as referenced in section. Students will be encouraged to share their views, and to recognise and appreciate views which may differ from their own. Teachers may share their own views or beliefs where it is appropriate and relevant to the lesson's content; in such instances, teachers will clarify such comments as being of their own opinion and not fact. Teachers will also ensure that they abide by relevant professional and impartiality guidelines in making such contributions.

Parents/carers will be regularly consulted on the content of the programme, through meetings or letters, and the programme will therefore be planned in conjunction with parents/carers.

We respect the legal right of parents/carers to withdraw their child from all or part of the Sex Education component of the RSHE programme, except for statutory elements included within the national curriculum for Citizenship, PE, Computing and Science.

- Parents will not be able to withdraw their child from Relationships Education and/or Personal, Social, Health, Citizenship and Economic Education (PSHCE) content. For clarity, the lesson content which is specifically deemed as Sex Education content, and therefore from which a child may be withdrawn, is for example:

    - What risks might be involved in sexual acts?

    - What options does someone have if they are pregnant?

    - Where can I access sexual health services?

- If a parent wishes their child to be withdrawn from any or all of the lesson content listed in section above, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the school addressed to the headteacher.

- In accordance with the Relationships Education, Relationships and Sex Education (RSE) and Health Personal, Social, Health, Citizenship and Economic Education (PSHCE) statutory guidance, a student who has been withdrawn from Sex Education content will have the right to opt into Sex Education content from their 15th birthday (specifically, three academic terms before turning 16).

Before granting any such request the headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

During this discussion, the headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms.

This process is the same for students with SEND. However, there may be exceptional circumstances where the headteacher may want to take a student's specific needs arising from their SEND into account when making this decision. Additional support may be offered to ensure the best learning outcomes where appropriate.

The school always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If, after meeting with the school to discuss their concerns, a parent withdraws their child from topics which are **not included in the statutory national curriculum, Relationships Education curriculum or Health Education curriculum,** then the school will make alternative arrangements for the student.

A list of the statutory topics included in the national curriculum at the different key stages, can be found in Appendix 1.

6.0 Equal Opportunities

We understand and abide by The Equality Act 2010 and fully respect the rights of students and staff members.

Under the provisions of the Equality Act, we will not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will also make reasonable adjustments to alleviate disadvantages and be mindful of the SEND Code of Practice when planning for these subjects.

We are dedicated to delivering the Personal, Social, Health, Citizenship and Economic Education (PSHCE) including Relationships and Sex Education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

We will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We will model positive behaviours. Our pastoral and behaviour policies support all students.

Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. We will foster an understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help to ensure that students treat each other well and go on to be respectful and kind adults.

Any occurrence of incidents contravening the Equality Act 2010 should be reported to a member of school staff, who will then follow the appropriate Behaviour Policy when the student is on school premises.

These incidents will be dealt with following the process in our Anti-Bullying Policy or the child on child abuse section of the Safeguarding Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a student.

7.0 Assessment

We will have the same high expectations of the quality of students' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress.

Lessons will be planned to ensure that students of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where students need extra support or intervention.

Appendix 1

Science, Citizenship, PE, Computing National Curriculum

In accordance with the DfE's 'Relationship and Sex Education and Health Education Statutory Guidance' 2025, there are certain aspects of the subjects which are compulsory for students to learn.

National curriculum in England: Science programmes of study - Updated 6 May 2015

1. Upper KS2 (Years 5 & 6) Students should be taught about:
• Living things and their habitats: Life cycles of plants and animals, reproduction. • Animals, including humans: Human development, changes to old age. ▪ Evolution and inheritance: Fossils, adaptation, and inheritance.
2. KS3 Students should be taught about:
• reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms • the effects of recreational drugs (including substance misuse) on behaviour, health and life processes
3. KS4 Students should be taught about:
• the relationship between health and disease • communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) • non-communicable diseases • bacteria, viruses and fungi as pathogens in animals and plants • body defenses against pathogens and the role of the immune system against disease • reducing and preventing the spread of infectious diseases in animals and plants • the process of discovery and development of new medicines • the impact of lifestyle factors on the incidence of non-communicable diseases • principles of nervous coordination and control in humans • the relationship between the structure and function of the human nervous system • the relationship between structure and function in a reflex arc • principles of hormonal coordination and control in humans

• hormones in human reproduction, hormonal and non-hormonal methods of contraception • homeostasis

National curriculum in England: Citizenship programmes of study for key stages 3 and 4 - Published 11 September 2013

4. KS2 Students should be taught about:
• develop confidence and responsibility • prepare to play an active role as citizens • develop a healthy, safer lifestyle • develop good relationships and respect for others • learn about rights, responsibilities, democracy, and communities • understand the importance of rules and laws • appreciate diversity and equality
5. KS3 Students should be taught about:
• the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch • the operation of Parliament, including voting and elections, and the role of political parties • the precious liberties enjoyed by the citizens of the United Kingdom • the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals • the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities • the functions and uses of money, the importance and practice of budgeting, and managing risk
6. KS4 Students should be taught about:
• parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press • the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond • other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom • local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world • human rights and international law • the legal system in the UK, different sources of law and how the law helps society deal with complex problems

- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

National curriculum in England: Computing programmes of study - Published 11 September 2013

7. KS2 Students should be taught to:
• use search technologies effectively • be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and know how to report concerns
8. KS3 Students should be taught to:
• understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns
9. KS4 All students should be taught to:
• understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

National curriculum in England: PE programmes of study - Published 11 September 2013

10. KS2 Students should be taught to:
• use running, jumping, throwing and catching in isolation and in combination • play competitive games (football, netball, rounders, cricket, hockey, basketball, tennis) and apply basic principles for attacking and defending • develop flexibility, strength, technique, control, and balance (through athletics and gymnastics) • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges • compare performances and demonstrate improvement • swimming and water safety: swim competently, confidently and proficiently over at least 25 meters, use a range of strokes, and perform safe self-rescue.

11. KS3 Students should be taught to:
• use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] • perform dances using advanced dance techniques in a range of dance styles and forms • take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best • take part in competitive sports and activities outside school through community links or sports clubs
12. KS4 Students should be taught to:
• use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance] • take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage students to work in a team, building on trust and developing skills to solve problems, either individually or as a group • evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best • continue to take part regularly in competitive sports and activities outside school through community links or sports clubs