

**RELATIONSHIPS EDUCATION, RELATIONSHIPS
AND SEX
EDUCATION AND PHYSICAL HEALTH AND
MENTAL WELLBEING POLICY**



**Resilience
Multi Academy
Trust**

Summary	Relationships Education, Relationships and Sex Education and Physical Health and Mental Well-Being Policy
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Sept 2024	2	Amended	New precedent adopted
June 2026	3	Amended	Para 4 – Amended content. Para 9 – Added content of what relationships education does not cover. Para 26/27 – Amendment to relationships education and RSE: Curriculum and outcomes. Para 28 – Policy sets out how teachers will answer questions that is not covered in the curriculum. Para 29 – Shows how parents can view curriculum materials. EIA updated
Sept 2026	4	Amended	Para 9 – More explicit distinction between relationships education and RSE

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Introduction

1. RMAT believes that to prepare for the opportunities and responsibilities of adult life, children and young people need to have the knowledge, skills and self-confidence to make informed and ethical decisions about their wellbeing, health, and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving students information to make well-informed, positive choices about their own health and wellbeing. RMAT recognises that physical health and mental wellbeing are interlinked, and it is important that students can recognise when things are not right in their own health or the health of others and can seek support when needed.
2. RMAT has a responsibility under the Equality Act 2010 to ensure the best for all students at its academies irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, or sexual orientation. Relationships Education, RSE and health education will be taught in a way which is sensitive to the unique needs of individual students and may need to adapt and change over time to reflect the needs of the cohort.
3. RMAT is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. RMAT believes that its students deserve the right to honest, clear, impartial scientific and information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.
4. RMAT will ensure students understand the importance of equality and respect and that they learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education. The teaching of lesbian, gay, bisexual and transgender content will be sensitive and age appropriate and will be fully integrated into programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. RMAT will ensure students are taught to recognise that all those with a protected characteristic should be treated with dignity and respect.
5. This policy has been developed in consultation with parents, students, and colleagues from all academies within RMAT to ensure that it meets the needs of the whole RMAT community.
6. The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

Aims and Objectives

7. Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, RMAT aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure students know how and when to ask for help and where to access support. By the end of their education RMAT hopes students will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.
8. Relationships Education, RSE and Health Education are intended to help students to:
 - Build healthy, respectful relationships focusing on family and friends.
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
 - Learn about intimate relationships and sex.
 - Learn about mental wellbeing.

- Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

Definition of Relationships Education and Relationships and Sex Education (RSE)

- Relationships Education and Relationships and Sex Education (RSE) are distinct subjects. Relationships Education is compulsory for all students and focuses on teaching the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships, respect, boundaries and safety. Relationships and Sex Education (RSE) builds upon this learning and includes age-appropriate teaching about intimate and sexual relationships, sexual health and human sexuality. Parents cannot withdraw students from Relationships Education or the statutory elements of science, although they may request withdrawal from the non-statutory sex education elements of RSE in accordance with this policy.
- Relationships education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries. Relationships education doesn't involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep children safe.
- RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives students the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable, and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.
- RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.
- RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

Roles and Responsibilities under this Policy

- All members of the RMAAT community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the RMAAT community are set out in detail below.

The RMAAT Board

- The RMAAT board through its Standards Committee will monitor and evaluate the impact of the policy by reviewing students' progress in achieving the expected educational outcomes. They will hold the Chief Executive and Principals to account for the implementation of the policy.

The Chief Executive

16. The Chief Executive will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within RMAT and will report back to the RMAT Board on educational outcomes. They will ensure that senior colleagues receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

Local Review Boards (LRBs)

17. The LRB in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Principal on educational outcomes. LRB members will scrutinise relevant data, review any issues that might arise and function as a point of challenge for decisions taken by the Principal. The LRB will annually report its findings to the RMAT Board.

Academy Principals

18. Each academy Principal, with support from their respective Senior Leadership Team, will ensure that colleagues are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students with SEND and that the subjects are resourced, taught, and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of students from non-statutory, non-science components of Relationships Education, RSE and Health Education.

Academy Colleagues

19. Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with academy policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage students to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of colleagues with an issue that that member of colleagues feels they are not able to deal with alone, they will take this concern to their line-manager.

Parents

20. RMAT hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation, and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social, and emotional development. RMAT hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

Students

21. Students are expected to take Relationships Education, RSE and Health Education seriously. Students are expected to listen, be considerate of other students' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Students who fail to follow these standards of behaviour will be dealt with under RMATs behaviour policy.

Delivery of Relationships Education, RSE and Health Education

22. Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the students in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values, and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on diverse topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
23. In our primary academies Relationships Education will be delivered in science, computing and Personal, Social, Health and Economic Education (PSHEE). Children of the same age may be developmentally at various stages, leading to differing types of questions or behaviours. Colleagues will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.
24. In our secondary academies RSE is taught within the personal, social, health and economic ("PSHE") education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education ("RE"). Aspects will also be covered in form time and a drop-down program.
25. Secondary Students also receive stand-alone sex education sessions delivered by a trained health professional. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
 - Families
 - Respectful relationships, including friendships.
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health.

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

26. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, Lesbian, Gay, Bisexual, Transgender parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships Education and RSE: Curriculum and Outcomes

27. By the end of their primary education RMAT will cover the content set out in Appendix 1.
28. By the end of their secondary education RMAT will cover the content set out in Appendix 2.
29. RMAT recognises that students may ask questions about topics which go beyond any sex education covered by an RMAT academy, or which relate to sex education from which they have been withdrawn. RMAT recognises that children may turn to inappropriate sources of information including online, when they have unanswered questions. Teachers will use different strategies to handle these questions which may include signposting to support services or asking the student to speak to a parent or trusted adult.
30. Curriculum materials can be viewed on request of an RMAT academy.

Health Education: Physical health and mental well-being

31. RMAT wishes to promote students' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. RMAT believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).
32. By the end of their primary education RMAT expects students to know the information set out at Appendix 3.
33. By the end of their secondary education RMAT expects students to know the information set out at Appendix 4.

Students with special educational needs and/or disabilities

34. RMAT will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated, and personalised to meet the specific needs of pupils at different developmental stages.
35. Colleagues will make reasonable adjustments to alleviate disadvantage faced by students with disabilities and will be mindful of the SEND Code of Practice and RMATs SEND Policy when planning for these subjects. Colleagues will use a variety of different strategies to ensure that all students have access to the same information.

Parents Right to request withdrawal from sex education.

36. RMAT hopes that parents will feel comfortable with and understand the importance of the education provided to their children as described in this policy.
37. Before withdrawing or making a request, RMAT strongly urges parents to carefully consider their decision as sex education is a vital part of the academy curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under the National Curriculum science or the science curriculum.
38. Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. All decisions upon whether the student will be withdrawn from RSE remain with the Principal. These decisions are final.
39. Any parent wishing to withdraw their child from sex education in an academy should put their request in writing using the form at Appendix 5 and send it to the Principal who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the Academy 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, the school will plan to provide the child with sex education during one of those terms.

40. If a student is excused from sex education the respective academy will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

Confidentiality and Child Protection

41. RMAT hopes to provide a safe and supportive academy community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either in the academy or at home. All teachers will receive training around confidentiality and should ensure that students understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of colleagues, that member of colleagues should follow RMATs Child Protection and Safeguarding procedures.
42. If a colleague is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
 - encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible.
 - decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of colleagues is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
 - Students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If colleagues are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

Equal opportunities

43. Relationships Education, RSE, and Health Education will be delivered equally to all genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.
44. RMAT has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all students and is taught in a way that is age and stage appropriate. Students are encouraged to discuss diversity of personal, social, and sexual orientations openly and freely. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with RMATs behaviour policy.

Complaints

45. If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a colleague or the Principal in accordance with RMAT's complaints policy.

Monitoring

46. The delivery of RSE is monitored by Academy Senior Leadership Teams through:
- Lesson visits

- Planning checks
 - Peer support
 - Student voice
47. Students' development in RSE will be monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Chief Executive or their nominee, every 2 years. At every review, the policy will be approved by the Standards Committee of the Trust Board.

Diversity

48. RMAT is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to colleagues and students. RMAT will always comply with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

Appendix 1: Relationships Education Primary stage curriculum and outcomes

Key Stage 1: • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of hygiene	Key Stage 2: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age
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Relationships Education

Families and people who care for me.	• that families are important for children growing up safe and happy because they can provide love, security, and stability. • the characteristics of healthy family life, such as 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 the families of other children, 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, are at the heart of safe and happy families, and are important for children's security as they grow up. • that marriage and civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would always like that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

	• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed
Respectful kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of

	avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications 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 contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

	• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
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Non-statutory RSE programme

Year 6 conception unit of work.

Delivery of RSE at RMAT Primary academies

In RMAT primary academies, we use a published programme called 1 Decision. The 1 Decision programme covers statutory requirements. The core of the programme is a series of documentaries and videos with alternative endings, which enable children to explore various topics in a safe, educational environment. This programme of videos, workbooks and interactive activities has been sensitively developed to teach children about relationships using an age-appropriate and sequential approach.

The 1 Decision resources are designed to initiate conversations about feelings and emotions in early years, using colourful animated storybooks.

In key stage 1, the programme introduces the concept of appropriate touch. Children will also look at the NSPCC materials 'Talk Pants'. As children progress through key stage one, the 1 Decision resources will cover the relationships element of the statutory guidance, using a range of videos, quizzes, and interactive activities.

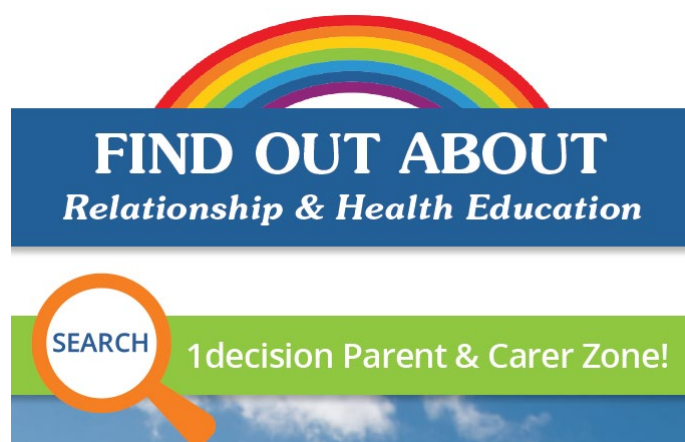
Before children move on to key stage 2, it might be helpful for parents and carers took a couple of minutes to reflect on how they first learnt about relationships and sex. Did they receive all the information they needed to keep themselves safe? Was it from a reliable source, or did they 'pick it up' from friends, television, or magazines? Understandably for children growing up today, it is predominantly the internet that they turn to for advice and guidance. Unfortunately, although the web can be a great source of information, it can also carry significant risk, and we know that the age at which young people are accessing pornography (whether intentionally or accidentally) is dropping. Whilst we don't want to overburden or frighten our children, we do need to be realistic about the pressures they are facing growing up in a digitalised society. The statutory guidance has been introduced to ensure that children are receiving consistent, accurate messages from people that they can trust, feel confident to seek help and know who to turn to if they are worried about a relationship. Learning about how to use the internet and social media wisely and how and when to report anything that is potentially harmful, including online bullying are covered by the 1 Decision resources in key stage 1 and 2.

In key stage 2 (Year 5), children will learn about puberty. This is now part of the health curriculum, and parents/carers are not able to withdraw their child from this element. The guidance is clear that it expects puberty to be taught to children prior to onset so that they are prepared for the physical and emotional changes that it brings. Every conversation will be age-appropriate, and the content will be tailored to the cohort of children in that current year group, which can change year on year. To support the delivery of this topic 1 Decision have produced an age-appropriate video which explains the physical and emotional changes that children will experience at the onset, and during puberty.

In Year 6 children will cover the 'conception' unit relating to different sorts of relationships, the law, sexual intercourse, conception, pregnancy, and the birth of a baby. The aim of this lesson is to ensure that both boys and girls are prepared for the changes that adolescence brings and have all the skills and information that they need

prior to the transition to secondary school. To enhance this unit of work a nurse will also talk to the children. **Please refer to the 'right to withdraw' section in this document.**

For more information on subject content please refer below, where you will find knowledge organisers for each year group. Furthermore, you can look on the 1 Decision Parent and Carer Zone, see details below.



Language

Agreed list of vocabulary used in primary academies

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationship Love Security Stability Disagree	Bullying Mean Describe Teasing Threatening Advice Imagine Anti-bullying	Communicate Situation Penis Testicles Vagina Vulva Anus Private Part Appropriate	Nervous Scared Inappropriate Connection Civil Partnership Marriage	Puberty Hormone Anonymous question Vagina Vulva Ovaries Fallopian tube Penis Testicles Bladder	Conception Reproduction Consent Conceived Caesarean Foreskin Cervix Womb (Uterus) Urethra Fertilised IVF

5-8 MODULES	REL
YEAR 1	Baseline Assessment
	Friendship
YEAR 2	Bullying
	Body Language
YEAR 3	Touch
	Summative Assessment

8-11 MODULES	GAC
YEAR 4	Baseline Assessment
	Appropriate Touch (Relationships)
YEAR 5	Puberty
	Adults' & Children's Views
YEAR 6	Conception
	Summative Assessment

1decision PSHE Knowledge Organiser

Module: Relationships

Topic: Baseline Assessment and Friendship



Year
1

Key Facts

- Families are important for children growing up because they can give love, security and stability
- Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other
- Friendships are important in making us feel happy and secure
- Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

I will learn the following new words/phrases:

Relationship	A connection between two or more people or things.
Love	Strong feelings of affection for another person, activity, or object.
Security	Feeling safe and free from fear or danger.
Stability	Reliable or unlikely to change suddenly.
Disagree	To have a different opinion. The opposite of agree.

Ask me a question!

- What types of relationships are there?
- How can you show that you care about special people/things?
- What makes a good friend?
- What kind of things can friends fall out over or disagree about?
- What can we do if we fall out with our friends?

By the end of these topics, I should:

- understand different types of relationships
- understand how to be a good friend
- be able to recognise kind and thoughtful behaviours
- understand the importance of caring about other people's feelings
- be able to see a situation from another person's point of view



1decision

1decision PSHE Knowledge Organiser

Module: Relationships

Topic: Bullying and Body Language



Year
2

Key Facts

- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- It is important to take time to judge whether what you are feeling and how you are behaving is appropriate and proportionate
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

I will learn the following new words/phrases:

Bullying	A repeated aggressive or unkind behaviour.
Mean	Unkind, spiteful, or unfair.
Describe	To say or write what someone or something is like.
Teasing	To laugh at someone or say unkind things about them.
Threatening	Expressing a threat of something unpleasant or violent.
Advice	An opinion that someone offers you about what you should do or how you should act in a particular situation.
Imagine	To form or have a mental picture or idea of something.
Anti-bullying	Opposed to or acting against bullying.

By the end of these topics, I should:

- be able to name a range of feelings
- understand why we should care about other people's feelings
- be able to see and understand bullying behaviours
- know how to cope with these bullying behaviours
- be able to recognise and name a range of feelings
- understand that feelings can be shown without words
- be able to see a situation from another person's point of view
- understand why it is important to care about other people's feelings

Ask me a question!

- How might someone feel if they are being bullied?
- If you thought someone was being bullied, what could you do?
- How can you be kind to someone?
- What kind of things can friends fall out over or disagree about?
- What can we do if we fall out with our friends?



1decision

1decision PSHE Knowledge Organiser

Module: Relationships

Topic: Touch and Summative Assessment



Year
3

Key Facts

- It is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them
- It is important to seek help or advice if a relationship is making you feel unsafe or unhappy
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to understand how to report concerns or abuse

I will learn the following new words/phrases:

Communicate	To exchange or share information or ideas.
Situation	What is happening now.
Penis	The part of a male's body that is used for urinating.
Testicles	Two round male organs that produce sperm.
Vagina	The part of a woman's body that connects her outer organs to her uterus.
Vulva	External female genitalia that surround the opening to the vagina.
Anus	The external opening of the canal through which excrement leaves the body.
Private parts	A person's genitals.
Appropriate	Suitable or acceptable for a particular situation.

Ask me a question!

- Can you name the different human body parts?
- If you know of somebody who is upset about the way someone treats them, what could you do?
- If you feel uncomfortable in a relationship, who could you talk to?

By the end of these topics, I should:

- understand the difference between appropriate and inappropriate touch
- know why it is important to care about other people's feelings
- understand personal boundaries
- know who and how to ask for help
- be able to name human body parts



1decision PSHE Knowledge Organiser

Module: Growing and Changing

Topic: Baseline Assessment and Appropriate Touch (Relationships)



Year
4

Key Facts

- It is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them
- It is important to seek help or advice if a relationship is making you feel unsafe or unhappy
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to understand how to report concerns or abuse
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

I will learn the following new words/phrases:

Nervous	Being fearful, worried, or concerned about someone or an event.
Scared	Feeling fearful or frightened.
Inappropriate	Not right for or suited to the situation or purpose. Not appropriate.
Connection	The act of joining or being joined to something else.
Civil partnership	A civil partnership is a legal relationship which can be registered by two people who aren't related to each other.
Marriage	A formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally.

Ask me a question!

- What types of relationships are there?
- What can make a relationship healthy or unhealthy?
- What is the difference between secrets and surprises?
- How could you help someone who feels uncomfortable in a relationship?

By the end of these topics, I should:

- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

1decision PSHE Knowledge Organiser

Module: Growing and Changing
Topic: Puberty and Adults' & Children's Views



Year
5

Key Facts

- When you go through puberty, you will experience physical and emotional changes
- There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- There is advice available and steps we can take to support menstrual wellbeing

By the end of these topics, I should:

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

Ask me a question!

- What does the brain release in order for puberty to begin?
- What changes do females and males go through during puberty?
- How long do periods normally last?
- What coping strategies can help us through puberty?

I will learn the following new words/phrases:

Puberty	When a child matures physically and the reproductive system becomes active.
Hormone	A chemical substance made in the body, which controls the activity of other cells and organs.
Anonymous question	When someone asks a question without revealing their name or identity.
Vagina	A canal that leads from the female uterus to the outside of the body.
Vulva	External female genitalia that surround the opening to the vagina.
Ovaries	A reproductive organ where eggs are produced.
Fallopian tube	The tube where the female egg travels to the womb (uterus).
Penis	A male organ that urine and sperm pass through.
Testicles	Two male sex glands where sperm is produced.
Bladder	An organ inside the body where urine is stored.

1decision PSHE Knowledge Organiser

Module: Growing and Changing
Topic: Conception and Summative Assessment



Year
6

Key Facts

- 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
- Others people's families, either in school or in the wider world, sometimes look different from your family, but you should respect those differences and know that other children's families are also characterised by love and care for them

By the end of these topics, I should:

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

Ask me a question!

- Can you name at least three parts of the female reproductive system?
- Can you name at least three parts of the male reproductive system?
- What is the legal age of consent to have sex?
- Can you talk about the different stages of pregnancy?

I will learn the following new words/phrases:

Conception	The process of conceiving a baby.
Reproduction	The process by which living things create young or offspring.
Consent	To express willingness or approval.
Conceived	The fertilising of an egg by a sperm; beginning of pregnancy.
Caesarean	The surgical delivery of a baby that involves making incisions in the mother's abdominal wall and uterus.
Foreskin	A retractable fold of skin that covers the glans of the penis.
Cervix	The lower part of the uterus that opens into the vagina.
Womb (uterus)	Where a foetus, or baby, grows.
Urethra	The tube that carries urine from the bladder out of the body.
Fertilised	When a male's sperm enters a female's egg.
IVF	Fertilising an egg outside the body, in a laboratory dish, and then implanting it in a woman's uterus.

Appendix 2 RSE Secondary stage curriculum and outcomes

Families	• There are different types of committed stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing up children. • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership includes that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marrying before the age of 18 are illegal. • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	• The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.

	• What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, 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. • 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. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 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. .
Online safety and awareness	• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • 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. • 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. • 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. • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. 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. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
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	• How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. 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. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). • That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 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.
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. 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. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault. • 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. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. • 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. • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. • How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on
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	where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • 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. • 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. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms.

	• How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
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The National Curriculum for science covers:

Key stage 3

- 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, and
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception.
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), and
- Genes and sex determination in humans.

Appendix 3: Health education primary stage curriculum and outcomes

General wellbeing	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help. •
Wellbeing online	• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are

	unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • 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. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health..
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals.

	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. - About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. - Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	- About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. - The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body

	are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress..
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Appendix 4: Health education secondary stage curriculum and outcomes

Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • 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. • 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. • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. • How to critically evaluate which activities will contribute to their overall wellbeing. • 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. • 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. • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	• About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

	• 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. • 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. • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. • 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. • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. • 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.
Physical health and fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. • Factual information about the prevalence and characteristics of more serious health conditions. • That physical activity can promote wellbeing and combat stress. • The science relating to blood, organ and stem cell donation.
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. • The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit

	medicines, and the potential health harms, including the link to poor mental health. • 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. • The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. • 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. • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. • 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. • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. • The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. • 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.

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

	• Life-saving skills, including how to administer CPR. • The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health. • The facts about puberty, the changing adolescent body, including brain development. • 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. • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women..

Appendix 5: Parent Form: Withdrawal from Sex Education Within RSE

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

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	

Appendix 6 Equality Impact Assessment

Policy: Relationships Education, Relationships and Sex Education and Physical Health and Mental Wellbeing Policy

Date of Assessment: September 2026

Assessed by: COO

Groups affected:

- Students in RMAT academies
- Parents and carers
- Academy colleagues delivering or supporting the curriculum

Protected characteristics considered:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Potential positive impacts:

- Supports student safety, wellbeing and safeguarding.
- Promotes respect, equality and dignity across all protected characteristics.
- Provides inclusive and age-appropriate curriculum content.
- Ensures reasonable adjustments for students with SEND.
- Challenges prejudice, bullying and discrimination.
- Supports informed decision making and access to help.
- Provides clear processes for parental engagement and withdrawal where lawful.

Potential negative or unequal impacts:

- Risk of inconsistent delivery if colleague confidence varies.
- Risk of distress for some students if sensitive topics are not handled well.
- Cultural or religious beliefs may conflict with some curriculum elements.
- SEND students may face barriers if materials are not sufficiently adapted.
- Risk of exclusion if curriculum access is not appropriately differentiated.

Mitigating actions in place:

- Colleague training and professional development.
- Clear curriculum guidance and statutory alignment.
- Differentiated teaching approaches and reasonable adjustments.
- Safeguarding and pastoral support structures.
- Transparent communication with parents.
- Clear behaviour and anti-bullying expectations.

Monitoring and review:

- Curriculum delivery reviewed through leadership oversight.
- Student voice and feedback considered.
- Safeguarding concerns monitored and analysed.
- Complaints reviewed for equality themes.
- SEND access and participation reviewed regularly.
- EIA reviewed annually alongside policy review.

Conclusion:

The policy promotes equality of opportunity and inclusion. With existing controls, no unlawful discrimination is identified. Ongoing monitoring will ensure continued compliance and effective delivery.