



Relationships, Sex and Health Education (RSHE) Policy

September 2026

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Rationale

This policy outlines our school's approach to Relationship, Sex and Health Education (RSHE). Our RSHE programme is embedded within our Personal Development (PD) curriculum and addresses all outcomes documented in the statutory guidance from the Department for Education (DfE, July 2025) for RSHE.

Our PD programme builds on the RSHE that is taught in our partner primary schools. Our students are taught in an age and developmentally appropriate, inclusive way about intimate relationships, family relationships, friendships and other types of important relationships; with a focus on differentiating between healthy relationships and those that are unhealthy or harmful. The starting point for our RSHE programme is always the facts and applicable law; so that students are clear on their rights and responsibilities as citizens.

Aims of the RSHE Programme

The objectives of the RSHE programme at Tytherington School are to ensure that our young people:

- Are provided with the information and skills necessary to develop healthy, fulfilling and nurturing relationships.
- Can identify what healthy relationships look like in a range of contexts (i.e., intimate relationships, family relationships, friendships, relationships with colleagues, marriage and other types of long-term committed relationships).
- Can identify unhealthy, harmful and criminal behaviour that can occur in relationships (both online and offline) and understand where/how to seek advice and support.
- Understand how to stay safe, behave appropriately online and recognise the risks/dangers posed by the online world (including how/where to get support and report issues online).
- Understand how to be discerning consumers of online material.
- Understand how to maintain positive physical health and emotional well-being.
- Are well informed about the full range of contraceptive choices.
- Understand the facts about maintaining good sexual health.
- Know what the law says about the topics covered in RSHE, including issues relating to sexual consent.

- Understand the facts and choices in relation to reproductive health and pregnancy.
- Understand the positive effect that good relationships can have on physical and mental health, and emotional wellbeing.
- Understand how and where to access further advice relating to physical and sexual health and emotional well-being/mental health.
- Are well equipped to make decisions for themselves; whilst respecting the rights of others to make their own decisions.

We want our young people to understand that all individuals should be treated with fairness and respect, and our RSHE programme is driven by a school ethos and Core Values that promote respect, tolerance, acceptance, ambition and involvement as active members of the school and wider community.

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships and sex education, and health education compulsory in all state secondary schools. Parents have the right to request to withdraw their child from some/all elements of sex education that is not covered on the science national curriculum.

The curriculum and this policy have been updated to ensure that the requirements of the new DfE statutory Relationships, Sex and Health Education (July, 2025) is delivered through our school's Personal Development programme.

Policy Availability

This policy is available to parents, carers and others through the school website. If parents, carers or others require this policy in an alternative format then they should contact the Headteacher, Mr Botwe.

Policy Development

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

1. **Review** – Jemma Brereton to lead the review of the PD curriculum and policy on a yearly basis.
2. **Staff consultation** – key members of school staff were given the opportunity to evaluate our PD curriculum map and make recommendations. This included the Senior Leadership Team, Heads of Year, the pastoral and safeguarding team and the PD team.
3. **Parent/carers consultation** – parents were invited to complete a survey to share their views on the current PD curriculum and suggest areas for development.
4. **Student consultation** – student voice (KS3, KS4 and KS5) was carried out to evaluate our current PD curriculum and to make recommendations for development.
5. **Governor consultation** - school governors were invited to examine our draft policy and RSHE curriculum and to suggest recommendations.

Feedback staff, parents, students and governors was used to inform policy development and our PD curriculum map for 2026-2027. This helps to ensure that our RSHE provision meets the needs of the community that we serve.

6. **Approval** – the approval of this policy has been delegated by the Chair of Governors to the Headteacher, Mr Botwe.

Definition

RSHE related to the emotional, physical, social and cultural development of our students, and involves learning about relationships,

sexual health, sexuality, healthy lifestyles, safety, tolerance and diversity.

RSHE involves a combination of sharing information (i.e., the facts and relevant laws) and exploring issues and values.

RSHE **is NOT** about the promotion of sexual activity.

Although it is difficult to separate out sex, relationships and health education, some guidance has been given below:

Relationships education (R) – consideration of healthy, safe and respectful interactions with others across a range of contexts (e.g., friendships, family, intimate relationships, professional relationships: both online and offline.).

Sex education (S) – consideration of topics relating to puberty, sexual reproduction, relevant legislation in relation to sexual activity, harmful sexual behaviour, and consent.

Health education (H) – consideration of how to maintain positive physical, sexual and mental health, and where to seek support for health concerns and advice.

Living in the Wider World (L) – consideration of statutory Citizenship topics, supporting increasing independence and next steps as a young person/adult, careers, and making a positive contribution to society.

Delivery of RSHE

RSHE is largely taught within the Personal Development (PD) curriculum at Tytherington School. Biological aspects of RSHE are also embedded in the Science curriculum, and other aspects are included in Religious Studies (RS), Computer Science and other subjects. A thorough curriculum audit has been carried out to avoid unnecessary duplication of content across subjects.

From September 2026, students in years 9 and 10 will have a weekly PD lesson, and students in all other years (including sixth form) will have a fortnightly lesson. This is also complemented with some tutor time sessions, assemblies and 'off-timetable' sessions where students receive specialist input from trained professionals and other organisations/groups (e.g., Cheshire Fire and Rescue, the Police, Change, Grow, Live). This curriculum is planned/monitored/evaluated by the Head of Personal Development (Jemma Brereton) and is delivered by a core team of PD teaching staff.

Curriculum

Our RSHE curriculum has been carefully planned to ensure that it addresses all the 2025 statutory DfE outcomes. It has been developed in consultation with parents, students, staff and governors to ensure that it meets the needs of the young people at Tytherington School, and local community.

RSHE is taught through a 'spiral programme' whereby reoccurring themes are revisited regularly to extend and deepen learning; in an age and developmentally appropriate manner.

RSHE is carefully embedded throughout our Personal Development curriculum. **Appendix 1** shows our **curriculum overview** for Personal Development (years 7-13) and **Appendix 2** shows the specific **DfE outcomes for the delivery of RSHE in secondary schools**.

Relationships (R), sex (S) and health (H) education topics are often very integrated; however the curriculum overview (appendix 1) does endeavour to indicate which theme each lesson is categorised as.

Although we have a clear map of our RSHE curriculum, it is important to note we are flexible and responsive to current school, community, national and international issues that affect the lives of our young people.

Curriculum Materials - Access

All resources that are used with students in their PD lessons are created by specialist teaching staff. We do not rely on a specific organisation to provide our resources and instead we combine our own materials with resources from the PSHE Association and organisations such as the NHS (e.g., in relation to vaping) and Brook Sexual Health Charity (e.g., in relation to contraception). The emphasis is always on providing our students with impartial information so they can make informed choice (to stay healthy and safe) and are aware of the relevant laws. Parents are kept updated about what their children are studying in PD through a letter at the beginning of each academic year, and a detailed fortnightly bulletin in the Headteacher's Notes. If parents would like to view resources that are used for any lesson, they should email Jemma Brereton (jbrereton@tytheringtonschool) who will provide them readily and discuss any queries via phone call, meeting or email.

Creating and Safe and Supportive Learning Environment

When teaching RSHE it is crucial to establish a safe learning environment. This is largely facilitated through establishing clear 'ground rules' with the students, which are revisited every lesson. Students are also reminded about the importance of confidentiality and safeguarding.

a) Dealing with difficult questions

It is important that our students feel comfortable to ask questions and that their questions are valued. However, it may not always be appropriate to answer questions immediately and/or on a whole class basis; therefore, the following techniques are used to deal with difficult questions:

- Teachers can ask the student to wait for an answer to allow them to gather appropriate information and to consult with colleagues to construct a response.
- The use of an anonymous question box where pupils who are not comfortable in asking questions in an open setting may ask questions to be responded to later. The teacher can also filter questions as appropriate.
- The use of 'ground rules' to clarify boundaries for the nature of questions; including that students should not reveal personal information in class but speak to someone they trust after the lesson (e.g., school nurse, teacher, parent, member of the safeguarding team) and the importance of using appropriate terminology.
- If a question is asked that raises a safeguarding/child protection concern, then the school's safeguarding procedure should be followed.
- Teachers must not answer personal questions and/or to reveal personal information.

b) Dealing with difficult topics

All topics are delivered in an age appropriate manner, with a clear focus on the facts and the law. The Head of Personal Development is trained in Psychology and PSHE and is experienced in the delivery of RSHE in secondary schools.

When a topic requires more specialist input, qualified professionals (e.g., Cheshire Fire and Safety, Change, Grow, Live) are invited into school to deliver presentations/workshops to our young people.

The Head of Department attends regular training from the PSHE Association to keep abreast of curriculum changes and to assist in the delivery of difficult topics. This is shared regularly with the team and wider school staff.

c) Confidentiality and handling disclosures

Students are made aware that teachers cannot offer complete confidentiality. In accordance with the school's safeguarding policy and procedure, if a young person indicates that they may be vulnerable and/or at risk then this information will be passed on to the school's designated safeguarding lead (Mr Dale) and deputy designated safeguarding lead (Mr Nuttall) or if not available, a member of SLT, without delay (Mr Pilbury, Mr Botwe, Mrs Pugh, Ms Roe). An accurate written record will be made of the concerns on the same working day (on CPOMS). Tytherington School's safeguarding policy and procedure will be followed thereafter.

Entitlement and Equality of Opportunity, including LGBTQ+

In accordance with Tytherington School's Equality Policy and the Equality Act (2010), the RSHE curriculum promotes the needs and interests of *all* pupils (irrespective of sex, race, religion or belief, sexual orientation, gender reassignment, disability, pregnancy or maternity).

Teaching considers the age, ability, readiness, and varying familial and cultural backgrounds of the young people at Tytherington School; ensuring they can all access a curriculum that is relevant to their lives. The teaching of RSHE is embedded within the Personal Development curriculum which is used as a mechanism to develop pupils' understanding of diversity issues and to actively promote equality for all.

Our RSHE curriculum aims to ensure that the needs of our LGBTQ+ students are appropriately met, and that **all** our students understand the importance of equality and respect. Teaching about LGBTQ+ is fully

integrated across the RSHE curriculum in a timely, age appropriate manner. We also run a weekly LGBTQ+ group to support our LGBTQ+ community. This is an informal, supportive group that also works on projects to increase inclusivity across the school.

RSHE and pupils with SEND

All students in our school have access to our RSHE curriculum. It is important that all students have access to the same curriculum, however teaching is adapted by individual teachers to meet the needs of their students. To ensure that our curriculum is accessible to our young people with SEND and supports them in meeting the 'Preparing for Adulthood' outcomes in the SEND code of practice (2014), the following strategies are used:

- Quality First teaching.
- Scaffolding and chunking of learning
- Resource/task adaptation according to need.
- Appropriate and effective use of Teaching Assistants.
- Ensuring that all young people have access to the resources they need to allow them to access the curriculum (e.g., laptops, coloured paper etc).
- Inclusion by design – consideration of seating plan, use of Mini whiteboards, questioning
- Pupil voice questionnaires.
- Communication with parents/carers.
- PD LINKS classes in years 7, 8, 9 and 10.

Some students might struggle with the nature of some of the topics covered in PD, however the Head of Department works closely with the Hub to ensure that students access curriculum materials and are supported in getting into lessons. This is especially important for young people with SEND who might be more vulnerable to harmful behaviour.

Roles and Responsibilities

a) The Governing Body

The Governing Body has delegated the approval of this policy to Mr Botwe (the Headteacher) and will hold the Headteacher to account for its implementation.

b) The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing parent/carer requests to withdraw pupils from non-statutory components of sex education.

c) Staff

Staff are responsible for:

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

d) Students

Students are expected to engage appropriately in RSHE (unless withdrawn from the non-statutory aspects of sex education – see below) and follow the ground rules which are re-visited at the beginning of every lesson. They should always demonstrate self-respect and show respect and sensitivity towards all others.

Parents' Right to Request to Withdraw

Parents/carers have the right to make a **request** to withdraw their child from the **elements of sex education** (that are not relationships or health education and not covered in the science curriculum) up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will accommodate this. Our curriculum has been very carefully designed and the vast majority is linked to statutory sex education covered in the Science curriculum (SS) relationships (R) and health (H). Please see appendix 1 for the lessons that parents can make a request to withdraw their child from (lesson 1 and 2, spring term, year 10). These two lessons relate to gender based violence and sexual harassment and abuse – the main focus is on unhealthy and unsafe relationships (and the law), however there are some brief references to sexual activity.

If parents/carers do wish to request to withdraw their child from these lessons then in the first instance they should contact Miss Brereton (j.brereton@tytheringtonschool.co.uk) who will send out the form documented in **Appendix 3** of this policy. This form should be completed and returned to Miss Brereton who will pass on the request to Mr Botwe, the Headteacher. Mr Botwe will discuss requests with parents/carers (including the benefits of receiving this education) and make the final decision.

Pupils who are withdrawn will be provided with alternative work to in a supervised location in school.

There is no right to withdraw from Sex Education topics that are covered on the Science curriculum, Relationships Education, Health Education or statutory Citizenship topics.

Training

The Head of Personal Development is a member of the PSHE Association which provides support, training and resources on the effective delivery of RSHE in secondary schools. This information and resources are disseminated amongst PD teaching staff to ensure they are appropriately supported. All teaching and support staff have access to the statutory DfE guidance for RSHE and where appropriate, outside speakers/professionals are invited into school to provide support and training to staff delivering RSHE in school. The Head of Department also provides relevant CPD during departmental meetings.

Signposting

In RSHE lessons our students are regularly provided with information regarding people/organisations (both in and out of school) from whom they can seek further support/advice. This includes:

- The school's safeguarding team
- The school's inclusion team (The Hub, Links team) and pastoral team
- Form tutors and the PD team
- Childline (<https://www.childline.org.uk/>) 0800 1111
- Child Exploitation and Online Protection (CEOP) – (<https://www.ceop.police.uk/safety-centre/>)
- Sexwise (<https://www.sexwise.fpa.org.uk/>)
- Disrespect NoBody (<https://www.disrespectnobody.co.uk/>)

- Just DropIn (<http://www.justdropin.co.uk/>)
- Water's Green Medical Centre: Sexual Health Clinic (<https://livewellservices.cheshireeast.gov.uk/Services/3602>)
- Brook (<https://www.brook.org.uk/>)
- Change, Grow, Live (<https://www.changegrowlive.org/drug-alcohol-service-cheshire-east/macclesfield>)

Assessment and Monitoring of Student Progress

We have developed formative methods for assessing individual student progress in PD and student progress and attitude to learning is reported to parents via monitoring reports. We have also developed methods for assessing whole school impact. Please refer to the table below:

<u>Student progress – teacher level</u> • Evidenced through regular formative assessment opportunities throughout each lesson. • Pupil engagement and behaviour in lessons. • Quality of discussions in lessons. • At the end of each lesson, students consider the real-life impact by sharing at least two ways the lesson might help them with now or in the future, in real life.
<u>Head of Department Level</u> • Regular lesson drop ins and book looks; including conversations with pupils to talk through their learning/books. • Feedback from staff during departmental meetings. • Termly pupil voice/focus groups to assess the impact of PD and ensure pupil views are incorporated into curriculum planning. • Participation in diversity groups (e.g., LGBTQ+ and Women's group)
<u>Whole school/community level</u> • Termly staff voice/focus group (including a broad range of staff across the school) to consider the whole school impact of PD. • Yearly parent survey to gather information on the impact of PD at home/community and to gain parental views on topics to include in our curriculum. • Feedback and suggestions from school governors. • Participation in charity events and community/volunteering opportunities.

Health and Wellbeing: Suicide Prevention

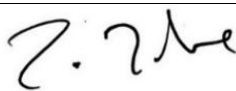
The DfE RSHE guidance states that secondary schools should also consider how to safely address suicide prevention. Many aspects of this are addressed through the comprehensive **mental wellbeing curriculum** that is embedded throughout the Personal Development Curriculum, including discussions with students relating to loneliness, isolation and bullying, and how to cope when things in life go wrong. Students are also regularly signposted in lessons to people and organisations that can support them (in terms of mental health) or if they are concerned about another person. Sources of support are also signposted on the wellbeing section of the student hub (link below):

<https://tytheringtonsch.sharepoint.com/sites/StudentHub/SitePages/Wellbeing.aspx>

As with any concerns relating to students, if school staff are concerned about the mental wellbeing of a student then this is reported and logged through CPOMS.

Review

This policy will be reviewed formally every 3 years to ensure that it meets the needs of our young people, staff and parents/carers, and that it is in line with the DfE guidance and advice. The policy will be considered annually by Jemma Brereton and approved by the Headteacher, Mr Botwe.

Approved by:	Emmanuel Botwe
Date approved:	2 nd September 2026
Signed:	
Next annual review:	September 2028
Date for formal review:	September 2027

Appendix 1 – Personal Development Curriculum Overview 2026 - 2027

Key Stage 3

R = Relationships Education

H = Health Education

L = Living in the Wider World/Citizenship

SS = statutory sex education

	<u>Autumn Term (Discrete PD lessons)</u>	<u>Spring Term (Discrete PD lessons)</u>	<u>Summer Term (Discrete PD lessons)</u>	<u>Tutor Time</u>	<u>Additional sessions</u>
Year 7	<u>Healthy Body, Healthy Mind & Online Safety</u> Lesson 1 – Phones: prioritising well-being and online safety (R, H, L) Lesson 2 – The Importance of Healthy Eating. (H) Lesson 3 – The Importance of Exercise and Sleep for physical and mental well-being. (H) Lesson 4 – Mental health and Happiness. (H) Lesson 5 – The dangers and risks of AI (R, L) Lesson 6 – Changing Bodies (1) (SS) Lesson 7 – Changing Bodies (2) (SS)	<u>Relationships and Safety</u> Lesson 1 – Healthy Friendships (R) Lesson 2 – Family diversity (including LGBTQ+). (R) Lesson 3 – First relationships: love, romance, and new feelings (including LGBTQ+) (R) Lesson 4 – Bullying, including cyberbullying. (R) Lesson 5 – Tackling prejudice and discrimination (racism and homophobia focus). (R, L) Lesson 6 – The safety of women and girls (sexism and sexual harassment focus) (R, L)	<u>Safety and British Citizenship</u> Lesson 1 – Personal safety – roads, railways and water. (H, L) Lesson 2 – What being British means/British values. (R, L) Lesson 3 – Democracy in the UK. (R, L) Lesson 4 – Individual Liberties of UK citizens. (R, L) Lesson 5 – Religious tolerance (R, L) Lesson 6 – Multicultural Britain (R, L)	<u>Virtual sessions</u> JB - virtual sessions to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month) <u>Statutory Citizenship</u> Taking Action – form groups work collaboratively to support charitable causes throughout the year.	<u>Additional sessions/assemblies:</u> 1. Online safety (police) 2. Risks associated with vaping 3. Personal hygiene and dental health assembly 4. Disability awareness assembly 5. Water safety 6. British Values 7. Protected Characteristics 8. Knife crime 9. County Lines
Year 8	<u>Wellbeing, Diversity and Safety</u> Lesson 1 – Online behaviour: rights and responsibilities, risks and social media (R, L)	<u>Harmful substances and Exploitation</u> Lesson 1 – Smoking (H) Lesson 2 – The risks associated with vaping (H)	<u>Equality and Political Systems</u> Lesson 1 – The Equality act and Protected Characteristics. (R, L) Lesson 2 – Tackling racism (R, L)	<u>Living in the Wider World</u> <u>Virtual sessions</u> JB - virtual sessions to address topics/issues when they arise & mark PSHE	<u>Additional sessions/assemblies:</u> 1. Online safety (police) 2. Risks associated with vaping

	Lesson 2 – Body Image and Self-Esteem. (R, H) Lesson 3 – Recognising the signs and symptoms of mental well-being concerns. (H) Lesson 4 – Menstrual health and Wellbeing (H, R) Lesson 5 – CPR and Defibrillators (H) Lesson 6 – Introduction to Recognising Unhealthy and Unsafe Relationships (online and offline) (R) Lesson 7 – Tackling sexual harassment (R, L)	Lesson 3 – Alcohol Awareness (H) Lesson 4 – Drugs Education (1) (H) Lesson 5 – Drugs Education (2) (H) Lesson 6 – Managing Peer Influence and Criminal Exploitation (County Lines) (R, H)	Lesson 3 – Tackling gender stereotypes. (R, L) Lesson 4 – The Role of Parliament and the Monarch. (L) Lesson 5 – Voting and Elections. (L) Lesson 6 – The legal system in the UK (L)	awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month) Statutory Citizenship Taking Action – form groups to work collaboratively to support charitable causes throughout the year.	3. Personal hygiene and dental health assembly 4. Disability awareness assembly 5. Water safety assembly plus session from Cheshire Fire and Rescue. 6. British Values 7. Protected Characteristics 8. Knife crime 9. County Lines
Year 9	Relationships and Sex Education Lesson 1 – Reproduction and Fertility: The Facts. (R, SS) Lesson 2 – Love and Healthy Intimate Relationships (including LGBTQ+). (R) Lesson 3 – Consent – what is consent and what's the law? (R, L) Lesson 4 – Consent – ethics, power and inequality. (R) Lesson 5 – Contraception (1) (R, H) Lesson 6 – Contraception (2) (R, H) Lesson 7 – Sexually Transmitted Diseases and Infections. (R, H) Lesson 8 – Sexually Transmitted Diseases and Infections. (R, H)	Online safety Lesson 1 – Online behaviour: rights and responsibilities, risks and social media. (L) Lesson 2 – Circulation of Online Material (L) Lesson 3 – Online Scams (L) Lesson 4 – Sextortion (R, L) Lesson 5 – Your Data, Online (L) Lesson 6 – How to be a discerning online consumer (L) Lesson 7 – A Distorted Online World (L, H) Lesson 8 – The Impact of Social Media on Relationships. (R, L) Lesson 9 – Online Gaming and Gambling (H, L) Lesson 10 – AI Chatbots (R, H, L) Lesson 11 – Digital Deception: Deepfakes (R, H, L)	Living in the Wider World and Respectful Relationships Lesson 1 – Communicating Respectfully. (R, L) Lesson 2 – Dealing with conflict and ending relationships (R) Lesson 3 – Domestic Abuse (R) Lesson 4 – Responsibilities of Bystanders (R, L) Lesson 5 – Brain development and behaviour (R, L) Lesson 6 – Behaviour in Public Spaces – Personal Safety and Strangers. (R, L) Lesson 7 – British Values (R, L) Lesson 8 – Human Rights. (R, L) Lesson 9 – Democracy and other Systems of Government. (L) Lesson 10 – Different Electoral Systems. (L)	Virtual sessions JB - virtual sessions to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month) Statutory Citizenship Taking Action – form groups work collaboratively to support charitable causes throughout the year.	Additional sessions/assemblies 1. Guided choices process. 2. Drugs and alcohol extended assembly - CGL 3. Online safety (police) 4. Risks associated with vaping 5. Disability awareness assembly 6. Water safety assembly 7. British Values 8. Protected Characteristics 9. Knife crime 10. County Lines

	Lesson 9 – Managing Sexual Pressure. (R) Lesson 10 - The Dangers and Risks associated with sexually explicit images and videos. (R, H) Lesson 11 – Expectations vs. Reality. (R, H) Lesson 12 – Recognising Unhealthy and Unsafe Relationships – CSE, grooming and abuse. (R, H, L) Lesson 13 – Recognising unhealthy and unsafe relationships – honour-based violence and forced marriage (R, H, L) Lesson 14 – Recognising unhealthy and unsafe relationships – FGM, virginity testing and hymenoplasty. (R, H, L)	Lesson 12 – Extremism and Radicalisation (misogyny focus) (R, H, L)	Lesson 11 – Government Income and Spending (L) Lesson 12 – UK and the Wider World. (L)		
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Key Stage 4

R = Relationships Education

H = Health Education

L = Living in the Wider World/Citizenship

SS = statutory sex education

NSS = non statutory sex education (can request to withdraw)

	<u>Autumn Term (Discrete PD lessons)</u>	<u>Spring Term (Discrete PD lessons)</u>	<u>Summer Term (Discrete PD lessons)</u>	<u>Tutor Time</u>	<u>Additional sessions</u>
Year 10	<u>Mental Wellbeing and Safety</u> Lesson 1 – Expressing Emotions (H, R) Lesson 2 – Managing difficult emotions (H, R) Lesson 3 – Self Esteem (H, R) Lesson 4 – Overcoming Barriers to Participation (H, R) Lesson 5 – Common types of mental health problems (H) Lesson 6 – Tackling the stigma of men’s mental health (R, H) Lesson 7 – What does it mean to be a modern man? (R, L) Lesson 8 – Gambling and Mental Health (H, L) Lesson 9 – Addictive substances and Mental Health (H, R) Lesson 10 – The impact of drugs/alcohol on risk taking and personal safety. (H, L) Lesson 11 – Crime, gangs, and county lines. (R, H, L) Lesson 12 – Spiking (H, R)	<u>Relationships and Sex Education & Health</u> Lesson 1 – Gender Based Violence. (R, NSS) Lesson 2 – Sexual Harassment, abuse, and violence: The consequences. (R, NSS) Lesson 3 – The Dangers of Pornography (R, H) Lesson 4 – Types of Committed, Long-term Relationships (R, L) Lesson 5 – How relationships Change Over Time (R, L) Lesson 6 – Fertility and routes to parenthood. (R, H) Lesson 7 – Pregnancy (H) Lesson 8 – Roles and Responsibilities of Parents (R, L) Lesson 9 – Pregnancy Loss (R, H) Lesson 10 - Choices in relation to pregnancy (H, R) Lesson 11 – Tackling Stigma about HIV (H, R, L) Lesson 12 – Gynaecological Health (H)	<u>Living in the Wider World and Health</u> Lesson 1 – Financial Exploitation (R, L) Lesson 2 – A* behaviour in the community. (R, L) Lesson 3 – Knife Crime (L) Lesson 4 – Dangers of Stereotypes (L, R) Lesson 5 – Accepting and valuing diversity. (L, R) Lesson 6 – Protected Characteristics: Sexuality and Gender Reassignment (L, R) Lesson 7 – Exploring differences in the way our brains work (neurodiversity focus) (L, R) Lesson 8 – Navigating Local Health Care Systems (H, L) Lesson 9 – Personal Hygiene, Bacteria and Viruses. (H) Lesson 10 –Vaccination and Immunisation (H) Lesson 11 – Blood, Organ and Stem Cell Donation (H)	<u>Virtual sessions</u> JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month) <u>Statutory Citizenship</u> Taking Action – form groups work collaboratively to support charitable causes throughout the year.	<u>Additional sessions:</u> 1. Careers fair. 2. Work experience prep 3. Road safety session – extended assembly from Cheshire Fire and Safety 4. Extended assembly on Vaping (CGL) 5. Online safety (police) 6. Risks associated with vaping 7. Disability awareness assembly 8. Water safety assembly 9. British Values 10. Protected Characteristics 11. Knife crime 12. County Lines

	Lesson 13 - Illegal Online Behaviours (R, L) Lesson 14 – Drugs Education (H, L)		Lesson 12 – Basic Treatment for Minor Injuries. (H)		
Year 11	<u>Health and Wellbeing (online and offline) (1)</u> Lesson 1 – The Sleep Factor (H) Lesson 2 – self-examination and screening. (H, R) Lesson 3 – CPR and the use of Defibrillators (H) Lesson 4 – Extremism and radicalisation (2) (R, L) <u>Living in the Wider World</u> Lesson 5 – how do I write a CV? (L) Lesson 6 – Post 16 options and applications (including interview skills) (L) Lesson 7 – Part-time jobs – contracts, pay-slips, tax, rights, and responsibilities. (L)	<u>Relationships and Sex Education</u> Lesson 1 – Healthy, romantic relationships. (R) Lesson 2 – Authentic consent vs. pressure, manipulation, and coercion. (R) Lesson 3 – Dealing with relationship break ups. (R) Lesson 4 – Grief and bereavement. (R, H, L) Lesson 5 – Changes in later life (Menopause). (H, L) Lesson 6 – Recognising unhealthy and unsafe relationships – domestic abuse . (R)	<u>Living in the Wider World</u> Lesson 1 – Exercise and diet – what is healthy? (H) Lesson 2 – Becoming an adult: housing, bills and income (L) Lesson 3 – Mental health throughout life/post-school. (H, L) FINISH FOR STUDY LEAVE	<u>Virtual PD</u> JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month, managing exam stress) <u>Statutory Citizenship</u> Taking Action – form groups to work collaboratively to support charitable causes throughout the year.	<u>Additional sessions</u> 1. Post 16 interviews etc. 2. Input on careers/post-16 options. 3. Online safety (police) 4. Risks associated with vaping 5. Disability awareness assembly 6. Water safety assembly 7. British Values 8. Protected Characteristics 9. Knife crime 10. County Lines

Key Stage 5

R = Relationships Education

H = Health Education

L = Living in the Wider World/Citizenship

	<u>Autumn Term (Discrete PD lessons)</u>	<u>Spring Term (Discrete PD lessons)</u>	<u>Summer Term (Discrete PD lessons)</u>	<u>Tutor Time</u>	<u>Additional sessions</u>
<u>Year 12</u>	<u>Wellbeing and The Wider World</u> Lesson 1 – What makes an A* Tytherington Sixth Form student? (R, L) Lesson 2 – Balancing the demands of studying, part-time work, and personal life. (R, L, H) Lesson 3 – Becoming an adult – what deductions are taken from my wage and why? (L) Lesson 4 – Staying safe when socialising – home and away – binge drinking/spiking. (H, R, L) Lesson 5 – CPR and the use of Defibrillators (H) Lesson 6 – Mental Health as a Young Adult (H, L) Lesson 7 – Tackling sexual harassment in the workplace. (R, L)	<u>RSHE, Safety and Diversity</u> Lesson 1 – Consent: revisited (R) Lesson 2 – Contraception and STIs/STDs: revisited. (H) Lesson 3 - The dangers/risks of pornography. (R, H, S) Lesson 4 – Tackling Misogyny (online/AI focus) (R, L) Lesson 5 – Safety at Festivals – drugs and alcohol (CGL) (R, H, L) Lesson 6 - Exploring differences in the way our brains work (neurodiversity focus). (R, L, H)	<u>Living in the Wider World</u> Lesson 1 – Homelessness (L) Lesson 2 – An overview of the UCAS application process . (L) Lesson 3 – Professionalism (L) Lesson 4 – Staying safe when socialising – home and away – holidays (2) (R, L, H) Lesson 5 – Becoming an adult – housing, bills and income. (L) Lesson 6 – WORK EXPERIENCE (L)	<u>Virtual PD</u> JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month, managing exam stress) <u>Statutory Citizenship</u> Taking Action – form groups to work collaboratively to support charitable causes throughout the year.	<u>Additional sessions:</u> • UCAS fair • UCAS day with tutor • Post 18 guidance • Risks associated with vaping • Disability awareness assembly • Water safety assembly • British Values • Protected Characteristics • Knife crime • County Lines

<u>Year 13</u>	<u>Wellbeing and Living in The Wider World</u> Lesson 1 – Performance under pressure (L) Lesson 2 – Voting. (L) Lesson 3 - Living away from Home (L, H) Lesson 4 – Online Risks (R, L) Lesson 5 – Online subcultures and extremism (R, L) Lesson 6 – Social media algorithms (R, L) Lesson 7 – Mental health as a young adult (H, R, L)	<u>Wellbeing and Living in the Wider World</u> Lesson 1 – CPR and the use of Defibrillators (H) Lesson 2 – The Sleep Factor (H) Lesson 3 – Gynaecological Health (H) Lesson 4 – Tackling the Stigma around HIV (R, H, L) Lesson 5 – Addiction (H, R, L) Lesson 6 – Messages to your year 7 self (R, L)	<u>Living in the Wider World</u> Year 13 finish PD lessons ahead of A Level exams	<u>Virtual PD</u> JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month, managing exam stress) <u>Statutory Citizenship</u> Taking Action – form groups to work collaboratively to support charitable causes throughout the year.	<u>Additional sessions</u> • Risks associated with vaping • Disability awareness assembly • Water safety assembly • British Values • Protected Characteristics • Knife crime • County Lines
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Appendix 2 – DfE Statutory Outcomes for RSHE in Secondary Schools (July, 2025 document)

Secondary relationships and sex education curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. 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.
8. 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

Curriculum content:

1. 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.
2. 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.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. 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.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.

8. 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.
9. 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.
10. 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.
11. 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.
12. 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

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. 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.
3. 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.
4. 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.
5. 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.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹
7. 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.
8. 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.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. 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.

11. 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.

12. How information and data is generated, collected, shared and used online.

13. 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).

14. 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.

15. 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

Curriculum content:

1. 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.

2. 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.

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

4. 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.

5. 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.

6. 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.

7. The concepts and laws relating to sexual violence, including rape and sexual assault.

8. 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.

9. The concepts and laws relating to domestic abuse, including controlling or coercive

behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰

10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.

11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

12. The concepts and laws relating to forced marriage.

13. 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.

14. 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.

15. 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.

16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.

2. 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.

3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.

4. 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.

5. That some sexual behaviours can be harmful.

6. 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.

7. 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.

8. 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

9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.

10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.

11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.

12. 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.

Secondary health and wellbeing curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. 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.
4. 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.
5. 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.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. 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.
8. 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.
9. 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

Curriculum content:

1. 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.
2. 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.
3. 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.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. 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.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or

purchasing of illicit drugs online.

7. 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

Curriculum content:

1. 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.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. 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.
2. The law relating to the supply and possession of illegal substances.
3. 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.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. 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.
7. 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

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. 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.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. 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.

6. 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.

7. 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.

8. 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.

9. 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

Curriculum content:

1. 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).

2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

3. 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.

4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

5. 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).

6. 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

Curriculum content:

1. Basic treatment for common injuries and ailments.

2. Life-saving skills, including how to administer CPR.¹¹

3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.

2. The facts about puberty, the changing adolescent body, including brain development.

3. 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.

4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 3: Parent form: withdrawal from sex education within RSHE

To be completed by the parent/carer and returned to Miss Brereton
(jbrereton@tytheringtonschool.co.uk)

TO BE COMPLETED BY PARENT/CARER			
Name of child		Tutor group	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	
Headteacher signature and date	

