WEST HATCH HIGH SCHOOL

THE BEST THAT I CAN BE

Relationships, Sex Education and Health Education (RSHE) Policy

Policy Date	October 2026
Policy to be reviewed	October 2027

Signed by the Headteacher

Ratified by the Chair of Governors

Signed:

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1. Aims

The aims of relationships and sex education (RSHE) at West Hatch High School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our aim West Hatch is to offer a programme of Relationships, Sex and Health Education that sets information within an atmosphere of care for and trust in one another, and for teachers involved in teaching to be as sensitive as possible to the differing needs and the rates and directions of development of each student. The curriculum continues to be designed with age-appropriate education at the centre of its structure. Our RSHE curriculum is aligned with the revised statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, which came into effect on 1 September 2026. The RSHE programme at West Hatch High School reflects the school ethos, demonstrates, and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility towards their family, friends, school and wider community

2. Statutory requirements

As a secondary academy, we must provide Relationships and Sex Education (RSE) to all pupils and Health Education in accordance with 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. We must have regard to the Department for Education statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This policy was developed in response to:

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance (DfE, 2026)**
- **Keeping Children Safe in Education (DfE, 2026)**
- **Equality Act 2010: advice for schools**
- **Special educational needs and disability code of practice: 0 to 25 years**
- **Preventing bullying (DfE, updated 2026)**
- **Preventing and tackling the bullying and harassment of school staff (DfE, 2026)**

3. Definition

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care for family life. It involves acquiring information, developing essential skills, and forming positive beliefs, values, and attitudes. RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

Health Education - Physical Health and Wellbeing

This builds on the primary content to enable students to understand their changing bodies, including menstrual wellbeing and their feelings to further the language they use to talk about their bodies, health, and emotional norms. In addition to understanding variations in emotions and physical complaints and where health, wellbeing issues and concerns begin. Health education enables making the connections between physical and emotional changes for all students (regardless of gender and identity), the impact on physical health and wellbeing, their capacity to learn and maintain their mental health and wellbeing. The purpose of RSE is to give young people

the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is.

4.Curriculum

The PSHE department uses the PSHE Programme of Study provided by the PSHE Association and endorsed by the Department of Education. Please see topic overview below.
Our RSHE curriculum is set out as per Appendix 1, but we may amend curriculum content to respond to the context and issues affecting pupils in an age-appropriate manner. The curriculum will be informed by meaningful engagement with pupils and by consultation with parents/carers when this policy is developed or reviewed. Parents/carers will be informed of any significant deviation from the published policy and relevant materials will be made available to them on request.

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSHE

West Hatch acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSHE will be set in the context of a wider whole-school approach to supporting Students to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex education will complement and be supported by wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, and safeguarding. The curriculum on Health Education will be supported through healthy lifestyles through Physical Education, Food Technology, Science, and extra-curricular sporting activities.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. Delivery will be positive, relevant and responsive to pupils' age, stage and local context, and will avoid language that normalises harmful behaviour or reinforces harmful stereotypes.

RSHE will be delivered through:

- Tutor Groups and related pastoral programme
- Assemblies
- Whole school Sessions
- External speakers, dramas, and agencies
- Interactive workshops

RSHE 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

Sensitive health topics
Where the school addresses suicide prevention directly with secondary-aged pupils, it will consult appropriate mental health professionals and ensure that staff delivering the content have suitable evidence-based training. Teaching will use accurate, straightforward and age-appropriate language and will not include methods or instructions relating to self-harm or suicide, or material likely to signpost pupils towards harmful content. A similarly careful approach will be taken to eating disorders and other specialised mental-health topics.

a) Planning
The Head of PSEC has responsibility for the overall planning, implementation and review of the programme.

b) Delivery

Delivery will ensure that:
- A safe learning environment is established in which open and non-judgemental discussions can take place.
- a group agreement is developed to ensure that acceptable boundaries for discussion are identified that safeguard young people.
- one-to-one work also acknowledges the need for boundaries and supportive frameworks
- we respect privacy and confidentiality of young people within the boundaries of child protection and informing young people of these rights.
- methods are used that encourages children and young people to participate in their learning
- links are made between information and advice services.

c) Teaching approaches
A variety of approaches e.g., experiential and active learning techniques, are used to give pupils relevant information, to enable moral issues to be explored through discussion, and to acquire appropriate skills. All staff are responsible for modelling positive behaviour, identifying and challenging prejudice, and being conscious of everyday sexism, misogyny, homophobia and stereotypes. Staff will challenge harmful ideas without stigmatising individuals or suggesting that boys or men are inevitably perpetrators or that girls or women are inevitably victims.

Special attention is given to differentiate teaching so that the needs of all pupils are met wherever possible. These differentiated needs may be in terms of emotional and physical development, life experiences, literacy levels and learning difficulties.

d) Pupil groupings
Pupils are taught in mixed ability and mixed gender groups for the majority of the RSHE programme. However, when there is a specific need (e.g. sensitivity of the topic), arrangements may be made to teach pupils in alternative appropriate groupings, including single-sex groupings. Any such arrangement will be made carefully and will avoid stigmatising pupils or implying that responsibility for preventing abuse rests with potential victims.

e) Resources
A wide range of teaching resources to support the delivery of the programme is available for teachers through the PSEC Head of Department. We will show parents/carers a representative sample of the resources we plan to use and will make all RSHE curriculum materials available to parents/carers to view on request, subject to appropriate arrangements to comply with copyright law. Copyright will not be used as a reason to refuse parents access to materials.

f) Time available
RSHE forms an aspect of the curriculum in every year group so that there is progression in learning appropriate to the needs and maturity of the students. Our RSHE programme is delivered during curriculum time for KS3 and 4. At Key Stage 5 this is delivered in 1-hour sessions once per week alongside workshops and an enrichment programme.

g) Assessment, Monitoring and Evaluation

Lessons are planned using formative and summative assessment to ensure that the pupils identify and reflect on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. This is carried out in a variety of formal and informal ways and may involve self-review, peer assessment as well as a range of teacher assessed tasks and DPR.

Teachers also have the opportunity to reflect on the current resources and what they have learned from the programme and are involved in its regular review and improvement.

Inclusion

a) Pupils with Special Educational Needs and Disabilities (SEND)

We will ensure that all young people receive RSHE, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary. It is important the SEND pupils receive the knowledge they need to build up their independence. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

b) Sexual Orientation, Biological Sex and Gender Reassignment

The RSHE lead will ensure that teaching about equality, sexual orientation and gender reassignment is integrated appropriately across the programme of study. Pupils will learn about all protected characteristics by the end of secondary education. There will be equal opportunity to explore the features of stable and healthy same-sex relationships, and sexual-health teaching will be relevant to all pupils, including those who are lesbian, gay, bisexual and/or gender questioning. Teaching will be factual, age-appropriate, respectful and consistent with the Equality Act 2010.

Biological sex, gender reassignment and gender questioning

In line with the revised statutory RSHE guidance and Keeping Children Safe in Education 2026, pupils will be taught the facts and the law about biological sex and the protected characteristic of gender reassignment. The school recognises that there is significant debate beyond the facts and the law in this area and will not present contested views as fact or endorse a particular view. Teaching will avoid reinforcing gender stereotypes and will not suggest that social transition is a simple solution to feelings of distress or discomfort. Pupils will be taught that people with the protected characteristic of gender reassignment, like those with other protected characteristics, are protected from discrimination and should be treated with respect and dignity. Safeguarding support for children questioning their gender will be considered in accordance with Keeping Children Safe in Education 2026 and the school's Child Protection and Safeguarding Policy.

c) Confidentiality and advice

Pupils will be made aware that some information cannot be held confidential.
Pupils will be told clearly that staff cannot promise confidentiality where there is a safeguarding concern. Where a concern or disclosure arises, staff will act on it immediately, report it to the Designated Safeguarding Lead (or deputy) and follow the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026. Pupils will be told, in an age-appropriate way, what is likely to happen next and will be offered sensitive and appropriate support.

Managing difficult questions

Pupils may ask questions that go beyond planned curriculum content or relate to sex education from which they have been withdrawn. Staff will respond in a factual, age-appropriate and supportive way where it is suitable to do so. Where a question is not appropriate for whole-class discussion, staff may defer it and support the pupil to speak with a parent/carer, trusted adult or appropriate support service. Staff will be mindful that leaving questions unanswered may lead pupils to seek information from unreliable or inappropriate sources online.

d) Parental Partnership

We know that the vast majority of parents support the school's RSHE provision and are pleased that we are sharing the responsibility of RSHE with them. We will proactively engage and consult parents/carers when this policy is developed or reviewed, provide clear information about the content of RSHE and sex education, and enable parents/carers to view curriculum materials on request. We also aim to support parents/carers in continuing conversations about RSHE topics at home and to address any questions or concerns they may have about the policy or programme.

Parents/carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE, other than content taught as part of the science curriculum. Before a withdrawal is agreed, the Headteacher (or a delegated senior leader) will normally discuss the request with the parent/carer and, where appropriate, the pupil, to clarify the nature and purpose of the curriculum and consider the potential impact of withdrawal. In exceptional circumstances, a request may be refused, for example where there are safeguarding concerns or a pupil has a specific vulnerability. From three terms before the pupil turns 16, the pupil may choose to opt back into sex education. Where a pupil is withdrawn, the school will provide appropriate, purposeful alternative education and keep a record of the request and discussion.

There is no right to withdraw pupils from Relationships Education or Health Education, or from content taught as part of the science curriculum, including science content relating to puberty or sexual reproduction.

MONITORING EFFECTIVENESS OF THE RSHE POLICY

Effectiveness of the Whole School Policy will be monitored by the Assistant Head teacher with line management responsibility, PSEC Head of Department and the Designated Safeguarding Lead in consultation with a range of people from the school community, and take account of any relevant OFSTED Inspection comments.

Any complaint about the RSHE Curriculum should be made to the Deputy Headteacher.

The Policy will be monitored annually. The RSHE Programme will be monitored and changes made where appropriate to ensure a high quality of provision is received by all our students. The most recent review took place in September 2026.

PSEC Head of Department Assistant Headteacher (Line Management Responsibility)/ DSL DDSL	Ms Hameeda Azam Mr Toby Jarvis Ms Mary Bolashodun & Ms Natasha Johnson

5.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

- Can be made available for parents/carers to view on request, with copyright managed appropriately rather than used as a reason to refuse access

6. Use of external organisations and materials

We will make sure that any external agency, speaker and materials used are appropriate, accurate, age and stage appropriate, unbiased and in line with our legal duties, including political impartiality. We will be particularly cautious about organisations with a broader interest in promoting harmful products or a strong partisan view on a contested topic.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Agree in advance how confidentiality and any safeguarding disclosure or concern arising during the session will be handled in line with the school's Child Protection and Safeguarding Policy
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Ensure parents/carers are able to view all external materials used for RSHE on request and seek parents' views on sensitive external resources where appropriate
- Not agree to contractual restrictions that prevent the school from showing RSHE materials to parents/carers; copyright requirements will be respected but will not be used as a reason to refuse access

We **won't**, under any circumstances:

- Use external agencies or resources that promote harmful products or present a strong partisan view on a contested topic in a way that would compromise balanced teaching or the school's legal duties
- Use materials that are inaccurate, age-inappropriate, inaccessible, biased, inconsistent with this policy or likely to undermine safeguarding or the statutory RSHE requirements

7. Roles and responsibilities

7.1 The governing board
The governing board will approve the RSHE policy and hold the Headteacher to account for its implementation. It will also ensure that pupils make progress towards the expected educational outcomes, teaching is accessible to pupils with SEND, curriculum content and materials are aligned with statutory guidance, and parents/carers receive clear information about subject content, teaching materials, external providers and the right to request withdrawal from sex education.

7.2 The headteacher
The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, that parents/carers are proactively engaged when the policy is reviewed, that resources and materials can be viewed by parents/carers on request, and that requests to withdraw pupils from sex education are considered and recorded in accordance with statutory guidance.

7.3 Staff
Staff are responsible for:
- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the PSEC Lead.

Staff delivering RSHE must understand the school's safeguarding procedures, recognise that sensitive lessons can lead to disclosures, and know how to respond to safeguarding concerns and difficult questions appropriately.

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

8. Parents' right to request withdrawal
Parents/carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE up to and until three terms before the pupil turns 16. Parents/carers do not have the right to withdraw pupils from Relationships Education, Health Education or content taught as part of the science curriculum. Before granting a request, the Headteacher (or delegated senior leader) will normally discuss it with the parent/carer and, where appropriate, the pupil, including the nature and purpose of the curriculum and the potential impact of withdrawal. In exceptional circumstances, a request may be refused, for example because of safeguarding concerns or a pupil's specific vulnerability. From three terms before the pupil turns 16, the pupil may choose to opt back into sex education and the school will make arrangements for this.

Requests for withdrawal should be put in writing to the Headteacher or RSHE Lead. The discussion and outcome will be recorded on the pupil's educational record.

Appropriate, purposeful alternative education will be provided for pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and through the continuing professional development calendar. Training will include safeguarding and responding to disclosures, managing difficult questions, and the safe delivery of sensitive topics. Where suicide prevention or eating disorders are addressed directly, staff will receive suitable evidence-based training and/or specialist advice before delivery.

10. Monitoring arrangements

The delivery of RSHE is monitored by SLT through:

Learning walks, student voice and DPR. Monitoring will also take account of feedback from pupils and parents/carers, curriculum and resource reviews, safeguarding themes and emerging local or national issues. This policy will be reviewed at least annually, or sooner where statutory guidance changes.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Key Stage Three Curriculum Map						
	Autumn 1a	**Autumn 1b**	**Spring 2a**	**Spring 2b**	**Summer 3a**	**Summer 3b**
Year 7	Transitioning in secondary school, Friendships and Emotions	Being a good citizen -How to work independently, Following rules and Equality	Equal Opportunities - Bullying, Rights and Responsibilities	Health and Wellbing - Staying healthy, Puberty and Personal Hygiene	Positive body image and Unwanted Attention	Internet safety and peer pressure
Year 8	Mental Health and Wellbeing	Relationships - Healthy and Unhealthy Relationships, Consent	Diversity and Discrimination	Online Safety	Developing opinions and a sense of self worth	Preparing for the future in the wider world
Year 9	Dangers of Drugs, Alcohol and Smoking	Living a Healthy Lifestyle	Making healthy choices around sexual activity	Gangs and Knife Crime	Families and managing the break down of relationships	Preparing for Year 10 - Being a GCSE student
Key Stage Four Curriculum Map						
Year 10	Dealing with change, setting goals and leading a healthy lifestyle	Discrimination	Careers - how to apply for a job, making a CV	Sex Education - Contraception, Pregnancy	Consent and Effects of Porn	First Aid, CPR and Lifestyle

Year 11	Mental Health - Substance Abuse and Staying Safe with Alcohol	Equality – Voting and identifying accurate sources	Relationships – Body Image and Contraception	Staying Safe in the Wider World	Stress – How to manage stress and revise effectively

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing • up children. • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and 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, including friendships	• 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.

TOPIC	PUPILS SHOULD KNOW
	• 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. • 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.

TOPIC	PUPILS SHOULD KNOW
	• 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 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 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 decisionmaking. • 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.

TOPIC	PUPILS SHOULD KNOW
	• 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.

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 /drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health 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.11 • 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 3: Letter to Parents

Parents and Carers,

As a part of your child's education at West Hatch High School, we promote personal wellbeing and development through a comprehensive Relationships, Sex Education and Health Education (RSHE) programme. RSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know, over the next academic year your child will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons in year 8 and 9, will include teaching about healthy relationships, including friendships and intimate relationships, families, growing, and changing, including puberty, personal hygiene, changing feelings, becoming more independent, keeping safe and consent, developing self-esteem and confidence.

In year 10, we will explore ways to prevent teenage pregnancy and contraception. Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.
In year 11 we will explore: Mental Health -substance abuse and staying safe with alcohol, Equality – voting and identifying accurate sources, Relationships – body image and contraception, Staying safe in the wider world, Stress – how to manage stress and revise effectively

RSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by staff and the governing body. All RSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. Parents/carers can request to view the curriculum materials used to teach RSHE, and the school will provide access in accordance with the statutory guidance and copyright requirements.

As a school community, we are committed to working in partnership with parents and recent parental feedback has indicated that many parents continue to be highly supportive of the relationships and sex education programme.

Parents/carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE up to and until three terms before the pupil turns 16. Parents/carers do not have the right to withdraw pupils from Relationships Education, Health Education or content taught as part of the science curriculum. Before a request is agreed, the school will normally discuss it with the parent/carer and, where appropriate, the pupil. From three terms before the pupil turns 16, the pupil may choose to opt back into sex education, and the school will arrange this.

Requests for withdrawal should be put in writing to the Headteacher or RSHE Lead. A record of the request, discussion and outcome will be placed in the pupil's educational record.
Appropriate, purposeful alternative education will be provided for pupils who are withdrawn from sex education.

If you would like any further information do contact me.
HAzam@WestHatch.net

Kind regards,

Hameeda Azam
RSHE Lead