

Clitheroe Royal Grammar School

Relationships and Sex Education (RSE) and Health Education Policy

Staff member responsible: Deputy Headteacher Main School

Governors' Committee: Students and Staffing

Sections of this policy should be considered alongside the separate Child Protection (Safeguarding) Policy. This Sex and Relationships Policy was developed in line with most recent DfE draft statutory guidance on Relationships, Relationships and Sex Education and Health Education (2025) Appendix1

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. These regulations amend existing provisions in the Education Act 1998 and Education Act 2002.

Philosophy and Objectives

The objective of RSE is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should give young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships. Effective RSE does not encourage early sexual experimentation but teaches young people to understand human sexuality and respect themselves and others.

Knowledge about safer sex and sexual health remains important to ensure young people can make safe, informed and healthy choices as they progress to adult life. Students should also be given opportunities to understand how healthy relationships can benefit their own mental wellbeing and self-respect.

There should be opportunities for students to learn about the laws surrounding sex, sexuality, sexual health and gender identity which should be delivered in an age appropriate and inclusive way. The laws around a variety of other issues should be considered, which include: marriage, consent, pornography, abortion, radicalisation and gangs.

RSE in secondary will cover a range of topics, including topics related to abusive behaviour. There should be opportunities to learn about grooming, sexual exploitation and domestic abuse which should include addressing coercive and controlling behaviour. The physical and emotional effects of female genital mutilation should also be addressed. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child or young person. Different forms of abuse should be addressed sensitively and clearly at appropriate ages. For students who are experiencing or have experienced unhealthy or unsafe relationships, including at home, schools have an important role as a place of consistency and safety where students can find support.

RSE and Health Education should help students to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is about the understanding of the importance of relationships for family life, stable

and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable students to take responsibility for their own sexual health and wellbeing.

It has three main elements:

1. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

2. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Exploring the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy
- To understand and respect the varied cultural and religious influences on individuals.

Assessing, monitoring, evaluating and reviewing RSE

Much of our RSE curriculum will be assessed via verbal feedback within lessons, this is a key method of assessment in our Assessment Policy. Assessment of the curriculum should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for students to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve students in discussion about learning objectives and desired outcomes
- Include students as partners in the assessment process e.g. through self-assessment and peer-assessment

- Enable students to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of students learning styles enabling all students to demonstrate their achievement.

The Assistant Headteacher (Main School) will be responsible for monitoring the provision of RSE and for reports regularly to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PD coordinator is responsible for evaluating the programmes of study and for making recommendations for changes to the curriculum.

Confidentiality (see also separate **Confidentiality Policy**)

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with students at the onset of work. Students should be informed about the remit of confidentiality and that teachers cannot offer or guarantee students unconditional confidentiality.

Students will be informed on matters of confidentiality and the school will follow these guidelines:

- Ensuring that students know that teachers cannot offer unconditional confidentiality
- Reassuring students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- Reassuring students that their best interests will be maintained
- Encouraging students to talk to their parents or carers and giving them support to do so
- If there is any possibility of abuse, the school will follow its child protection procedure
Ensuring that students are informed of sources of more confidential help, for example, the school nurse, counsellor, online support services or their own GP.

Child Protection (see also separate **Safeguarding and Child Protection Policy** and **Confidentiality Policy**)

At the heart of Relationships Education, Relationships and Sex Education and Health Education, there is a focus on keeping young people safe and the role that schools can play in preventative education.

Teachers should be aware of the risks in teaching sensitive subjects such as self-harm and suicide and give particular considerations to planning around these issues and ensuring material is focused on prevention rather than being instructional.

Good practice allows young people an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in young people disclosing abuse or of teachers becoming aware of concerns about a child's wellbeing. Teachers should all understand how to respond to disclosures of abuse and report any concerns they may have, following our school's safeguarding procedures.

If students ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the student could be advised to speak to a member of the pastoral team, provided with information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this should be notified.

Staff will report any information or disclosure which raises concern that a young person may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated Senior Lead will then take action as appropriate (see Child Protection/Safeguarding Policy). Students will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

Dealing with Sensitive Issues

As part of RSE, sensitive issues will be addressed. When teaching sensitive topics, teachers will use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion. Facts will be presented in an objective and balanced way, with students being encouraged to consider their own attitudes and values. Students will be made aware of the differences between fact and opinion and the confusion of informal learning which is so readily available from the wider media. The school can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudices concerned with sensitive issues.

Parental Involvement

Parents are the key people in teaching their children about sex, relationships and growing up. Some parents find it difficult to talk to their children about sex and relationships and need support in this role. The school aims to work in active partnership with families, listen to their views and keep them informed of the RSE provision.

If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the PD Curriculum Map (Appendix 2) and can contact the Headteacher with any queries or concerns.

Defining RSE

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Differentiate between Relationships, Sexual Health Education and Sex Education

Relationships Education teaches students how to build and maintain healthy, respectful relationships. It focuses on friendships, families, consent, equality, respect, communication and staying safe both in person and online. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but does cover sensitive topics, such as, sexual violence. Sexual Health Education, links with our Sciences Curriculum and includes topics such as, reproduction, contraception, STI's, pregnancy and hormones. It focuses on helping students understand how to make safe, informed and responsible choices in order to keep children safe.

Sex Education involves explaining the detail of different forms of sexual activity.

RSE curriculum

Our curriculum is set out as per Appendices 1 and 2, but the school reserves the right to adapt it as and when necessary. The school has developed the curriculum, taking into account the age, needs and feelings of students. If students ask questions outside the scope of the curriculum and this policy, members of staff will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RSE

RSE at CRGS is delivered primarily through the following areas of the curriculum:

- PD lessons
- Citizenship form time programme
- Critical skills
- Science syllabus (Biology)
- Religious Moral and Philosophical Studies (RMPS)
- Assemblies

The school also takes opportunities to deliver the programme through other lessons and areas of the curriculum. The school engages external speakers, including health professionals, such as The NHS Community Sexual Health Team and Connect Respect, this enhances the delivery of the programme, as appropriate to students' ages and needs. The school's planned programme of teaching and learning is progressive in terms of language, concepts and content which increases in depth and complexity as students progress through the school.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, and it is part of our PD Curriculum that is made up of six key core components:

- Relationships and Sex Education (RSE)
- Health Education (Physical Health and Mental Wellbeing)
- Citizenship and British Values
- Careers and Critical Skills Online Safety

We interleave these topics throughout their 5 years so that students gain a deeper understanding of themselves and the world around them appropriate to their age. Please see our PD Curriculum Map (Appendix) for detailed content delivered in each year group.

Staff teach RSE within the regulatory framework and the school's value system and do not allow their personal beliefs and attitudes to influence their teaching. No attempt is made to promote one particular viewpoint, but students are encouraged to evaluate the moral implications involved in the matters under discussion. Teaching methods ensure that coverage of potentially sensitive issues is constructive and maintains students' self-esteem. To aid effective learning, students may be placed into pairs or small groups. Emphasis is placed on the importance of respecting the views of others. Clear ground rules are set so that the class knows what is an appropriate and inappropriate manner of discussion and students are encouraged to be mature and sensible.

Personal privacy is respected, students' questions are answered in a sensible and matter of fact manner. Teaching is to the group as a whole and whilst all teachers take a pastoral interest in the

wellbeing of their students, they do not act as counsellors to individual students. Students are reminded that confidentiality cannot be guaranteed in matters concerning safeguarding and child protection (this will be relevant where a pupil makes a relevant disclosure to a member of staff, or a member of staff surmises indirectly that child protection issues are involved).

Inclusion

The RSE programme is an entitlement of all students and therefore is presented in a way that is inclusive of difference, including disability, sexual orientation, ethnicity, culture, faith and other life experience. In particular:

- Different ethnic and cultural groups may have different attitudes to RSE. These differing views are taken into account with sensitivity and respect in as far as there is no inconsistency with the general values of the school and Government guidelines.
- The school presents an honest, sensitive and balanced approach in the discussion of the range of sexual orientation, and tackles any homophobic bullying.
- The school ensures that students with SEND and disabilities are properly included in RSE so that it is also relevant to them, and they are thereby helped to understand their physical and emotional development and to make positive decisions in their lives.
- The school recognises that its students may come from a variety of family situations and home backgrounds, and care is therefore taken in the delivery of the programme to ensure that there is no stigmatisation of students based on their home background.

Withdrawal from Relationships and Sex Education

Parents/carers have the right to request to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the pupil turns 16. From September 2020 this right will not extend to Relationships or Health Education. 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 Education compulsory for all students receiving secondary education, they also make health education compulsory in all schools. The opt out lessons are highlighted in the PD Curriculum Map (Appendix 2) and Year 9 RSE Scheme of Work (Appendix 3)

From September 2020 young people will be able to consent themselves to participate in these lessons, from three terms prior to their sixteenth birthday.

Parents and carers are encouraged to discuss their decision to withdraw with school staff at the earliest opportunity and then confirm this formally in writing to the Headteacher. If a child is withdrawn, they will be provided with alternative work for the duration of the lessons.

For SEND students, the Headteacher may wish to take a student's specific needs into account when making decisions about whether a student should be withdrawn. The school will ensure that RSE is accessible to all students and recognises that students with SEND may be more vulnerable to exploitation, bullying and other similar issues.

Monitoring and Evaluation

The PD Coordinator in liaison with the Assistant Headteacher (Main School) will be responsible for monitoring the RSE programme in the context of the whole school monitoring of the quality of teaching and learning.

The RSE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of students, parents/carers and teachers are explored to consider changes and improvements to the programme on an ongoing basis.

The programme will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs.

This policy is to be reviewed every three years and/or according to any changes in government or locally issued guidance.

Date of last review:	September 2025
Date of approval by Governors:	September 2025
Date of next review:	September 2027

Appendix 1 - Department for Education - Relationships and Sex Education (RSE) and Health Education Statutory guidance.

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

<p>Families</p>	<p>Students should know</p> <ol style="list-style-type: none"> 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.⁸ 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.
<p>Respectful relationships, including friendships</p>	<p>Students should know</p> <ol style="list-style-type: none"> 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.

	<p>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.</p> <p>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Online safety and awareness</p>	<p>Students should know</p> <ol style="list-style-type: none"> 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

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</p> <p>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.</p> <p>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.</p> <p>12. How information and data is generated, collected, shared and used online.</p> <p>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).</p> <p>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.</p> <p>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 .</p>
Being safe	<p>Students should know</p> <p>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.</p> <p>2. That there are a range of strategies for identifying, resisting and</p>

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. 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.

	<p>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.</p>
Intimate and sexual relationships, including sexual health	<p>Students should know</p> <ol style="list-style-type: none"> 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
The Law	<p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:</p> <ul style="list-style-type: none"> • marriage, including forced marriage and civil partnerships • consent, including the age of consent • domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty • sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour • the Online Safety Act • online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should

	<p>understand the law about online sexual harassment and online sexual abuse including grooming and sextortion</p> <ul style="list-style-type: none"> • pornography • abortion • protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) • alcohol, smoking, vaping and nicotine products and illicit drug use • gambling • carrying knives and weapons • extremism/radicalisation • grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running • hate crime • the age of criminal responsibility • medical consent, Gillick competence and parental responsibility
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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:

<p>Mental wellbeing</p>	<p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. How to critically evaluate which activities will contribute to their overall wellbeing.</p> <p>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.</p>
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	<p>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.</p> <p>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.</p>
Wellbeing online	<p>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.</p> <p>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.</p> <p>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.</p> <p>4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.</p> <p>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.</p> <p>6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.</p> <p>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.</p>
Physical health and fitness	<p>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.</p> <p>2. Factual information about the prevalence and characteristics of more serious health conditions.</p> <p>3. That physical activity can promote wellbeing and combat stress.</p> <p>4. The science relating to blood, organ and stem cell donation.</p>
Healthy eating	<p>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.</p> <p>2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.</p> <p>3. The impacts of alcohol on diet and unhealthy weight gain</p>
Drugs, alcohol, tobacco and vaping	<p>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,</p>

	<p>illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.</p> <p>2. The law relating to the supply and possession of illegal substances.</p> <p>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.</p> <p>4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</p> <p>5. The dangers of the misuse of prescribed and over-the-counter medicines.</p> <p>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.</p> <p>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.</p>
<p>Health protection and prevention, and understanding the healthcare system</p>	<p>1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.</p> <p>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.</p> <p>3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</p> <p>4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.</p>
<p>Personal safety</p>	<ol style="list-style-type: none"> 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.
<p>Basic first aid</p>	<ol style="list-style-type: none"> 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
<p>Developing bodies</p>	<ol style="list-style-type: none"> 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 2 – PD Curriculum map

Please find the curriculum map for PD located on our website

<https://www.crgs.org.uk/wp-content/uploads/2025/10/Year-9-Relationships-and-Sex-Education-Scheme-of-Work.pdf>

Appendix 3 – Year 9 Relationships and Sex Education Scheme of Work

<https://www.crgs.org.uk/wp-content/uploads/2025/10/Year-9-Relationships-and-Sex-Education-Scheme-of-Work.pdf>