



**Nailsea School**  
& Sixth Form

Nailsea School

# **The ABSolute Curriculum Policy** (Relationships and Sex Education)

Approval Date: September 2025

Review Date: September 2026

Headteacher Mrs D. Elliott



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## 1. Personal Development at Nailsea School

At Nailsea School, we believe that a truly successful education goes beyond just academic achievements. Our goal is to prepare our students not just for exams, but for life. We focus on two equally important aspects of our student's development:

### **Academic Success: Acquiring Knowledge and Qualifications.**

These academic qualifications open doors to further education and career opportunities. They provide our students with the knowledge and credentials needed to pursue their ambitions, whether that's university, apprenticeships, or entering the workforce.

### **Personal Development: Preparing our students for Life in Modern Britain.**

Equally important is our focus on personal development. We aim to equip our students with the skills and attributes needed to thrive in the wider world: These skills and attributes are crucial for navigating adult life successfully. They help them make informed decisions, build positive relationships, stay safe, and become an active, responsible citizen in our diverse society.

Personal Development at Nailsea School plays a vital role in helping our students embody our school ethos:

<b>Aspire:</b> Through careers guidance, student leadership opportunities, and enrichment clubs, we encourage students to aspire to their full potential.	<b>Believe:</b> Character development, mentoring, and spiritual, moral, social, and cultural (SMSC) development foster self-belief and confidence.	<b>Succeed:</b> Our comprehensive approach equips students with the skills and knowledge to succeed in school and beyond.
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Personal Development at Nailsea School includes:

- The ABSolute Curriculum
- Careers Education
- Teaching of British Values, equality, diversity and protected characteristics and Spiritual, moral, social, and cultural development (SMSC)
- Tutor Time Programme
- House System
- House Assemblies
- House Charity Days
- Sports Day
- Character Development
- Student Leadership
- School Council
- Reading initiatives Inc. reading mentors
- Mentoring
- Student Groups e.g., LGBT
- Enrichment Clubs and trips
- School Concerts



## 2. The ABSolute Curriculum

The ABSolute (aspire, believe, succeed) Curriculum represents a broad personal development curriculum that extends beyond traditional subjects.

The ABSolute Curriculum ensures that our students acquire essential life skills to foster healthy personal relationships and make informed decisions. Additionally, the ABSolute Curriculum delves into topics such as finance, character development, and the understanding of diverse communities.

This empowers students to navigate the complexities of adulthood with confidence and competence.

Furthermore, the ABSolute Curriculum places a strong emphasis on the promotion of British Values and Spiritual, Moral, Social, and Cultural (SMSC) development, fostering a sense of social responsibility, inclusivity, and respect among our student body.

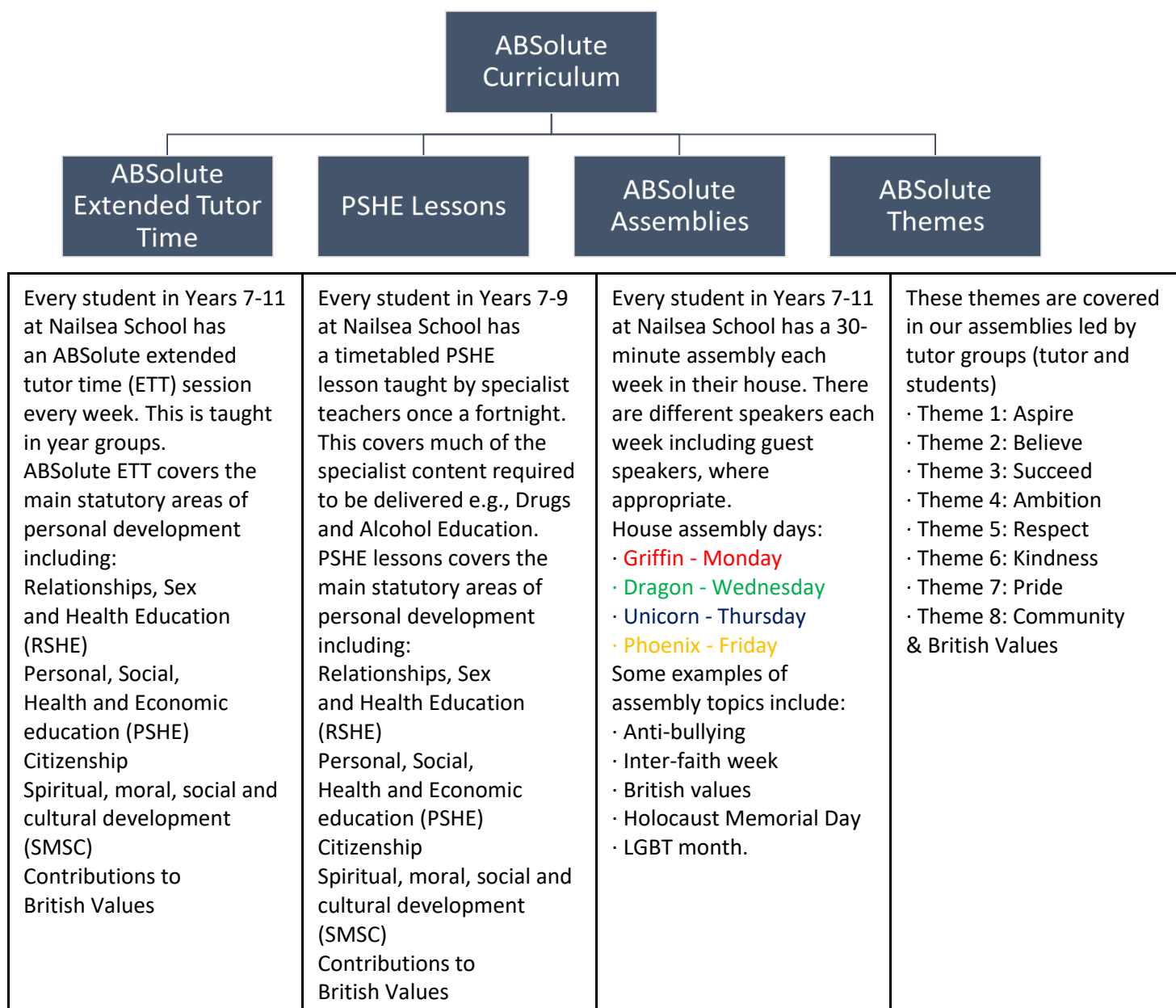
### Aims of the ABSolute Curriculum



1. Support well-being and personal development: Promote students' overall well-being, including their emotional, mental, and physical health, while nurturing their personal growth and self-awareness.
2. Transform relationships and social skills: Develop students' ability to form and maintain positive relationships, fostering empathy, respect, effective communication, and social cooperation.
3. Encourage ethical and moral understanding: Cultivate students' understanding of ethical principles and moral decision-making, encouraging them to consider the consequences of their actions and develop a strong moral compass.
4. Promote cultural appreciation and tolerance: Foster an appreciation of cultural diversity, promoting respect, understanding, and tolerance for different beliefs, cultures, and backgrounds.
5. Stimulate citizenship and critical thinking: Equip students with the skills to engage as responsible citizens, encouraging critical thinking, independent thought, and the ability to navigate societal challenges with a sense of social responsibility.



## How is the ABSolute Curriculum delivered?





### 3. Relationships and Sex Education Policy

#### Aims

The aims of relationships and sex education (RSE) and health education at Nailsea 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. This enables pupils to make informed choices in the future.

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.

It is also our intention to teach core elements of RSE within the context of our core ethos: Aspire, Believe, and Succeed.

Students will leave Nailsea School equipped with the necessary skills to become Relationship Ready, Healthy and Happy, and World Wise.

The purpose of this policy is to describe the ethos and scope of RSE at Nailsea School. To clarify the roles and responsibilities of staff in the delivery of RSE.

#### Statutory requirements

As a secondary academy school, we must provide RSE to all pupils (including Sixth Formers) following the statutory requirement for all secondary schools to deliver this from September 2026. See the following link for the full guidance: [RSE Guidance](#).

At Nailsea School, we teach RSE as set out in this policy.

#### Policy Development

This policy has been developed over time and as a result of consultation with staff, pupils and parents. The original consultation and policy development process involved the following steps:

Review: The ABSolute Curriculum Coordinator pulled together all relevant information including relevant national and local guidance.

Staff consultation: all school staff were given the opportunity to view the policy and make recommendations.

Parent/stakeholder consultation: parents and any interested parties were distributed a copy of the RSE policy (June 2021) and the ABSolute Curriculum learning journey. Parents and carers are updated regularly.

Pupil consultation: we investigated what exactly pupils want from their RSE.

Ratification: once amendments were made, the policy was shared with governors and ratified.

#### Definition

Relationships, Sex and Health Education (RSE) is about the personal, emotional, social and cultural development of pupils.

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

RSE is not about the promotion of sexual activity. RSE will be non-judgemental in approach and factual.

Students have the right to choose their own approach to sexuality and sexual behaviour as long as it is not to the detriment of others.

RSE is delivered through the ABSolute Curriculum extended tutor time, PSHE lessons, and through other curriculum areas with aspects covered in Religious Education, Science, ICT and Drama, for example.



## Curriculum

The Department for Education's statutory RSE and Health Education guidance sets out what schools must cover. The statutory guidance is comprehensively covered by learning opportunities for each key stage in our ABSolute Curriculum programme (Years 7-11).

The ABSolute Curriculum programme also covers economic wellbeing as well as education for personal safety, including assessing and managing risk. The ABSolute Curriculum contributes to pupils' Spiritual, Moral, Social and Cultural development (SMSC) as well as meeting our obligations in promoting British Values at Nailsea School.

The ABSolute Curriculum includes the following topic areas:

- Growing Up
- Relationships
- Sex, Sexuality and Sexual Health
- Alcohol, tobacco and other drugs
- Emotional wellbeing and mental wellbeing
- Healthy lifestyle
- Risk and Safety
- E-Safety
- Identity
- Communities
- Money and me/Finance
- Citizenship

Our curriculum is available to view on our website, see appendix 1 for further details.

## Delivery of RSE

RSE, SMSC and British Values are taught within our ABSolute Curriculum. The ABSolute Curriculum is delivered by a dedicated team of tutors in Extended Tutor Time and specialised teachers during PSHE lessons. However, aspects of RSE, SMSC and British Values are covered within the whole-school curriculum subjects, for example, biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all forms.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). The ABSolute Curriculum Coordinator will ensure that the delivery of the content for RSE is made accessible to all students, including those with special educational needs and disabilities (SEND).

## Roles and responsibilities

### The Governing Board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation

### The Headteacher

Overall responsibility of the quality of Personal Development across the school.



Provide time and support for Heads of House and ABSolute Curriculum Coordinator to fulfil their roles

Managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8) with the ABSolute Curriculum Coordinator

### **The ABSolute Curriculum Coordinator**

Overseeing ABSolute curriculum and resources for years 7-11

Supporting Heads of House in their QA role, through scheduling of ETT learning walks throughout the year

Providing training/guidance on specialist personal development/PSHE/RSE content

Organisation of wider activities e.g. guest speakers and parent evenings to compliment work completed in the classroom and to support all stakeholders in understanding the importance of personal development

Quality assurance of extended tutor time activities across year 1

Managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8) with the Headteacher

### **Heads of House / Assistant Head of House**

Quality assurance of tutor time activities to ensure consistency of experience for students across their House, promoting both the house and school ethos

Quality Assurance of extended tutor time activities within their assigned year group within the ABSolute Curriculum

Addressing any inconsistencies and, where appropriate, supporting staff within their teams to use strategies to improve

Ensuring students are provided with enrichment and leadership opportunities through a menu of house activities

### **Tutors / Teachers of ABSolute Curriculum**

Adhere to tutor time programme as instructed by Heads of House

Adhere to extended tutor time programme of their given year group, as instructed by ABSolute Curriculum Coordinator

Welcoming an open-door policy within both tutor time and extended tutor time so that the quality assurance schedule is successfully followed, addressing any inconsistencies if identified

Attending any relevant meetings/training as required to improve understanding and delivery of the personal development curriculum

All form tutors are responsible for teaching RSE as part of the ABSolute Curriculum delivery in school

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

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

### **Pupils**

Engage positively in the learning on offer

Actively participate in the learning on offer

Show engagement through written/spoken work

Demonstrate the importance of the ABSolute Curriculum by showing a love of learning about the world and their place in it.

Following the ABSolute Curriculum Ground Rules (listening to others, respecting privacy, no judgement and a right to pass)





Excellently behaved as expected in every other lesson

Treat others with respect and sensitivity

Demonstrate their awareness of our core values: Aspire, Believe, Succeed and our #TeamNailsea spirit.

### Parents' right to withdraw (Sex Education only)

Parents have the right to withdraw their children from **certain components of sex education** within RSE (any aspects of Sex Education, other than those which are part of the science curriculum) up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

The ABSolute Curriculum Coordinator will determine what constitutes Sex Education and what is separate from Relationships or Health Education. Parents are **not** able to withdraw their children from Relationships or Health Education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher and ABSolute Curriculum Coordinator will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Topics taught as part of the ABSolute Curriculum and defined as Sex Education at Nailsea School are indicated below:

<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know...</p> <p>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. A pupil may be withdrawn from elements of this guidance which cover sexual relationships rather than other types of relationships.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. A pupil may be withdrawn from elements of this guidance which cover sexual relationships rather than other types of relationships.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex. A pupil may be withdrawn from this element of the guidance.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). Abortion is covered briefly in Science KS4 curriculum and in the RE year 11 curriculum – these sessions cannot be withdrawn from and therefore this section of the guidance cannot be withdrawn from.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. This section of the guidance crosses over with Health Education and the Science curriculum and can therefore not be withdrawn from.</p>
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## Training

Where appropriate training will be arranged on aspects of the RSE curriculum for the ABSolute curriculum coordinator and staff through outside agencies and through our ongoing school Continued Professional Development (CPD) programme.

The ABSolute Curriculum Coordinator may also invite visitors from outside the school, such as guest speakers, nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## Monitoring of RSE

Monitoring of the ABSolute Curriculum, including RSE may involve:

Learning walks during extended tutor time or PSHE lessons

Student, staff and parent/carer surveys

Feedback from parents

Parent information evenings

Termly reviews

Annual review of the ABSolute curriculum

Pupils' development in RSE is monitored by class teachers as part of our whole-school feedback policy.

## 4. Review of this Policy

This policy will be reviewed annually. At every review, the policy will be approved by the schools Governing Board.

### Nailsea School

<b>Name</b>	Mr E Brisco (Author)
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<b>Position</b>	ABSolute Coordinator
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<b>Date</b>	November 2025
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### Local Partnership Board

<b>Name</b>	Sue Renny
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<b>Position</b>	Chair of Local Partnership Board
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<b>Date</b>	November 2025
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## 5. Appendix 1:

### Personal Development Website Page:

Please visit our website, <https://www.nailseaschool.com/personal-development/> where you will find:

An overview of The ABSolute Curriculum.

Letter to Parents and Carers

KS3 and KS4 Learning Journey for ABSolute Extended Tutor Time

KS3 Learning Journey for PSHE lessons

Intent, Implementation and Impact of The ABSolute Curriculum

RSE Interleaving of topics (ensuring age-appropriate coverage of topics)

## 6. Appendix 2:

### RSE 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:

<b>Families</b>	<ol style="list-style-type: none"><li>1. That there are different types of committed stable relationships.</li><li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</li><li>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.</li><li>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.</li><li>5. That forced marriage and marrying before the age of 18 are illegal.<sup>8</sup></li><li>6. How families and relationships change over time, including through birth, death, separation and new relationships.</li><li>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.</li><li>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.</li></ol>
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<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>4. What tolerance requires, including the importance of tolerance of other people's beliefs.</li><li>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.</li><li>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.</li><li>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li></ol>
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<b>Online and media</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li><li>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.</li><li>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.</li><li>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.</li><li>5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.</li><li>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.</li><li>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.</li><li>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.</li><li>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</li><li>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.</li><li>11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people</li></ol>
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	<p>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>
<b>Being safe</b>	<p>Pupils should know Being Safe Curriculum content:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>



	<p>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</p> <p>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 include other forms of concerning behaviour like using age-inappropriate sexual language.</p> <p>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.</p> <p>10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</p> <p>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p> <p>12. The concepts and laws relating to forced marriage.</p> <p>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.</p> <p>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.</p> <p>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> <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>
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<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li><li>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.</li><li>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.</li><li>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.</li><li>5. That some sexual behaviours can be harmful.</li><li>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.</li><li>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.</li><li>8. How the different sexually transmitted infections (STIs), including HIV/AIDs, 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</li><li>9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</li><li>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</li><li>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</li><li>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.</li></ol>
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Physical health and mental wellbeing: Secondary

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:





<b>Mental wellbeing</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li><li>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</li><li>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.</li><li>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.</li><li>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.</li><li>6. How to critically evaluate which activities will contribute to their overall wellbeing.</li><li>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.</li><li>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.</li><li>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.</li></ol>
<b>Wellbeing Online</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>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.</li><li>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.</li></ol>



	<ol style="list-style-type: none"><li>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.</li><li>4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.</li><li>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.</li><li>6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.</li><li>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.</li></ol>
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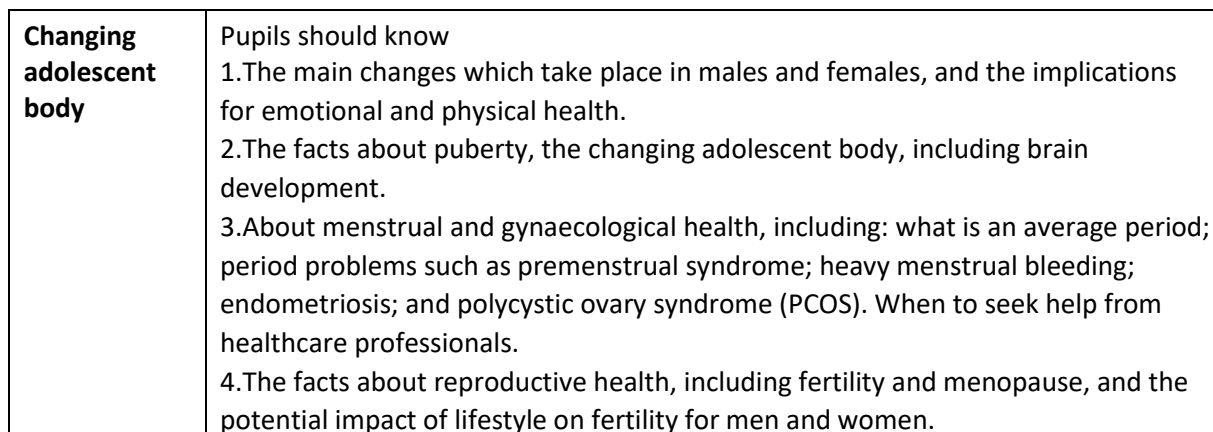
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.</li><li>2. Factual information about the prevalence and characteristics of more serious health conditions.</li><li>3. That physical activity can promote wellbeing and combat stress.</li><li>4. The science relating to blood, organ and stem cell donation.</li></ol>
<b>Healthy eating</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>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.</li><li>2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.</li><li>3. The impacts of alcohol on diet and unhealthy weight gain.</li></ol>



<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.</li><li>2. The law relating to the supply and possession of illegal substances.</li><li>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.</li><li>4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</li><li>5. The dangers of the misuse of prescribed and over-the-counter medicines.</li><li>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.</li><li>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</li></ol>
<b>Health and prevention</b>	<ol style="list-style-type: none"><li>1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.</li><li>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.</li><li>3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</li><li>4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</li><li>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.</li><li>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.</li><li>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.</li><li>8. How to navigate their local healthcare system: what a GP is; when to use A&amp;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.</li></ol>



	<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>
Personal Safety	<ol style="list-style-type: none"><li>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).</li><li>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.</li><li>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.</li><li>4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.</li><li>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).</li><li>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.</li></ol>
Basic first aid	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. Basic treatment for common injuries and ailments.</li><li>2. Life-saving skills, including how to administer CPR.<sup>11</sup></li><li>3. The purpose of defibrillators, when one might be needed and who can use them</li></ol>



Parent/carer form: withdrawal from sex education (as per point 8 of this policy)

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<p>That they have a choice to delay sex or to enjoy intimacy without sex. A pupil may be withdrawn from this element of the guidance.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). Abortion is covered briefly in Science KS4 curriculum and in the RE year 11 curriculum – these sessions cannot be withdrawn from and therefore this section of the guidance cannot be withdrawn from.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. This section of the guidance crosses over with Health Education and the Science curriculum and can therefore not be withdrawn from.</p>	
<p>Any other information you would like the school to consider</p>	
Parent Signature	
<b>Section B</b>	
<b>This section is to be completed by the school, following the discussion with parents/carers.</b>	
Agreed action from discussion with parents	Notes from discussion with parents and actions taken.