

# Relationships and Sex Education Policy

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## 1. Introduction and Aims

It is a legal requirement for governors to publish a policy on Sex and Relationship Education and for that policy to be reviewed annually. This policy is written in accordance with the DfE Relationships and Sex Education and Health Education Guidance that became mandatory in September 2020. It complies with the previous DfE Sex and Relationship Education Guidance that was issued in July 2000 on the Education Act of 1996 and 2002.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To support the school core values and ethos of high standards, no compromise

## 2. Statutory requirements

Lawnswood School:

As a maintained secondary school, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

## 3. Policy development

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

1. Review – Mrs Britton collated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – This policy forms part of the consultation. Parents and any interested parties were informed via the Headteacher's Update, and all information is stored on the school website free for access at any time. Feedback was asked for via the Headteacher.
4. Pupil consultation – we investigated what pupils wanted from RSE. This was done using MS Forms and class and tutor discussions using a RAG system.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy was produced by Elizabeth Britton, PSHE Lead.

The first draft of the policy was created in July 2020 where teaching and non-teaching staff were consulted through briefings followed up by training sessions to all staff where this information was shared again and discussed alongside senior leadership meetings and with governors and was ratified July 2021 by governors.

All parents/carers were consulted through the Headteacher's Update in May 2021. The policy will be on the school web site and freely accessible. Any queries or concerns can be raised to Mrs Britton (PSHE Lead) or Mrs Jo Bell (Headteacher). Annual consultation will be sought through the Headteacher's Update.

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, 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.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online. Our PSHE curriculum is taught fortnightly by all Form Tutors from years 7 to 11. Each learning episode will be logged within the student Journal book as well as their student planners. Each topic is mapped out and planned for progression from key stage three to key stage four however, it is regularly reviewed to keep relevant to whole school local and national issues. As well as the guided teaching hours we have a theme of the week which is discussed and explored within tutor time and assemblies.

#### **Assessment**

- All students from years 7 to 11 have a class book for self-assessment. Students record and reflect on their learning within this book. Mind Maps create a form of assessment where students apply pre and post topic knowledge. This will be done using different coloured pens to demonstrate progress made within the lessons.
- Student books allow students to self-assess using a Red, Amber, Green (RAG) system as to their pre and post knowledge of topic areas.
- Form tutors will assess effort grades based on class input within a whole school data collection which will go out via reports to parents.

#### **Quality Assurance**

- Informal and formal learning walks will take place throughout all PSHE lessons.
- Student and staff voice via Microsoft forms
- My Health, My School Survey
- Liaison with year team and DSL to support quality of teaching and learning for all year groups

## **6. Delivery of Relationship, Sex Education (RSE)**

RSE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by their tutors.

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

Lawnswood School:

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

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).

## **7. Roles and Responsibilities**

### **7.1 The governors**

The governors will approve the RSE policy and hold the headteacher to account for its implementation.

### **7.3 Staff (Form Tutors, Heads of Year, Year Managers and Mrs Britton (PSHE Lead)**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

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.

### **7.4 Pupils**

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

### **Respectful Language**

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in PSHE lessons, but will have benefits for the whole school community, both in

and out of lessons. Staff will establish ground rules for PSHE lessons establishing clear parameters for both language and questions. The Positive Behaviour policy ensures that all staff challenges the casual use of HBT (Homophobic, Biphobic or Transphobic) language in school and in class. Staff will ensure that this is reported on class charts so that follow up procedures including consequences and support can be made by the Year Team.

### **Answering questions**

We acknowledge that sensitive and potentially difficult issues will arise in RSE as students will naturally share information and ask questions. Form tutors will answer all these where possible. When spontaneous discussion arises, all PSHE teachers will guide it in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group in a sensitive and age-appropriate way. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSE leaders / Child Protection Officer. Students are encouraged to pop questions in the question box within their form room. These questions will be answered by the tutors, the in-school police officer or the PSHE lead Mrs Britton. Questions may be referred to parents/carers if it is not appropriate to answer them in school. Where a question or comment from a student in the classroom indicates the possibilities of abuse or risk of harm, teachers will report this via CPOMs or to the designated safeguard lead, in line with school policy and procedures.

### **Ground rules**

PSHE staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, the ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole class setting, and what will be dealt with on an individual basis. The ground rules are created by each class group and are agreed with their class teacher. They are agreed by allowing the students to consider what they think is important to create a safe space for discussion then all ideas are brought together and agreed with their class teacher and displayed on the wall of their classroom and at the start of each lesson.

Basic ground rules used in PSHE will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the students. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information. Any disclosures or causes for concern will be reported via CPOMS following the whole school safeguarding policies and procedures.

Rules will ensure students can be confident speakers, good listeners, effective but sensitive communicators. When the needs of students are analysed, of overriding importance are two key areas: students need to feel safe and be safe. Additional, non-negotiable ground rules for RSE will also be set before the lesson commences.

Additional ground rules for RSE:

- It is ok to ask questions, but not personal questions of each other, and not of the teacher. Questions can also be put in the question box or asked to the on-site police officer.
- Don't use names: if you want to share a personal story, speak in the third person.
- Try to only ask questions related to what we are learning in the lesson.
- Use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.
- We never use what is said in lesson to be unkind, hurt or bully someone.

Within all lessons relevant support agencies and organisations will be signposted to students to offer support beyond the classroom such as Mindmate, Childline, Kooth and many more.

### **Confidentiality**

Teachers cannot offer unconditional confidentiality. We believe our students need to be aware of this and understand the issues involved. It is our aim to support all our students through effective procedures. The staff are aware that students sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the student feels supported. However, both students and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the students. Staff will always try to encourage students to talk to their parents or carers and will give them support to do so. For example, if a child refers to being involved or likely to be involved in sexual activity this will be dealt with through the school's child protection procedures which are in line with the Leeds Children's Services procedures.

If members of staff are unsure or uneasy about the comments or behaviour of any individual or class, they will seek assistance from the Designated Safeguarding Officer (DSL) (Mrs Harris or Year Manager/CPOMS).

### **8. Parents' Right to Withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE 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. 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 withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education. See Appendix 4 for parents' guide to RSE.

### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Mrs Britton where possible/available will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Mrs Britton will offer staff courses sign posted via the council, National College and the DSL. The PSHE Lead (Mrs Britton) will attend regular training and meetings to make sure that the school has the most current and appropriate information and resources to support all within the Lawnswood Community. Staff have three hours allocated after school

### **10. Monitoring Arrangements**

The delivery of RSE is monitored by Mrs Britton (PSHE Lead), Mrs Gilbank (Head of Careers and Teaching and Learning), Head of Year, and Mrs Goodwill (SLT Link) through:

- Learning walks and QA for tutor period once a fortnight (HOY)
- Target Learning walks completed once a week in morning registration (EBR)
- Target Learning walks, QA and work scrutiny for tutor period (EBR/NGO)
- Data input on reports home for attitude to learning (Form tutor)

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Mrs Britton (Lead on PSHE) and Mrs Goodwill (SLT) annually. At every review, the policy will be approved by the Head Teacher.

## **11. Inclusion**

We are required by law to comply with relevant requirements of the Equality Act 2010. All students are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all students regardless of their protected characteristics, these being age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include students with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage students to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each student to feel valued and included in the classroom.

We promote the needs and interest of all students. The school's approaches to teaching and learning consider all needs of the students to ensure all can access the full RSE provision. We promote social learning and expect our students to show a high regard for the needs of others. Responding to students' diverse learning needs:

### **Considerations will be made for:**

- Religious and cultural diversity.
- Differing gender needs and abilities, including SEND.
- Diverse sexuality of students.
- Homophobic/transphobic/biphobic bullying and behaviour.
- Student's age and physical and emotional maturity.
- Students who are new to English.

### **Ethnicity, religion and cultural diversity:**

Our policy values the different backgrounds of all the students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so. Lawnswood School holds the utmost respect for religious beliefs and practices. As such we recognise that some religions teach that a family model is based on a relationship between a man and a woman and see it as a preference. But the law in the UK allows and respects the rights of people who live in other relationships and families. Our students will come across and may have peers from different families. Therefore, RSE at Lawnswood is inclusive to inform and to reduce prejudice or bullying. We promote tolerance, equality and respect in line with the laws of this country.

### **Special educational needs and disabilities (SEND):**

RSE helps all students understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that all students receive RSE, and we will offer provision appropriate to the needs of our students, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully.

### **Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all students, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will

foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements of the Equality Act 2010. We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Students, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all students can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

### **Support for pregnant teenagers and young fathers:**

The school is inclusive. We support any student who is entering parenthood with both their academic and pastoral needs, whether this is on or off school site. We work closely with a variety of external agencies, including Children's Services to support students with either their maternity leave education or reintegration back into school after birth.

### **Support for LGBTQ+ students**

The school is inclusive. Our curriculum meets the needs of all our students and considers a range of sexual identity and developing need. Students who affiliate as LGBTQ + have support from all staff. All policies around behaviour, expectations and bullying make it very clear that prejudice and bullying will not be tolerated. Support is offered to our students through:

- Diversity Groups.
- Signposting displays and information around school.
- Through specialist assemblies and anti-bullying week.
- Through the wider PSHE and RE curriculum.
- Through the curriculum and Local and National themed weeks and months



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM(S)	STATUTORY THEME	KEY TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 2	Relationships / Families	<ul style="list-style-type: none"> <li>Protected Characteristics (equality, diversity, respect)</li> <li>Friendships &amp; social media (responsible use)</li> <li>Family &amp; commitment</li> </ul>	
	Winter 1	Intimate & Sexual Relationships (puberty)	<ul style="list-style-type: none"> <li>Growing up: physical &amp; mental changes, Body changes</li> </ul>	
	Spring 1	Being Safe	<ul style="list-style-type: none"> <li>Relationships and the Law, Keeping Safe – FGM</li> </ul>	
Year 8	Autumn 2	Respectful Relationships / Online & Media	<ul style="list-style-type: none"> <li>Being a positive bystander</li> <li>Online World</li> <li>Protected Characteristics</li> <li>Risks of social media</li> </ul>	
	Winter 1	Respectful Relationships	<ul style="list-style-type: none"> <li>Choosing a partner</li> <li>1–1 relationships</li> <li>Understanding consent</li> <li>What is sexism?</li> <li>Bullying or Banter</li> </ul>	
	Spring 2	Respectful Relationships & Equality	<ul style="list-style-type: none"> <li>Being the same</li> <li>Being different (identity, equality)</li> </ul>	
Year 9	Autumn 2	Intimate & Sexual Relationships	<ul style="list-style-type: none"> <li>Intimate relationships</li> <li>Contraception, Consent (induction to consent)</li> </ul>	
	Winter 1	Respectful Relationships	<ul style="list-style-type: none"> <li>Diversity &amp; equality</li> </ul>	
	Winter 2	Being Safe / Online & Media	<ul style="list-style-type: none"> <li>What's the issue with nudes? (image sharing)</li> <li>CSE</li> <li>Child-on-child abuse</li> </ul>	

			<ul style="list-style-type: none"> <li>• Social media &amp; mental health</li> </ul>	
Year 10	Autumn 2	Intimate & Sexual Relationships	<ul style="list-style-type: none"> <li>• Sharing sexual images</li> <li>• Relationships (abuse)</li> <li>• Role of intimacy</li> <li>• Emotional abuse</li> </ul>	
	Winter 1	Respectful Relationships / Being Safe	<ul style="list-style-type: none"> <li>• Incel culture</li> <li>• Toxic culture</li> <li>• Image-based sexual abuse</li> <li>• Misogyny &amp; law</li> <li>• Extremism (homophobia)</li> </ul>	
Year 11	Autumn 2	Being Safe / Intimate & Sexual Relationships	<ul style="list-style-type: none"> <li>• Sexual offences &amp; the law</li> <li>• Substance abuse &amp; relationships</li> <li>• Risky behaviour &amp; consequences</li> </ul>	
	Winter 1	Intimate & Sexual Relationships / Families	<ul style="list-style-type: none"> <li>• Pregnancy &amp; choices</li> <li>• HIV/STIs</li> <li>• Family &amp; parenting responsibilities</li> <li>• Formalising relationships (marriage, civil partnerships)</li> <li>• Legal rights when relationships end</li> </ul>	

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

TOPIC	PUPILS SHOULD KNOW
<p>Families (No right to withdraw)</p>	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status E.g. That marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
<p>Respectful relationships, including friendships (No right to withdraw)</p>	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<p>Online and media (No right to withdraw)</p>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material E.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<p>Being safe (No right to withdraw)</p>	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health (Right to withdraw from parts)</p>	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• 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>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

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

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

# Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

## Relationships and Sex Education

Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Your child's school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

## Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

