

Relationships and Sex Education Policy

Aurora Hanley School

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Applies to:	Schools
Associated documents:	Curriculum policy PSHE policy Child protection policy
Approved by:	Quality and Sevice lead
Implementation date:	September 2026
Next review due by:	September 2027
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

1. Aims

This policy aims to provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies.

At Aurora we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

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

- To help pupils develop feelings of self-worth, self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships, and encourage pupils to form positive and healthy relationships. RSE is not about the promotion of sexual activity.
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To ensure pupils know how to keep themselves safe and how to behave respectfully towards others.
- To ensure pupils understand what sexual abuse and sexual harassment are, be aware of different types (including online)
- To ensure all students are clear on how to report any sexual behaviour and/or any behaviour that makes them uncomfortable, and the importance of reporting and raising concerns
- To ensure pupils understand key issues around consent, can identify appropriate and inappropriate touch and behaviours (off and on-line) and recognise risks
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To provide a framework in which sensitive discussions can take place

2. Legislation and statutory requirements

This Policy fulfils the requirements of:

- › **The Department for Education's** Statutory guidance on relationships education, relationships and sex education (RSE) and health education. **2026**
- › Section 34 of the [Children and Social work act 2017](#).

3. Scope

This policy applies to all staff, children and young people at Aurora Hanley School.

4. Roles and responsibilities

4.1 The Site Lead will:

4.1.1 Be responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

4.2 Staff will:

4.2.1 Deliver RSE in a sensitive way

4.2.2 Model positive attitudes to RSE

4.2.3 Monitor progress

4.2.4 Respond to the needs of individual pupils

4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE- referring such cases to the Head of School

4.3.5 Proactively seek advice and support where needed in order to deliver high quality RSE provision

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with the Site Lead.

At Aurora Hanley School, RSE is taught or supported by a range of staff:

Role:	Responsible for:
Emma Brown - Teacher	PSHE/RSE Teacher - Subject lead
Post 16 Teachers, Lower School Teachers, Life skills teachers, HLTAs	Delivering PSHE to own tutor group or assigned groups
Clinical Team / Pastoral lead	Support and advise staff on aspects of delivery where needed or deliver 1-1 support where students need additional input

4.3 The governing board will:

4.3.1 The governing board will hold the head of school/Principal to account for the implementation of this policy.

4.3 Children/young people will:

4.3.1 Engage fully in RSE and treat others with respect and sensitivity, when discussing related issues.

5. Definitions

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.

6. Policy development

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

- Review of Policy
- Staff consultation
- Parent consultation
- Pupil consultation
- Ratification

7. Curriculum

Our curriculum covers the statutory content of the DFE 2026 RSE guidance.

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At Aurora Hanley School we define Relationships and Sex Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The purpose of Relationships and Sex Education (RSE) at Aurora Hanley is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places RSE firmly in the context of relationships as a whole and seeks to develop it as such. We will emphasize the understanding of the importance for families of stable, caring, responsible and loving relations between adults.

Relationships and Sex Education is an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children. We recognise that our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Due to the nature of our pupils RSE is taught in a considerate and delicate way, ensuring that pupils feel comfortable and confident to ask questions. We believe that relationship and sex education is particularly important for our pupils because some do not have access to wider friends and networks and therefore rely on the internet to gain information. This can impact on a pupil's views, outlook and expectations around relations and sex.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and different religious views. Pupils follow different pathways through the RSE curriculum. Many pupils have been out of education for some time before joining us. Others may be less mature or more vulnerable and therefore content and coverage is adapted to meet their needs and address gaps appropriately.

RSE is not delivered in isolation. It is taught in subjects including Personal, Social, Health Education (PSHE), Computing and Science. This includes lessons on how to keep themselves safe both in the physical world and in the online world, how to keep their bodies' safe and what to do if they are worried about any changes to their body.

Our RSE programme is an integral part of our whole school PSHE education provision, incorporating PSHE Association schemes of work but tailored and adapted to meet the needs of our cohort, and supplemented by other appropriate resources and schemes where beneficial. It covers a wide range of topics that affect pupils. Pupils will be taught on a 'stage not age' programme to ensure specific needs are met, at the right time and that materials are adapted to suit the needs of the cohort. We have built in a spiral approach due to students varying starting points, to ensure that statutory entitlement is covered and to ensure that crucial information is revisited and reinforced annually (e.g. consent/reporting/seeking help).

Teachers and pupils will agree ground rules at the start of the year which will be adhered to in all sessions, ensuring that pupils have an understanding that what is said in RSE lessons can be quite sensitive. Pupils will be encouraged not to talk about sensitive personal experiences in the groups. This ensures other pupils do not find out sensitive information about a child or situations they may have been through in the past, although staff will always be available to support any responses to difficult topics and will ensure support is offered where needed.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection or safeguarding issue.

Pupils will be aware that if staff think that there might be a safeguarding issue, a safeguarding officer within the school will be informed.

Pupils will be able to raise questions anonymously by using approaches such as the 'ask it basket'. The teacher can either address the issues raised by a pupil in private if they wish or address the question as part of a lesson. Pupils' questions will **always** be answered. We believe that providing accurate information is the most effective way to ensure pupils have a sound understanding.

As part of our whole school approach to RSE, parents are encouraged to contact us if they wish to discuss any aspect of what will be delivered. We are happy to arrange a phone conversation, or a face-to-face meeting as required. Parents will be made aware of any sensitive topics being covered in class.

Due to the vulnerabilities and needs of our cohort, we teach consent and appropriate / inappropriate touch / reporting / where to seek help in every year throughout school.

8. Delivery of RSE

RSE is delivered through our PSHE curriculum. We may on link to external professionals such as the School nurse to support delivery. The biological processes of reproduction are covered in both RSE and Science lessons. Wider aspects of RSE are covered through the PSHE/RSE curriculum.

The purpose of RSE is to provide knowledge about the processes of growth and development and human reproduction, different gender identities including challenging stereotypes, as well as the importance of relationships. At the same time it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It provides an important forum for pupils to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views.

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).

For some of our young people, issues may arise where additional support is needed around risky behaviours or there may be areas where a young person needs a more specific piece of work. In such cases, we may draw on the expertise of our clinical team to offer tailored input, advice and/or guidance.

Resources are tailored to the needs of the group and adapted in line with Student Support Plans to remove barriers to learning. Key vocabulary is introduced and reinforced within each topic. Materials will be made accessible through the use of visual resources, hands on practical tasks, as well as approaches such as reducing language levels, using appropriate text sizes, chunking materials.

9. Safeguarding and child protection

At Aurora Hanley School we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens we will follow the procedures described in our Child Protection Policy. Concerns will be logged on the 'My Concern' system and picked up by the DSLs.

Staff RSE training and General Safeguarding training covers the need for confidentiality in regard to any disclosures or sensitive matters.

Guidelines are set with pupils at the start of sensitive sessions so that students feel comfortable and understand how to manage such lessons and discussions appropriately.

10. Parents right to withdraw

Parents of primary age pupils do **not** have the right to withdraw their children from relationships education. Parents of secondary age pupils do 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.

To opt a child/young person out of RSE lessons, complete Appendix 2 and return it to the Head of School who will then arrange a meeting to discuss your request with you.

11. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. We will also invite visitors from outside the school, such as the school nurse or sexual health professionals, to provide support and training to staff teaching.

The PSHE lead provides additional support as guidance as required.

12. Working with Parents

Our RSE Policy is available on our school website and is also sent out via email annually to all parents/carers. We carry out parent/carer RSE survey every 2 years to gather feedback to inform our approach. We also offer a range of parents workshops across the year attended by key staff including the clinical team, who are able to advise on any specific issues.

Information and links to helpful resources are sent home at the start of each topic, so that parents/carers can support the learning at home or can seek advice/help around the topic to use in wider contexts.

Parents/carers can request access to all schemes of work and resources by contacting the Head of School – Julie Martin.

13. Monitoring arrangements

This policy will be reviewed annually by Julie Martin-Head of School.

The delivery of RSE is monitored by the Assistant Heads in conjunction with the Head of School, the RSE lead and the teachers through: planning monitoring, work sampling, classroom visits, pupil voice, pupil/parent feedback, staff discussion.

Appendix 1: Curriculum map or add your subject overview

Relationships and sex education curriculum map

Full Medium Term Plans and resources for all topics are available on request.

Lower Primary	Cycle A	Self-Awareness Things we are good at Self esteem Caring	Self-Care, Support and Safety Taking care of ourselves <i>Staying safe online</i>	Managing feelings Identifying and expressing feelings <i>General wellbeing: 3-6</i>	Changing and growing Baby to adult External private body parts <i>Consent/Appropriate and inappropriate touch incl. reporting</i>	Healthy lifestyles Healthy eating <i>Healthy on-screen habits</i> <i>General wellbeing: 1&2</i> <i>Healthy Eating: 1-4</i> <i>Wellbeing online:1,3,4,11</i> Neurodiversity <i>To build student understanding of ASC, ADHD, Dyslexia, Dyscalculia.</i>	The World I live in Respecting differences between people <i>Online diversity</i> <i>Stereotypes in social media</i> <i>Families and People who Care for me: 3</i> <i>Respectful Kind Relationships: 1&5.</i> <i>Wellbeing online:7,8,11</i>
		Self-Awareness Kind and unkind behaviours <i>Include online</i> <i>Caring</i> <i>Friendships: 1-7</i> <i>General wellbeing: 7</i> <i>Wellbeing online: 1,4</i>	Self-Care, Support and Safety Keeping safe <i>Keeping safe online</i> <i>Respectful, Kind, Relationships : 5-9</i> <i>Online Safety and Awareness: 1-4</i> <i>General wellbeing: 6,7,9</i> <i>Wellbeing online: 1 -6</i>	Managing feelings Identifying and expressing feelings <i>General wellbeing: 3-5</i>	Changing and growing Baby to adult External private body parts <i>Consent/Appropriate and inappropriate touch incl. reporting</i> <i>Being safe: 1-7</i> <i>Developing Bodies: 1-2</i>	Healthy lifestyles Taking care of physical health <i>Healthy screen time</i> <i>General wellbeing: 1-6,9</i> <i>Health protection and prevention: 1,2,3,4,5</i> <i>Healthy Eating: 1-4</i> <i>Physical Health and Fitness 1-4.</i> <i>Wellbeing online: 1,3,4,11</i>	The World I live in Jobs people do <i>Online careers</i> <i>Wellbeing online: 9</i>
	Cycle A	Self-Awareness Playing and working together <i>Online working</i>	Self-Care, Support and Safety Trust <i>Trusting people online</i> <i>How to report</i>	Managing feelings Identifying and expressing feelings. Managing strong feelings.	Changing and growing Changes at puberty Dealing with touch <i>Consent/Appropriate and inappropriate touch incl. reporting</i> <i>Being Safe 1-7</i>	Healthy lifestyles Healthy eating <i>Online influences/advertisements</i>	The World I live in Rules and laws <i>Online rules and laws</i>

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	<i>Caring Friendships: 1-7 Respectful Kind Relationships : 1,2,3,5,7 &9 General wellbeing: 7 Wellbeing online: 1,2,4,11</i>	<i>harmful contact Online Safety and Awareness: 5&6 Families and People Who care for us: 4 Respectful, Kind, Relationships : 3,4,9,11 Wellbeing online: 1,2,4,8,11</i>	<i>Being aware of expressing ourselves online Online Safety and Awareness: 1&2 Respectful, Kind Relationships: 2,3&4 General wellbeing: 3-5 Wellbeing online: 1,2,4,11</i>	Developing Bodies: 1-3	<i>General wellbeing: 1&2 Healthy Eating: 1-4 Wellbeing online: 5-11 Neurodiversity To build student understanding of ASC, ADHD, Dyslexia, Dyscalculia.</i>	<i>Online Safety and Awareness:3 Wellbeing online: 5-11</i>
Cycle B	Self-awareness People who are special to us <i>Online friendship Caring Friendships 1-4 Online safety and awareness 1 &2. Respectful, Kind relationships 1-4 Families and people who care for me 1-6. Wellbeing online: 1,2,8,11</i>	Self-care, Support and Safety <i>Keeping safe online Respectful, kind relationships 3 -11. Online safety and awareness 3-6. Being Safe 1&2/ 6&7 General wellbeing: 7 &9 Wellbeing online: 1-11</i>	Managing feelings Identifying and expressing feelings/ Managing strong feelings <i>Managing and expressing feelings online Caring friendships 5-7 Respectful, kind relationships 2-9 & 11. Being safe: 6&7. Online safety and awareness: 1 General wellbeing: 3-5, 6,8,10 Wellbeing online: 2,4,11</i>	Changing and Growing Changes at Puberty Different types of relationship Consent/Appropriate and inappropriate touch incl. reporting <i>Being Safe: 1-6 Developing Bodies: 1-3 Links to Primary RSE (life cycles/ reproduction).</i>	Healthy Lifestyles Taking care of physical health <i>Healthy screen time General wellbeing: 1&2 Health protection and prevention: 1,2,3,4,5,6 Drugs, alcohol, tobacco and vaping (some elements) Healthy Eating: 1-4 Physical Health and Fitness 1-4. Wellbeing online: 3,11</i>	The world I live in Taking care of the environment
Cycle C	Self-Awareness Getting on with others <i>Friendship online Caring Friendships 1-7 (particularly 4 &7).</i>	Self-Care, Support and Safety Public and private <i>Keeping private information safe online Online Safety and awareness 4 & 5.</i>	Managing feelings Identifying and expressing feelings. Managing strong feelings. <i>Expressing ourselves appropriately online</i>	Changing and growing Changes at puberty Friendship (KS3) Consent/Appropriate and inappropriate touch incl. reporting. <i>Being Safe: 1-6 Developing Bodies: 1-3 Links to Primary Science/RSE (life</i>	Healthy lifestyles Keeping well <i>General wellbeing: 1&2 Basic First Aid 1 &2 Personal Safety: 1&2 (May include assemblies</i>	The World I live in Belonging to a community <i>Belonging to an online community Online Safety and Awareness 1-6. Wellbeing online: 1 - 11</i>

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		Online safety and awareness 1 & 2 Wellbeing online: 1,2,4,11	Respectful, Kind relationships: 11 Wellbeing online: 6-11	Online Safety and awareness 1 & 2. Respectful, kind relationships 2 -8. General wellbeing: 3-5, 6,8,10 Wellbeing online: 1-4,11	cycles/ reproduction).	and workshops) Drugs, alcohol, tobacco and vaping (some elements)	
KS3/ Upper	Cycle A	Self-Awareness Personal strengths and skills for learning Including exploring careers and enterprise online Wellbeing online: 9	Self-Care, Support and Safety Feeling unwell Feeling frightened/ worried Public and private Online Safety and awareness: 5 & 6. Wellbeing online: 9-11	Managing feelings Self-esteem and unkind comments Incl. how self-esteem is affected by online identity and friendship, cyber bullying and trolling and how to get help Respectful, Kind relationships: 3-9 & 11 Online Safety and Awareness 1,2 & 6. Wellbeing online: 1-4, 8-11	Changing and growing Puberty Consent/Appropriate and inappropriate touch incl. reporting Being Safe 1-6 Developing Bodies: 1-3 Links to Primary RSE. (reproduction)	Healthy lifestyles Elements of healthy lifestyles Mental wellbeing Including how online influences affect our attitudes to diet and exercise How to get help online General wellbeing: 3-5, 6-10 Drugs, alcohol, tobacco and vaping (some elements) Healthy Eating: 1-4 Physical Health and Fitness 1-4. Wellbeing online: 7-11 Neurodiversity To build student understanding of ASC, ADHD, Dyslexia, Dyscalculia.	The World I live in Diversity/ rights and responsibilities Managing online information Including how apps can help manage and access our money online Wellbeing online: 5,6,7,9,10,11.
	Cycle B	Self-Awareness Prejudice and discrimination	Self-Care Support & Safety Accidents and risk	Managing feelings Strong feelings	Changing and growing Friendship Healthy and unhealthy	Healthy lifestyles Physical activity Healthy eating	The World I live in Preparing for adulthood

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		<i>Online discrimination</i> <i>Respectful, Kind relationships: 1</i> <i>Families and People who care for me: 3-5.</i> <i>Online safety and awareness 1,2&6.</i> <i>Wellbeing online: 8,11</i>	Emergency situations <i>Online Risk</i> <i>Online safety and awareness 3-6.</i> Basic First Aid: 1 & 2 Personal Safety: 1&2 <i>(May include assemblies and workshops)</i> <i>Wellbeing online: 5-7, 9-11</i>	<i>General wellbeing: 8-10</i>	relationship behaviour <i>Consent/Appropriate and inappropriate touch incl. reporting</i> <i>Impact of social media on friendships and managing conflict</i> <i>How to report unhealthy online contact</i> <i>Being Safe :1-6</i> <i>General wellbeing: 7,9</i> <i>Wellbeing online: 2,8,11</i>	Body image <i>Including how online influences affect our attitudes to diet and exercise</i> <i>General wellbeing: 1&2</i> <i>Healthy Eating: 1-4</i> <i>Physical Health and Fitness 1-4.</i> <i>Wellbeing online: 7,9,10,11</i>	Managing finances <i>Online apps and purchases</i> <i>Online Safety and awareness 2-4.</i> <i>Wellbeing online: 5-7,9-11</i>
	Cycle C	Self-Awareness Managing pressure <i>Online peer and advertising pressure</i> <i>Respectful, Kind relationships: 4-6.</i> <i>Caring Friendships 5-7</i> <i>Wellbeing online: 7-11</i>	Self-care support and safety Keeping safe online Gambling <i>Respectful, Kind relationships: 9&11</i> <i>Online safety and awareness 1-6.</i> <i>Wellbeing online: 5&6, 9-11</i>	Managing feelings Romantic feelings and sexual attraction <i>Online relationships and relationships norms on social media</i> <i>Online safety and awareness 3-6.</i> <i>Families and People who care for me: 4-6.</i> <i>General wellbeing: 6.7.9</i> <i>Wellbeing online: 1,2.4.8.11</i>	Changing and growing Puberty Intimate relationships, contraception. (some KS& RSE content) <i>Consent/Appropriate and inappropriate touch incl. reporting</i> <i>Families and People who care for me: 5-6.</i> <i>Being Safe :1-6.</i> Developing Bodies: 1-3 <i>Links to Primary RSE (reproduction).</i>	Healthy lifestyles Medicinal drugs Drugs, alcohol and tobacco (including vaping) <i>How to get help for addiction online</i> <i>Drugs, alcohol, tobacco and vaping (all elements)</i> <i>Wellbeing online: 11</i>	The World I live in Taking care of the environment

Upper School Curriculum

K S 3	Year 9	Self-Awareness Self esteem Strengths and skills Learning styles Work roles and aspirations Gender stereotypes/	Personal Safety Taking care of ourselves off and online (harmful content) Limiting screen time.	Respectful Relationships Identifying and expressing feelings Consent and boundaries inc violence against	Alcohol and Drugs Drugs awareness/ county lines Smoking and vaping County lines	Changing and growing Growth and puberty, Personal hygiene Gynae health different relationships	The World I live in Fake news and social influences (y7) Stereotypes racism/disability
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		protected characteristics <i>Inc. online careers resources</i>	Emergency situations Bullying(link to protected characteristics) Seeking help <i>Staying safe online/Do you know who you are talking to?/reporting (y7)/CEOP button</i>	women and girls Health / unhealthy relationship Linked to self esteem Compromise and communication Consent/Approprate and inappropriate touch/reporting	Misuse of prescribed drugs Where to get advice and guidance (y7) <i>incl. online support Healthy on-screen habits</i>	and families/marriage - protected characteristics Consent/Approprate and inappropriate touch/reporting	Body image Rights and responsibilities Personal safety First aid <i>Online diversity and fake</i> Diversity-healthy relationships, <i>news</i>
	Year B	Self-Awareness/Responsible Self esteem My actions towards others Bullying Bullying v banter <i>Inc. online relationships</i>	Media, Influence and staying safe online Prejudice, discrimination and stereotypes. Media representations of young people link to gangs/perception - age as a protected characteristic Online targeting Being critical online.	Managing feelings Positive and safe relationships Managing our anger Love and abuse Managing unwanted attention link to violence against women and girls/healthy relationships - sex/gender as a protected characteristic Consent Consent/Approprate and inappropriate touch reporting	Healthy lifestyles Modern families Positive families Rasing children Self-care Self-examinations and screenings Personal hygiene	Changing and growing Human reproduction and contraception Sexual identity and attraction - sexual orientation as a protected characteristic Appropriate behaviours in relationships. consent <i>Online sources of support</i>	The World I live in Finance and enterprise Gambling First aid <i>Incl. online gambling, phishing</i>
	Year C	Digital and social Resilience Impact of screens on our health AI chatbots Healthy and unhealthy coping strategies Loss and grief Looking after our mental health	Online and cyber security risks and safety/ AI and gaming addiction Digital footprints Managing devices and accounts Identifying scams Online adverts	Managing Feelings-conflict Conflict management Causes of conflict Conflict with strangers Resolution skills Consent/Approprate and inappropriate touch/reporting	Healthy Lifestyles – sexual content online Nudes – Deepfakes Law around image sharing Impact on taking nudes Identify when technology and social	Changing and growing Body image Peer influence Assertiveness Self advocacy Coercion and control in relationships Consent Consent/Approprate and inappropriate touch/reporting	The World I live in First aid Risk management Smoking and vaping Alcohol - risks

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			Gaming addictions Fake social media accounts <i>Life online</i>		media are used to harass and control. <i>Life online</i>		
KS4	Year A	Careers and Enterprise Self-esteem and self-identity Self-discipline Communication and teamwork skills Careers and enterprise, pathways, skills, roles and identities protected characteristics in the workplace <i>Incl. online sources of support/advice</i>	Self-Care, Support and Safety Keeping safe Discrimination and prejudice – online focus - inc hate crimes Self-harm and suicide Bullying and gangs County lines <i>Keeping safe online/Do you know who you are talking to?/reporting</i>	Positive relationships and recognising risks Extremism / radicalisation Domestic conflict Healthy and unhealthy relationships Consent and boundaries <i>Consent/Approprate and inappropriate touch/reporting</i>	Wellbeing Mental health anxiety, depression and self harm Healthy diet Eating disorders Drugs - vaccines Social and media influences <i>Trolling</i> Self harm-focus on strategies, ensure pupils know who they can talk to, signpost to Kooth (online mental health tool from NHS-chat room with health professionals)	Sexual health and identity Long term relationships including how to end them / Families Sexual health - unplanned pregnancy, miscarriage, abortion and adoption - pregnancy as a protected characteristic sexual identity - influence of media and pornography, link to violence towards girls and women/sexualised violence <i>Incl. online pornography</i>	Finance Managing money Avoiding debt Payday loans Banking online Savings <i>Incl. sources of support online, payday loans, risky financial decisions online, online banking safety</i>
	Year B	Self-Awareness Feedback and criticism – impact on others Managing criticism Online interactions (trolling) Digital footprint Debating <i>Incl. managing online interactions</i>	Self-Care, Support and Safety Mental health and body image Healthy diet Eating disorders Body shaming Body positivity <i>Sources of online health and support</i>	Managing feelings Managing unwanted attention Sexism and gender prejudice Consent and boundaries Harassment and stalking Domestic abuse Law and harassment <i>Consent/Approprate and inappropriate touch/reporting</i>	Healthy lifestyles Teenage development Looking after yourself Immunisations and vaccinations Monitoring own health cancer and prevention - links to protected characteristic s-right to healthcare	Changing and growing FGM Exploitation Forced marriage <i>Consent/Approprate and inappropriate touch/reporting</i> <i>Consent and boundaries</i>	The World I live in Money problems Debt, gambling, moral dilemmas Money laundering First aid <i>Incl. online gambling</i>

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post 16	Year A	Self-care and independence Health care Person hygiene Accessing different health care services Sexual health care Pharmacies Going on holiday alone	Diversity and inclusion Respecting differences Understanding protected characteristics-your EHCP- how to advocate for yourself and sources of support Family diversity Disability awareness in College/ in the workplace Gender stereotypes Equality and inclusion Challenging prejudice and discrimination	Heathy Lifestyles Class A drugs Class B drugs Class C, prescription drugs, Alcohol, tobacco, vapes Drugs and the law How to keep yourself safe-coercion, pressure etc-how to raise concerns <i>Incl. reliable sources of online support</i> Self harm-focus on strategies, ensure pupils know who they can talk to, signpost to Kooth (online mental health tool from NHS)	Changing and growing Types of relationship Digital relationships and online dating apps Fertility and reproductive health Pregnancy Parenthood options/parenting and babies Raising a family-support and guidance-sources of support <i>Incl. online sources of support, and online intimate relationships, sexting, staying safe</i>	Relationships Attraction, affection and dating Body autonomy. Respecting other peoples decisions. Giving and receiving consent. Withdrawal of consent. Recognising coercion and pressure. Managing rejection and break-ups Unacceptable behaviours-stalking, harassment, targeting- the law-how to seek support	The World I live in Preparing for adulthood finance Budgeting inc impact on healthy diet choices Independent living Enterprise First aid <i>Incl. online risks relating to finance (phishing)</i>
	Year B	Self-Awareness Giving and receiving Recognising exploitation and grooming / coercion-seeking support Substance-related risks Emergency procedures Workplace relationships, sexual harassment and boundaries/consent in employment settings Safety plans-	Self-Care, Support and Safety Sexual exploitation Consent/Appropriate and inappropriate touch/reporting County lines awareness Radicalisation awareness Recognising unsafe situations- Trusted adults and support services	Housing and basic needs Types of housing How to get help with housing Deposits and rent- systems around having a money Regular bills Direct debits/standing orders house hold bills	Changing and growing Different types of relationships <i>Building and maintaining friendships</i> <i>Healthy versus unhealthy friendships</i> <i>Social expectations</i> <i>a</i> <i>Conflict resolution</i> <i>Respect and empathy-Loneliness and social isolation</i>	Managing relationships and feelings Public and Private behaviours Contraception Reproductive health / STIs Accessing health services -Making informed choices -Myths and misconceptions – seeking accurate information-sources	The World I live in – finances Banking and online banking safety Saving and spending Debts and borrowing Benefits and entitlements Wages and taxes Consumer awareness Financial exploitation and scams

Appendix 2: 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			

Appendix 1: Guide to vocabulary use

Vocabulary/Primary – This is intended as a guide only to the vocabulary which **may** be used. This will be adapted sensitively to the needs of our young people and we will take a ‘**stage not age**’ approach to decide on appropriate content for each group and / or individual.

We aim for our pupils to have an understanding of the changes their body will go through prior to entering puberty (so around NC Year 4/ 8-9 years of age). We have a range of resources and picture books which can be used to support understanding. Where pupils ask questions they will be provided with factual and accurate information and vocabulary.

Age	Vocabulary
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Year 1 (Age 5-6 years)	Boy / Girl / Routine / Clean / Washing / Family / Differences /clean / hygiene / boy /girl / Penis / vagina / lifecycle / family / Difference / consent
Year 2 (Age 6-7 years)	Different / Similar / Penis / Vagina / Testicles / Nipples / consent
Year 3 (Age 7-8 years)	Differences / Vagina / Womb / Penis / Testicles / Touch / Personal space / Family / consent
Year 4 (Age 8-9 years)	Lifecycle / Body change / Puberty / Penis / Vagina / Testicles / Nipple / Womb / Pubic hair / Breasts / Sperm / Egg (ovum) / consent
Year 5 (Age 9-10 years)	Puberty / Physical changes / Emotional changes / Penis / Vagina / Period/ menstruation / Nipples / Breasts / Pubic hair / Testicles / Erections / Wet dreams / masturbation/ Egg / Fallopian tube / Sperm / Hygiene / consent
Year 6 (Age 10-11 years)	Reproduction / Puberty / Uterus / Penis / Vagina / Nipples / Breasts / Testicles / Relationship / Positive and negative relationship / Positive and negative relationship / Friendship / Touching / Sexual intercourse /sperm / egg / fertilized / Personal information / keeping safe / menstruation / wet dream / masturbation / pubic hair /erection / consent