St John Fisher Catholic College

Relationship and Sex Education Policy

Approved: September 2026

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Adopted: September 2026

"I am the way, the truth and the life" John 14:6

This policy was written in partnership with the LGB, clergy, parents and learners of St John Fisher Catholic College. This policy will set out aims, rationale and objectives of Relationships and Sex Education (RSE) taught at St John Fisher Catholic College as well as how the content will be monitored and evaluated effectively. This policy is reviewed, amended where necessary and adopted every three years by the LGB.

What is RSE and why is it important?

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSE compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all state funded secondary schools.

RSE lies at the heart of adolescence. It is a time of transition from the safety and security of childhood towards the unfamiliar, daunting and often challenging time of adulthood. An effective RSE curriculum provides learners with the tools and strategies to manoeuvre this transition as effectively as they can, providing the young person with detailed, factual knowledge from trained teachers who root all that they teach in the Gospel values of all people as "made in the image and likeness of God." The Department for Education (DfE) does not specify a set programme or national curriculum for RSE teaching and instead allows schools flexibility in developing their planned programmes making sure that overlapping and building on prior knowledge is taken in to account ensuring a broad and balanced curriculum is delivered to all learners.

RSE taught well allows for an already caring teacher who sees their career as their vocation to further develop that bond and trust with learners so that the young person is aware and feels confident in knowing that they have a stable foundation to grow from. All lessons will be delivered sensitively and confidentially where possible, allowing for child protection issues to be dealt with appropriately, and will endeavour to create a "safe place" within the classroom so that learners are able to ask and discuss questions that are pertinent to them.

The DfE sees RSE as a supportive tool allowing young people to navigate the increasingly complex world where they live seamlessly online as well as offline. RSE is important as "children and young people need to know how to be safe and healthy and to how to manage their academic, personal and social lives in a positive way" (Secretary of State for Education 2021). As from 2021, all RSE and Health education is compulsory in all state funded secondary schools also ensuring that "teaching about mental wellbeing is central to these subjects" so that all young people are supported to be well rounded, resilient and happy individuals able to lead fulfilling and rewarding lives supporting their parish and beyond.

At St John Fisher Catholic College we support the DfE, teaching that "effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time."

The DfE renewed in 2021 its commitment to RSE fulfilling the key principles of The Equality Act 2010 ensuring that all young people "understand the importance of equality and respect" and thus all LGBTQ+ teaching remains as developing young people's awareness of protected characteristics. This is not an area that we as an inclusive Catholic school shy away from and we have worked to establish a curriculum that meets all DfE guidance as well as those of the Catholic Bishops of England and Wales, using the lessons developed by TenTen entitled "Life to the Full". In line with DfE requirements, LGBTQ+ teaching is fully integrated into the TenTen programmes of study and is not delivered as a standalone unit or lesson.

The aim of RSE at St John Fisher Catholic College

"I have come that you might have life and have it to the full" John 10:10

At the heart of what we do as a Catholic school is to follow the call to sainthood. A focal point of that is to see each and every person as a unique being made in the image and likeness of God worthy of, and capable of, love, kindness, integrity and respect. Each and every person is made with a unique human dignity and it is through effective RSE teaching that this understanding can be strengthened even further.

At the heart of our faith is the belief in the Trinity, The Father, Son and Holy Spirit. Three persons in one joined in a full and loving relationship creating and sustaining all aspects of creation and all people. It is St Augustine who referred to the Trinity as a relationship of love with the Lover, the Beloved and the love between them explaining the Father, Son and Holy Spirit respectively. It is from this basis of love and faith that RSE grows from, allowing us to underpin all aims and objectives as seeing all people, their gender, sexuality and race as children of God, created in His image and likeness and reflecting His goodness.

Values and virtues:

Our RSE curriculum is based on delivering the Diocesan approved TenTen programme. This set structure of lessons that include a mix of videos, discussions and safe space exploration of ideas which builds upon the three themes set out by the CSE: that learners are created and loved by God; created by God to love others; created by God to live in a community.

The main virtues that are taught and developed throughout the lessons are: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion. The lessons also allow learners to develop their thoughts on what values are important to them.

All lessons are underpinned by our knowledge that all people are made in the image and likeness of God. All lessons must, as stated by the DfE, be sensitive and age-appropriate in both their approach and content. With the support of parents, carers and wider stakeholders, the teaching of RSE at St John Fisher Catholic College is positive and accurate allowing our learners to develop physically, psychologically, socially, emotionally and spiritually.

All lessons enshrine the Catholic teachings on the value and importance of a stable relationship, marriage and family life.

Aim of RSE and the Mission Statement

Our school mission statement of the Fisher Way aims to educate and inspire based on the principles of love, joy and faith as we are an inclusive Catholic school. The Fisher Way and the values of love, faith and joy are at the heart of everything we seek to achieve. Our mission directs us to educate the whole child, developing a holistic education that is culturally relevant to our children and set in the context that they live in now. With that in mind, as stated, this policy will be reviewed every three years.

Within our own school context, we wish to raise the self-esteem of all learners. We wish to educate all learners to grow in knowledge and understanding, recognising the value of all persons, including themselves, and developing a virtuous nature focusing on caring and sensitivity.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;

- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and to love chastely;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The Church's teaching on relationship and the nature of and meaning of sexual love;
- The Church's teaching on marriage and the importance of marriage and family life;
- The centrality and importance of virtue in guiding human living and loving;
- The physical and psychological changes that accompany puberty;
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- How to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, where to go for advice.

In addition to this and following revised DfE guidance in 2026, the teaching of RSE must also ensure that all learners are taught the following:

- How to navigate the dangers of the internet, including the dangers of sharing personal data online and how this may be used for multiple reasons from marketing to more criminal and dangerous ways.
- The Equality Act 2010 and the importance of knowing and understanding protected characteristics, the law and the wider, possible legal, implications of the decisions they make.
- Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- What sexual violence and sexual harassment are, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have

occurred. (Any report of sexual or otherwise harassment or child on child abuse will be dealt with immediately and in line with our safeguarding policy as well as our child-on-child abuse policy.)

- Learners should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). Also, the law concerning FGM.
- Internet safety should also be addressed. Learners should be taught the rules and principles for keeping safe online.
- What the law says about sex, relationships and young people, as well as broader safeguarding issues such as marriage, CSE, CCE and abortion.
- Mental health and wellbeing; the importance and interdependence of physical and mental health and strategies to promote as well as refuting misconceptions and any stigmas associated with mental health.
- Menstruation including myth busting and promotion of all available menstruation products.

Outcomes:

Inclusion and adaptive teaching

We will ensure at St John Fisher Catholic College that we are sensitive to the needs of all learners as we believe that each child is made in the image and likeness of God and must be loved and respected as such. We will ensure that the teaching received is sensitive to all learners and takes into consideration their ability, background, family life and personal sexual orientation, faith and culture.

The Assistant Headteacher in charge of Catholic Life will work closely with the SEND department to ensure all teaching material is accessible for all learners and that RE teachers are well trained and resourced to deliver the materials in a confident and purposeful way. All reasonable adjustments to alleviate any disadvantage will be carefully thought out and monitored. It will be paramount that lessons foster healthy and respectful peer to peer communication. The environment created will challenge all perceived limits on pupils based on their gender or any other characteristic as in line with our school child on child abuse policy and safeguarding policy.

Any discrimination or bullying will not be tolerated as we endeavour to ensure that RSE lessons and St John Fisher Catholic College as a whole, is a safe and welcoming place for all. Any unwanted reactions will be dealt with in line with the school behaviour policy and our child-on-child abuse policy.

Curriculum and delivery

Relationships and Sex Education (RSE)

At St John Fisher Catholic College, RSE for Year 7-11 will be taught using the TenTen programme across the RE faculty. There will be an increase in RE curriculum time to ensure that learners still receive 10% RE curriculum time.

In Y12 and Y13, RSE is delivered through our Sixth Form Formation Programme and by Teachers of RE as part of Core RE.

All years will receive the TenTen programme "Life to the Full", endorsed by the Bishops of England and Wales which meets all statutory requirements.

RSE lessons are carefully sequenced and well planned to ensure a coherent programme that is age appropriate is delivered.

Sixth Form TenTen sessions will focus on the *Cinema in Education* sessions and will be delivered in Core RE lesson time.

These sessions will be monitored and evaluated by the Assistant Headteacher in charge of Catholic Life alongside other members of the pastoral team and other members of the Senior Leadership Team as appropriate.

By ensuring that RSE is taught explicitly and revisited throughout the curriculum, alongside relationship development within RE lessons and physical development taught through Science, we aim to reinforce the importance and status of RSE within our school.

All teaching will hold Church teachings on marriage and the family of central importance whilst acknowledging that all learners have a right to have their life respected whatever household they come from and support will be provided through our extensive pastoral team, including Formation Tutors, Head of Year and Family Support Worker to help learners to deal with different sets of values.

Personal, Social, Health and Economic Education (PSHE)

In Y7-Y11 PSHE lessons support our RSE curriculum underpinned by Church teachings and use resources from the PSHE Association.

The Sixth Form follow their Formation Programme. In formation time, Year 12 cover: managing the shift to post-16 study, navigating wider social settings, establishing personal boundaries and preparing for future pathways. In Year 13 formation time covers: complete independence, preparing students for university life, employment, financial accountability, and physical relocation.

All lessons have been designed and reviewed by the Faculty lead for PSHE in conjunction with the Assistant Headteacher responsible for Safeguarding. Lessons are monitored through learning walks learner feedback and book trawls.

Programme / Resources

We have been delivering our RSE programme, using TenTen resources since 2019. We have produced annually, before TenTen has begun; a letter informing parents and carers of the materials that will be used and alerting them to the TenTen parent portal so that they may experience and familiarise themselves with these resources. Both in 2019 when this policy has been formed and then revised, the views of parents, carers, staff, governors, clergy as well as learners have been sought. As a collective, feedback showed that RSE was seen as extremely important, as was the need to ensure that the Gospel values of love, acceptance and dignity of human life were at the heart of all teaching.

Results from stakeholder questionnaires show teaching should prioritise physical changes to the body during puberty, how to recognise and navigate healthy and unhealthy relationship, as well as handling the pressures connected to social media platforms and other influences of the internet. Many stakeholders felt that the teaching would be better suited to Formation Tutors as well as PSHE teachers instead of the RE faculty, whilst maintaining the foundation of the Gospel values. Overall, the feedback on the existing programme has been positive although it was felt that more learner discussion and outside speakers would enhance the programme further.

St John Fisher Catholic College will teach RSE as an explicit programme of study to all year 7-13 learners through RE lesson time led by their RE teachers. These sessions will be 60 minutes long and will involve a mixture of video clips, discussion, reflections and prayer. Most learners will complete a reflection style workbook alongside the lessons as well as being signposted each lesson about safeguarding and where/how to find further support.

Having a clear, designated time for RSE reflects the importance our school places on effective teaching of RSE.

Below is an updated overview of the Y7-11 course taken from the TenTen website:

Main themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community
Sub themes	**Religious Understanding**	**Me, My Body, My Health**	**Emotional Well-Being**	**Life Cycles**	**Personal Relationships**	**Keeping Safe**	**Living In The Wider World**
Sessions per programme	**Session 1** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 2** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 3** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 4** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 5** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 6** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 7** 50 minutes or 2 x 25-minutes or 2 x 50-minutes
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family and Friends	My Life on Screen	Living Responsibly
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility And Contraception	Marriage Updated: Feb 2023	One Hundred Percent	Knowing My Rights and Responsibilities Updated: Feb 2023
Year 10	Authentic Freedom	Self-Image	Beliefs, Values, Attitudes	Parenthood	Pregnancy and Abortion	Abuse	Solidarity
Year 11	Self-Worth	Addiction	Eating Disorders	Birth Control	Pornography	STIs	Coercive Control

Liaison with Parents and Carers

We recognise that parents and carers are the first and most important educators of their children in all aspects of education including RSE. As a Catholic school, we support parents, carers and the Church as the supporting vehicle by which the Church's teaching on relationships, sex and family life is passed on. The school will continue to support parents and carers by ensuring the programme of study is available on our website for parents and carers to see.

Parents and carers are informed in advance about any sex education content, and we will signpost parents and carers to the TenTen parent portal app so that parents and carers are able to engage with their children about the topics they are learning about. Parents can request to see all RSE materials produced by external providers.

Right to Withdraw

In line with statutory guidance, parents and carers have the right to withdraw their child from some or all of the sex education *only*, received "up to and until three terms before the child turn 16. After that point, if the child wishes to receive sex education they can choose so rather than be withdrawn".

All requests for withdrawal must be submitted in writing addressed to the Headteacher for action. A discussion will be held with the parents or carers before agreeing a withdrawal. In exceptional circumstances, the headteacher may refuse a request. If this is the case, the school will keep a record of the withdrawal and provide a purposeful, alternative education with consideration of the pupil's right to opt back in from three terms before turning 16 years of age.

Parents do not have the right to withdraw their child from any relationship or health education.

All lessons will be dealt with sensitively and with compassion. However as is the nature of RSE, issues connected to child protection might arise and they will be dealt with in accordance with our Safeguarding policy as well as our child-on-child abuse policy.

Equalities obligations:

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the learners, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion or sexual orientation or whether they are looked after children.

Responsibility for teaching the programme and monitoring

Responsibility for the specific delivery of the programme, CPD and monitoring will primarily rest with the Assistant Headteacher for Catholic Life. The responsibility of the daily teaching and delivery of the programme will rest with Re teachers, the Head of RE Faculty and the wider Senior Leadership Team. However, all staff have a collective responsibility to be active in helping all learners to develop healthy relationships and attitudes towards RSE. They will do this by modelling attitudes and values ascribed to the RSE programme and support learners by being role models of good healthy, wholesome relationships, being active in contributing and developing the learners personal and social skills. All staff will be expected to uphold the Catholic Ethos of the school and how this directly relates to RSE teaching.

The Assistant Headteacher in charge of Catholic Life has the responsibility to work alongside governors, parents, learners, the Headteacher and wider pastoral staff to ensure the implementation of this policy is thoroughly carried out and that parents are made aware.

It is also their responsibility to ensure the governors are supported in monitoring and evaluating the provision of RSE programme by examining plans and schemes of work making sure they remain fit for purpose. The school will be continue to seek learner voice after the delivery of the RSE programme to assess effectiveness and to build upon feedback to enhance the delivery the following academic year. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix 1: Stakeholder Voice

Our **clergy and governors** strongly believe that all RSE should continue to be underpinned by Gospel Values of love and respect of all people and with a strong emphasis on enabling learners to recognise their own true worth, as children of God, made out of love, to be worthy of love and to live a life of love. They believed that the priorities of recognising the signs of healthy and unhealthy relationships are paramount but also understand that human life has an intrinsic value, and as such, must be protected.

Our **learners** believe as a collective body that RSE is incredibly important and that overall, the delivery had been effective so far. They feel that the Gospel values that underpin all teaching are clear and necessary however some learner voice shows that at times more discussions were needed, and they do not always feel that the RE teachers have been the best people to deliver the programme. They identify the priorities of understanding physical changes, recognising unhealthy relationships and being able to really understand the difference between love and sex. They wish for further outside speakers to enhance the delivery.

Parents are very supportive of the school delivering RSE. Parents and carers rated 9.34 out of 10 for the importance of the programme and were also in agreement that Gospel values should be at the heart of the programme. Overall, parents and carers felt it had been taught well with it scoring 7.24. Parents and carers agreed with learners and had similar priorities such as recognising unhealthy relationships, handling physical changes to the body but also ensuring confident tackling of unhealthy social media pressures were developed.

There remains some confusion as to what was meant by parents' right to withdraw and it is important that it remains a key priority to share this key information with parents and carers. Some parents feel they do not have sufficient information about the RSE curriculum but other parents celebrated the use of the information videos and the promotion of the TenTen parent portal saying that it enables them to have positive conversations at home with their children. It is important that the school commits to promoting the use of the TenTen parental portal to encourage parents and carers to connect with this platform to support parents as the first educators of their children.

Appendix 2: DfE updated statutory guidance 2026

Following the revised guidance from the DfE, we have made changes to our curriculum to meet the new requirements.

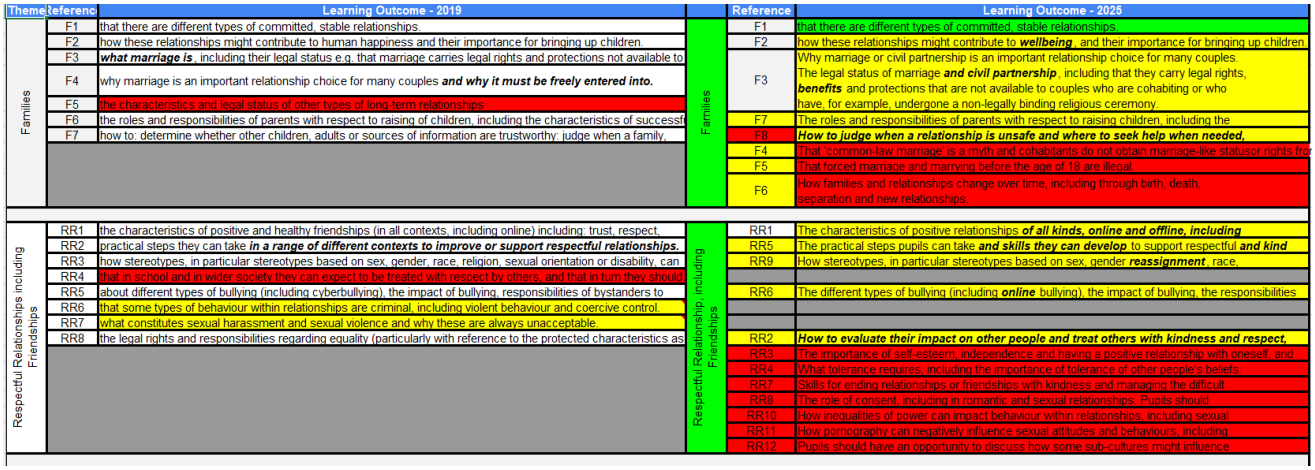
We meet the statutory requirements while delivering RSE within the teachings, ethos and values of the Catholic Church, using Diocesan-approved resources where appropriate.

Category	2019 RSE Guidance	2026 RSE Implementation
Mental Health	Focused on recognising emotions and seeking help. General awareness.	Includes specific inclusion on change, grief, loss, loneliness, resilience, and Explicit suicide/self-harm focus (secondary). Reinforces the need to work with Mental Health experts to ensure delivery is in line with best practice.
Online Safety	General internet safety and online relationships.	Covers AI deepfakes, toxic influencers, harmful subcultures, misogyny, and financial exploitation online.
Financial Education and Exploitation	Financial education not mandated content, supported teaching this as part of a wider comprehensive programme	Financial exploitation is recognised as a safeguarding issue and encouragement to include personal financial education is RSHE
Gender-Based Violence	Emphasised respectful relationships and consent.	Explicit focus on misogyny, violence against women and girls, and harmful content, including influences.
Personal Safety	Limited coverage.	Adds road, rail, water safety, and public space awareness.
Pornography and Media	Lightly addressed.	Stronger focus on the harms of pornography and media literacy.
Gender reassignment	Encouraged inclusion.	Biological focus; gender identity as theory. Focus is on legal definitions under the

		Equality Act, rather than personal identity frameworks.
Inclusivity and Family Diversity	Schools free to consider when it appropriate to teach about LGBT	Strong encouragement to recognise that families come in different forms
Parental Rights	Encouraged parental engagement. Consulted, less formally.	Guarantees parental access to all RSHE materials; bans hidden third-party content. Full transparency required.
Teaching Practice	Allowed flexibility in delivery.	Emphasises teacher expertise, safe environments (particularly in creating ground rules, managing difficult questions and using distancing techniques), avoiding use of shock tactics, and age-appropriate delivery.
Training	Basic support.	Teachers will receive training. From early 2026, schools will be able to apply for training grants to help their staff tackle these challenges with confidence.
Age Guidance	Flexible by key stage.	No age bans or restrictions. Teaching is based on teacher professional judgment.

Appendix 3– Revised guidance DfE 2026 RAG rated

RAG rated updates from 2019 to the updated RSE guidance in 2026. We have used this to be clear on the revised guidance. Green is very little change; Yellow reflects key changes and Red identifies significant changes.



Theme	Reference	Learning Outcome - 2019		Reference	Learning Outcome - 2025
Families	F1	that there are different types of committed, stable relationships.	Families	F1	that there are different types of committed, stable relationships.
	F2	how these relationships might contribute to human happiness and their importance for bringing up children.		F2	how these relationships might contribute to ***wellbeing***, and their importance for bringing up children.
	F3	***what marriage is***, including their legal status e.g. that marriage carries legal rights and protections not available to		F3	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.
	F4	why marriage is an important relationship choice for many couples ***and why it must be freely entered into.***		F7	The roles and responsibilities of parents with respect to raising children, including the
	F5	the characteristics and legal status of other types of long-term relationships		F8	***How to judge when a relationship is unsafe and where to seek help when needed,***
	F6	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successf		F4	That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like statusor rights fro
	F7	how to: determine whether other children, adults or sources of information are trustworthy; judge when a family,		F5	That forced marriage and marrying before the age of 18 are illegal.
				F6	How families and relationships change over time, including through birth, death, separation and new relationships.
Respectful Relationships including Friendships	RR1	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect,	Respectful Relationship, including Friendships	RR1	The characteristics of positive relationships ***of all kinds, online and offline, including***
	RR2	practical steps they can take ***in a range of different contexts to improve or support respectful relationships.***		RR5	The practical steps pupils can take ***and skills they can develop*** to support respectful ***and kind***
	RR3	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can		RR9	How stereotypes, in particular stereotypes based on sex, gender ***reassignment***, race,
	RR4	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should			
	RR5	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to		RR6	The different types of bullying (including ***online*** bullying), the impact of bullying, the responsibilities
	RR6	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.			
	RR7	what constitutes sexual harassment and sexual violence and why these are always unacceptable.			
	RR8	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as		RR2	***How to evaluate their impact on other people and treat others with kindness and respect,***
				RR3	The importance of self-esteem, independence and having a positive relationship with oneself, and
				RR4	What tolerance requires, including the importance of tolerance of other people's beliefs.
				RR7	Skills for ending relationships or friendships with kindness and managing the difficult
				RR8	The role of consent, including in romantic and sexual relationships. Pupils should
				RR10	How inequalities of power can impact behaviour within relationships, including sexual
				RR11	How pornography can negatively influence sexual attitudes and behaviours, including
				RR12	Pupils should have an opportunity to discuss how some sub-cultures might influence
Online and Media	O1	***their*** rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all	Online ***Safety & Awareness***	OSA1	Rights, responsibilities and opportunities online, including that the same expectations of
	O2	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.		OSA2	***Online risks, including the importance of being cautious about sharing personal***
	O3	not to provide material to others that they would not want shared further and not to share personal material which		OSA3	***The characteristics of social media, including that some social media accounts are fake,***
	O4	what to do and where to get support to report material or manage issues online.		OSA4	Not to provide material to others that they would not want to be ***distributed*** further and
	O5	the impact of viewing harmful content		OSA6	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
	O6	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		OSA11	That pornography, and other online content, often presents a distorted picture ***of people and their*** sexual behaviours and can ***negatively affect*** how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
	O7	that sharing and viewing indecent images of children (including those created by children) is a criminal offence		OSA5	That ***keeping or forwarding*** indecent ***or sexual*** images of ***someone under 18*** is a crime, ***even***
	O8	how information and data is generated, collected, shared and used online.		OSA7	About the prevalence of deepfakes including videos and photos, how deepfakes can be
				OSA8	That the internet contains inappropriate and upsetting content, some of which is illegal.
				OSA9	That social media can lead to escalations in conflicts, how to avoid these escalations
				OSA10	How to identify when technology and social media is used as part of bullying,
				OSA12	How information and data is generated, collected, shared and used online.
				OSA13	That websites may share personal data about their users, and information collected on
				OSA14	That criminals can operate online scams, for example using fake websites or emails to
				OSA15	That AI chatbots are an example of how AI is rapidly developing, and that these can
			Being Safe	BS1	How to recognise, respect and communicate consent and boundaries in relationships
				BS2	That there are a range of strategies for identifying, resisting and understanding pressure
				BS3	How to determine whether other children, adults or sources of information are
				BS4	How to increase their personal safety in public spaces, including when socialising with
				BS5	What constitutes sexual harassment or sexual violence, and that such behaviour is
				BS6	That sexual harassment includes unsolicited sexual language / attention / touching,
				BS7	The concepts and laws relating to sexual violence, including rape and sexual assault
				BS8	The concepts and laws relating to harmful sexual behaviour, which includes all types of
				BS9	The concepts and laws relating to domestic abuse, including ***controlling or*** coercive behaviour,
				BS10	That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where
				BS11	The concepts and laws relating to harms which are exploitative, including sexual
				BS12	The concepts and laws relating to forced marriage.
				BS13	The physical and emotional damage which can be caused by female genital mutilation
				BS14	That strangulation and suffocation are criminal offences, and that strangulation
				BS15	That pornography presents some activities as normal which many people do not and
				BS16	How to seek support for their own worrying or abusive behaviour or for worrying or
Intimate and Sexual Relationships including Sexual Health	I1	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment,	Intimate and Sexual Relationships including Sexual Health		
	I2	how people can actively communicate and recognise consent from others, including sexual consent, and how and		I3	***Sexual consent and their capacity to give, withhold or remove consent at any time, even if***
	I3	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which			
	I4	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively,		I4	That all aspects of health can be affected by choices they make in sex and relationships, positively
	I5	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and			
	I6	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer			
	I7	that they have a choice to delay sex or to enjoy intimacy without sex.		I2	***The law about the age of consent***, that they have a choice about whether to have sex, ***that many***
	I8	the facts about the full range of contraceptive choices, efficacy and options available.		I6	The facts about the full range of contraceptive choices, efficacy and options available, ***including***
	I9	the facts around pregnancy including miscarriage.			
	I10	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all		I7	That there are choices in relation to pregnancy. ***Pupils should be given*** medically and legally
	I11	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be		I8	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How
	I12	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about		I9	The prevalence of STIs, ***the short and long term impact*** they can have on those who contract
	I13	how the use of alcohol and drugs can lead to risky sexual behaviour.		I10	How the use of alcohol and drugs can lead ***people to take risks*** in their sexual behaviour.
	I14	how to get further advice, including how and where to access confidential sexual and reproductive health advice.			
				I1	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and
				I5	That some sexual behaviours can be harmful.
				I11	How and where to seek support for concerns around sexual relationships including sexual violence.
				I12	How to counter misinformation, including signposting towards medically accurate information and
Mental Wellbeing	M1	how to talk about their emotions accurately and sensitively, using appropriate vocabulary	Mental Wellbeing	M1	How to talk about their emotions accurately and sensitively, using appropriate vocabulary
	M2	that happiness is linked to being connected to others.		M3	***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.***
	M3	how to recognise the early signs of mental wellbeing concerns.			
	M4	common types of mental ill health (e.g. anxiety and depression).		M5	***Characteristics of*** common types of mental ill health (e.g. anxiety and depression), ***including***
	M5	how to critically evaluate ***when something they do or are involved in has a positive or negative effect*** on their		M6	How to critically evaluate ***which activities will contribute to their overall wellbeing.***
	M6	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and		M2	The benefits and importance of physical ***activity***, ***sleep***, time outdoors, community participation
				M4	That worrying and feeling down are normal, can affect everyone at different times and are not in
				M7	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or
				M8	That gambling can lead to serious mental health harms, including anxiety, depression, and suicide,
				M9	That the co-occurrence of alcohol/drug use and poor mental health is common and that the

Internet Safety and Harms	IS1	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, over-reliance on online relationships including social	Wellbeing Online	WB2	The similarities and differences between the online world and the physical world, including: the
				WB4	The risks related to online gambling ***and gambling-like content within gaming***, including the
				WB5	How advertising and information is targeted at them and how to be a discerning consumer of
	IS2	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find		WB3	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to
				WB1	About the benefits of limiting time spent online, the risks of excessive time spent on electronic
				WB6	The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit
				WB7	The serious risks of viewing online content that promotes self-harm, suicide or violence, including
Physical Health and Fitness	P1	the ***positive associations*** between physical activity ***and promotion of mental wellbeing***, including as an	Physical Health and Fitness	P1	***That physical activity can promote wellbeing and combat stress.***
	P2	the characteristics ***and evidence of what constitutes*** a healthy lifestyle, maintaining a healthy weight, including		P3	The characteristics of a healthy lifestyle, including ***physical activity*** and maintaining a
	P3	about the science relating to blood, organ and stem cell donation		P4	The science relating to blood, organ and stem cell donation.
				P2	Factual information about the prevalence and characteristics of more serious health
Healthy Eating	HE1	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay ***and cancer.***	Healthy Eating	HE1	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, ***unhealthy weight gain, and cardiovascular disease.***
				HE2	The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovas
				HE3	The impacts of alcohol on diet and unhealthy weight gain
Drugs, Alcohol and Tobacco	DAT1	the facts about ***legal*** and illegal drugs and their associated risks, including the link between drug use, and the	Drugs, Alcohol and Tobacco ***and vaping***	DAT1	The facts about which drugs are illegal, ***the risks of taking illegal drugs, including the***
	DAT2	the law relating to the supply and possession of illegal substances		DAT2	The law relating to the supply and possession of illegal substances.
	DAT3	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol		DAT3	The physical and psychological risks associated with alcohol consumption. What
	DAT4	the physical and psychological consequences of addiction, including alcohol dependency		DAT4	The physical and psychological consequences of ***problem-use of alcohol***, including
	DAT5	awareness of the dangers of drugs which are prescribed but still present serious health risks.		DAT5	***The dangers of the misuse of prescribed and over-the-counter medicines.***
	DAT6	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and		DAT6	The facts about the ***multiple serious*** harms from smoking tobacco (particularly the link
				DAT7	The facts about vaping, including the harms posed to young people, and the role that

Health and Prevention	HP1	about personal hygiene, germs ***including bacteria, viruses***, how they are spread, treatment and prevention of	Health protection and prevention, ***and understanding the***	HP1	Personal hygiene, germs and how they are spread, ***including bacteria and viruses,***
	HP2	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular		HP2	Dental health and the benefits of good oral hygiene, ***including brushing teeth twice a***
	HP3	(late secondary) the benefits of regular self-examination and screening.		HP4	***The importance of taking responsibility for their own health***, and the benefits of regularself-examination
	HP4	the facts and science relating to immunisation and vaccination.		HP5	The facts and scientific ***evidence*** relating to vaccination, immunisation and ***antimicrobialresistance*** . ***The***
	HP5	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and		HP6	The importance of sufficient good-quality sleep for good health, ***the importance of***
				HP3	How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
				HP7	The importance of healthy behaviours before and during pregnancy, including the
				HP8	How to navigate their local healthcare system: what a GP is; when to use A&E / minor
				HP9	The concept of Gillick competence. That the legal age of medical consent is 16. That
			Personal Safety	PS1	How to identify risk and manage personal safety in increasingly independent situations;
				PS2	How to recognise and manage peer influence in relation to risk-taking behaviour and
				PS3	How to develop key social and emotional skills that will increase pupils' safety from
				PS4	Understanding which trusted adults they can talk to if pupils are worried about violence
				PS5	The law as it relates to knives and violence. Content and examples should relate to the
				PS6	The risks and signs that they may be at risk of grooming or exploitation, and how to
Basic First Aid	FA1	basic treatment for common injuries.	Basic First Aid	FA1	Basic treatment for common injuries ***and ailments.***
	FA2	life-saving skills, including how to administer CPR.		FA2	Life-saving skills, including how to administer CPR.
	FA3	the purpose of defibrillators and when one might be needed.		FA3	The purpose of defibrillators, when one might be needed ***and who can use them.***
Changing Adolescent Body	CAB1	key facts about puberty, the changing adolescent body and menstrual wellbeing.	Developing Bodies	DB2	The facts about puberty, the changing adolescent body, ***including brain development.***
	CAB2	the main changes which take place in males and females, and the implications for emotional and physical health.		DB1	The main changes which take place in males and females, and the implications for emotional and physical health.
				DB3	About menstrual and gynaecological health, including: what is an average period;
				DB4	The facts about reproductive health, including fertility and menopause, and the

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